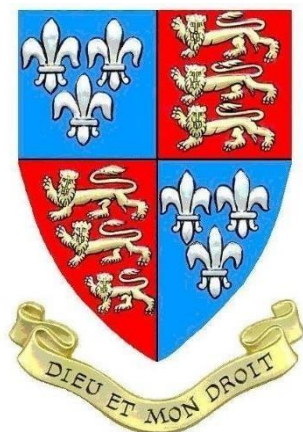


# King Edward VI Grammar School



## Attendance Policy

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## **1. Aims**

Our school aims to meet its obligations regarding school attendance by:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school to help parents to perform their legal duty to ensure their children of compulsory school age attend regularly.

We will also promote and support punctuality in attending lessons.

## **2. Legislation and guidance**

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents>The Education (Penalty Notices) (England) (Amendment) Regulations 2013The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents>The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:<https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made>It also refers to:

- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

This policy complies with our funding agreement and articles of association.

As a reminder:

Parents are responsible for making sure that their children of compulsory school age receive a suitable full-time education<sup>3</sup>. This can be by regular attendance at school, at alternative provision, or otherwise (e.g. the parent can choose to educate their child at home).

A child reaches compulsory school age on or after their fifth birthday. If they turn 5 between 1 January and 31 March they are of compulsory school age on 31 March; if they turn 5 between 1 April and 31 August they are of compulsory school age on 31 August. If they turn 5 between 1 September and 31 December, then they are of compulsory school age on 31st December.

A child continues to be of compulsory school age until the last Friday of June in the school year that they reach sixteen. From September 2013 all 16 year-olds will be required to continue in education or training, until the end of the academic year in which they turn 17. From September 2015 they will be required to continue until their 18th birthday.

<sup>3</sup> Under section 7 of the Education Act 1996.  
<sup>4</sup> Section 2 of the Education and Skills Act 2008

### Links with other school policies

This policy is linked to:

- Child Protection and Safeguarding Policy
- Supporting Children with Medical Conditions Policy.
- School Expectations, Rewards and Behaviour Policy, including Anti-bullying Statement,
- SEND Information Report and Policy
- Wellbeing Policy
- Pupil Premium Strategy
- Home Visits Policy and Procedures


## 3. School Expectations & Promoting Good Attendance

**Pupils must arrive in school by 8:50am on each school day.**

**The register for the AM session will be taken at 8:50am and will be kept open until 9:10am**

# Attendance

## WHY IS IT IMPORTANT?



**89% & Below**  
*Drastic effect on academic achievement*

**95% - 90%**  
 Cause for concern

**100% - 96%**  
 Excellent

Children are required by law to attend school 190 days per year. The Government states that every pupil's attendance should be at least 96%.

HOW DO YOU MEASURE UP?

Attendance	Days Absent	Weeks Absent	Lessons Absent
95%	9 Days	2 Weeks	50 Lessons
90%	19 Days	4 Weeks	100 Lessons
85%	29 Days	6 Weeks	150 Lessons
80%	38 Days	8 Weeks	200 Lessons
75%	48 Days	10 Weeks	250 Lessons
70%	57 Days	11.5 Weeks	290 Lessons
65%	67 Days	13.5 Weeks	340 Lessons

We aim at all times to help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development.

The poster above identifies the impact 95% attendance and below can have and is one of a number of posters used around schools to promote the importance of attendance.

We communicate our high expectations and promote good attendance regularly to pupils and parents through a range of methods which are listed in Appendix 1 in the Universal box.

The DfE's [working together to improve school attendance guidance](#), contains the following on page 8:

### **The law on school attendance and right to a full-time education**

10. The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

11. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

12. This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%). At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2%

## **4. School procedures**

### **4.1 Attendance register**

We will keep an electronic attendance register, and place all pupils onto this register. It will use the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024.

The school day starts at 8:50am and ends at 3:35pm, Monday - Friday.

Pupils must arrive in their tutor group by 8:50am on each school day.

The attendance register will be taken at 8:50 and will be kept open until 9:05 (the length of tutor time) for the AM Session mark.

Any student arriving after 8:50 but before 9:10am will be marked as late. Arrival after registers have closed at 9:05am will be marked as U – unauthorised.

Each AM/PM mark will state whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry

- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

#### **4.2 Unplanned absence**

Parents must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by 8.30am or as soon as practically possible (see also section 6).

In the case of illness, and any other unexpected absence, parents should email ([absence@kevigs.lincs.sch.uk](mailto:absence@kevigs.lincs.sch.uk)) the Attendance Officer on the morning of the first day of absence and each day thereafter.

Absence due to illness will be authorised unless the school has a genuine concern about the authenticity of the illness.

If there is no contact from parents on the first full day of absence, then parents are contacted by email (in the first instance) to obtain an explanation of the absence.

For all medical conditions and appointments, parents must inform the school in advance of the appointment by completing the leave of absence form and provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate forms of evidence.

If the school is not satisfied with the authenticity of the illness and does not receive genuine medical evidence, the absence will be recorded as 'unauthorised', and parents will be notified of this.

#### **4.3 Leave of Absence**

Schools may not grant any leave of absence to pupils during term time unless they consider there to be 'exceptional circumstances' (please see Section 5 for further details). Any absences not deemed to be 'exceptional circumstances' may be subject to a Penalty Notice - see Section 5.2 for further details.

If parents feel that there is an 'exceptional circumstance' then they must complete an electronic copy of the ['Application for Student's Leave of Absence Form'](#) via the school website.

**Please note that all applications must be submitted at least 3 weeks before the event.**

**Any requests submitted retrospectively will be unauthorised.**

#### **4.4 Medical or dental appointments**

Missing registration for a medical or dental appointment is counted as an authorised absence; advance notice is required for authorising these absences.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

Applications for other types of absence in term time must also be made at least 3 weeks in advance. Information relating to whether the school can authorise such absences can be found in section 5.

#### **4.5 Lateness and punctuality**

A pupil who arrives late but before the register has closed will be marked as late, using the appropriate code.

A pupil who arrives after the register has closed will be marked as absent, using the appropriate code.

If a student regularly registers late, the tutor will investigate the reasons for this and if necessary, will refer the matter to the appropriate Head of Year. Students repeatedly late to school and/or lessons will be required to give the 'missed time' back via school detentions, be placed on a Late Report Card or an Attendance Plan via a formal invitation to Attendance Panel. Parents should note persistent lateness could result in a Notice to Improve, a Penalty Notice or other legal intervention.

#### 4.6 Pupils who miss the bus

For students who travel by bus to school and either miss the bus or have an unavoidable medical appointment in the morning, it is expected parents and the child will find and arrange an alternative mode of transport to school. Absences for these reasons which stop a student attending school for the rest of the day will be unauthorised.

#### 4.7 Reporting to parents

Parents are able to monitor the attendance of their child at any time via the SIMS Parent App, alongside the notifications which are automatically pushed out weekly through this app. Termly letters are sent to parents to report on last term's attendance figures for their child, as well as attendance being included on each child's Progress Review Report that is sent out 3 times per year.

#### 4.8 Following up absence

The Attendance Officer monitors pupil absence on a daily basis. They will follow up any absences to ascertain the reason using the process outlined below and ensure proper safeguarding action is taken where necessary. They will also identify whether the absence is approved or not and identify the correct attendance code to use.

<b>No Reason for Absence Provided</b>  <b>OR</b>  <b>Inadequate Reasons for Absence</b>	<ul style="list-style-type: none"><li>● <b>Absence Request</b> sent through SIMS InTouch.<ul style="list-style-type: none"><li>○ Parent reply is logged on the system.</li><li>○ If no response:<ul style="list-style-type: none"><li>▪ absence message is resent and also sent via text and/or phone call home.</li></ul></li></ul></li></ul> <p>If a reason is not provided within 3 days or the reason is not deemed adequate, the absence is entered as unauthorised and a home visit will occur (see Section 6).</p> <ul style="list-style-type: none"><li>● If reasons for absence are regularly NOT provided on time and/or a pupil is not in school for a prolonged period of time the Local Authority are made aware. The case moves to Level 2 on the intervention table automatically</li></ul>
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If after contacting parents a pupil's absence continues to rise, we will follow the intervention levels as outlined in Appendix 1.

Attendance levels, including punctuality, are checked regularly;

- reports are sent regularly to tutors to facilitate both positive and supportive discussions with pupils
- half termly, termly and full year reports are used to monitor and identify any whole school patterns of attendance concern across pupils and cohorts, as well as patterns of certain attendance code use and subjects which have low lesson attendance.
- Where an individual pupil's attendance is identified as a cause for concern, they will be monitored more regularly.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely. Pupil-level absence data is collected termly and published at national and local authority level through the DfE's school absence national statistic releases. The underlying school-level absence data is published alongside the national statistics. The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the governing board.

KEVIGS will routinely collect and store attendance data via SIMS and it may be used for internal purposes. For example, to track the attendance of individual pupils, identify whether or not there are particular groups of children whose absences may be a cause for concern, and monitor and evaluate those children identified as needing intervention and support.

## **5. Promoting Positive Attendance**

High expectations of punctuality and attendance are reinforced throughout the school:

- Use of positive publicity on the impact attendance has on attainment and future prospects/aspirations via assemblies, information posters, RSHE, Careers guidance, Information Evenings and Events, Parent Consultation Evenings (PCES), Social Media and Newsletters
- Monitoring of daily, weekly and termly student attendance and students who are maintaining high levels of attendance or have improved attendance are included in Termly and of End of Year Celebration Events.

## **6. Reducing persistent and severe absence**

**The Persistent Absence threshold is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil will be classified as a persistent absentee.**

**Severe Absence is where a pupil misses 50% or more of school.**

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant, such as The Early Help Pathway is also utilised, which involves completion of a 'Child and Family Early Help Assessment', which starts when a worry is raised and coordinated support is required. This may in turn lead to the creation of a Team Around the Child (TAC). This is a group of people who want the best for the child or young person and who will work together with the child and family in an open and honest way to create a plan of support. Further information on this support pathway can be found on the [Lincolnshire County Council Early Help webpage](#).
- We also utilise Lincolnshire County Council's Emotionally Based School Avoidance (EBSA) Pathway, which aims to support pupils whose poor attendance has been identified due to mental health issues including anxiety. This uses a graduated approach of support starting with a Pastoral Support Plan (PSP) and has support from the Pupil Reintegration Team and the local NHS [Healthy Minds](#) services.
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Where necessary and as appropriate, Penalty Notices and Notices to Improve will be actioned - see section 7.2 below.

Our targeted support and actions for students whose attendance reaches these thresholds, can be found in Appendix 1: Attendance Intervention Table.

The support offered at each level of intervention, ensures we can always consider the individual needs of pupils and their families and any specific barriers to attendance which may exist. We consider our obligations under the Equality Act 2010 and the [UN Convention on the Rights of the Child](#), as well as giving regard to the [SEND Code of Practice 2015](#).

## **7. Authorised and Unauthorised absence**

### **7.1 Granting approval for term-time absence**

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances, taking current percentage attendance into consideration.

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

Holidays are no longer classed as exceptional circumstances and therefore will not be authorised.

When a leave of absence is requested, whether authorised or not, any absence days taken either side of the dates requested will be classed as authorised, unless adequate evidence is provided for these dates, such as a hospital appointment letter etc.

We define 'exceptional circumstances' as:

1. Periods of no more than 1-2 days for one-off, significant, family celebrations - e.g. Births/Weddings/Funerals. Where travel is required to such an event, we allow 1 day to travel either side of the day itself.
2. Longer periods by arrangement for compassionate leave following the death of an immediate or close relative.
3. Single or half day visits to alternative schools, colleges or universities up to a maximum of 3 in anyone academic year.
4. Documented appointments for medical/dental treatment that cannot be provided at an alternative time: parents are requested to arrange as far as is possible all medical and dental appointments to be outside of the school day.
5. Single or half days to undertake driving tests or other types of external testing arrangements.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. A leave of absence is granted entirely at the Headteacher's discretion. Evidence may be required to support any request for leave of absence.

Any request should be submitted as soon as it is anticipated and, where possible, at least 3 weeks before the absence, and in accordance with any leave of absence request form, accessible via: '[Application for Student's Leave of Absence Form](#)'.

If a pupil is over compulsory school age (e.g. sixth form), leave can be requested or agreed by the pupil or a parent they normally live with. This will be monitored.

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart. A maximum of 3 days per academic year will be authorised for religious observance.
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers. Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):



- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

## 7.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance, including persistent lateness. Decisions will be made on an individual, case-by-case basis. These will also be considered when supportive avenues are not appropriate for the situation (e.g. for an unauthorised holiday in term time), not successful or not engaged with.

### Penalty notices

Parents can be fined for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

Before issuing a penalty notice via the Local Authority, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

A penalty notice can be issued to each parent liable for the offence or offences. The payment must be made directly to the local authority. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

**First** penalty notice: £160 per parent per child paid within 28 days, but this is reduced to £80 per parent per child if paid within 21 days.

If a **second** penalty notice is issued to the same parent/s in respect of the same pupil, the parent must pay £160 if paid within 28 days. There is no reduced rate for this second penalty notice.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead by the local authority. This will often include considering prosecution but may include other tools such as one of the other attendance legal interventions.

### Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for Lincolnshire County Council, as the authority of the school attended.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with

- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

Further information is available at [Lincolnshire County Council School Fines webpage](#).

In addition to Penalty Notices and Notices to Improve, King Edwards will work with Lincolnshire County Council and may as a last resort utilise other legal interventions such as Attendance contracts, Education supervision orders, Attendance prosecution.

### **Prosecution in the Magistrates Court**

Local authorities have the power to prosecute

- parents who fail to comply with a school attendance order issued by the local authority to require a parent to get their child registered at a named school (under section 443 of the Education Act 1996). This may result in a fine of up to level 3 (£1,000).
- parents who fail to secure their child's regular attendance at a school, for which there are 2 separate offences: section 444(1) where a parent fails to secure the child's regular attendance; and section 444(1A) where a parent knows that the child is failing to attend school regularly and fails to ensure the child does so. The section 444(1) offence may result in a fine of up to level 3 (£1,000) and the section 444(1A) offence may result in a fine of up to level 4 (£2,500), and/or a community order or imprisonment of up to 3 months.
- parents who fail to secure the regular attendance of their child at a place where the local authority or governing body has arranged alternative provision (under sections 444 and 444ZA). This may result in a fine of up to level 3 (£1,000), or if the parent is found to have known the child was not attending regularly and failed to ensure that they did so, a fine of up to level 4 (£2,500), and/or a community order or imprisonment of up to 3 months.
- parents who persistently fail to comply with directions under an Education Supervision Order (under Schedule 3 to the Children Act 1989) or breach a Parenting Order or directions under the order (under section 375 of the Sentencing Act 2020). These may result in a fine of up to level 3 (£1,000).

## **8. Advice and Guidance to Parents**

King Edwards remains first and foremost a family school, and we recognise that within our community there are many different and sometimes complex needs that may necessitate a leave of absence. We remain happy to consider these requests under the headings above; however, we would also offer the following guidance to parents:

1. Leave of Absence Requests for holidays are not likely to be granted.
2. Previous academic year attendance at King Edwards will be taken into consideration, especially if leave of absences are likely to reach national threshold.
3. Leave of Absence Requests for students in Years 7, 11-13 are likely to be routinely rejected and will have the exceptional circumstances test applied fully due to the importance of these years for transition to secondary school (year 7) and being examination years (y11-13) and the negative impact that absence can have on a student's overall performance.
4. In Years 7-10 all parents are advised to consider:
  - a) planning holidays and flights well in advance to get the best deal without having to resort to a term time leave of absence request
  - b) avoiding last minute deals that encroach on term time
5. When planning holiday parents are reminded that requests for a block week or weeks in the middle of term time are likely to be routinely rejected. However, more sensible forward planning where the request is for a single day prior to or following a scheduled school holiday are more likely to be looked upon favourably: provided they meet the exceptional circumstances test.
6. We are aware some schools of siblings may have longer holidays than ourselves (e.g. 2 weeks at October half term) but be aware this is not classed as a reason for exceptional circumstances.
7. As our school sometimes ends the summer term a week earlier than other schools, we would encourage making use of the cheaper holidays available at this time.
8. We encourage all parents to read the [DfE Guide for Parents on School Attendance](#)
9. If parents are unsure whether their child should be in school due to illness and to refer to the [NHS 'Is my child too ill for school?'](#) information page.

If your child is struggling to attend school, please contact their tutor or the Attendance Officer as soon as it becomes an issue so supportive strategies can be put in place before they become a 'school refuser'.

Please also see the summary tables at the end of this policy on Parent/Carers responsibilities around school attendance.

## **9. Safe and Well Checks and Home Visits**

At King Edwards we may in certain circumstances contact the pupil and family at home, in order to meet our statutory safeguarding requirements (Keeping Children Safe in Education, DfE) and ensuring links for all pupils remain open with encouragement to attend school. We do this through two means:

### **Safe and Well Check Definition:**

A Safe and Well check is short contact made from a member of school staff with a pupil and their family. The aim is to maintain contact with a pupil and their family who has not been attending school each day for an authorised reason. This could include:

- To maintain contact with a child who has been off school for a period of time, for example due to a medical issue, so that they do not feel isolated from school
- For a pupil who is attending an alternative provision setting, such as The Pilgrim School, and is classed as Dual Registered, who is not currently attending that provision full time.
- For a pupil who is on a short term reduced timetable
- To support a pupil and their family who are on the Emotionally Based School Avoidance (EBSA) pathway.

These checks may occur in the form of a phone call, a virtual Teams Meeting, asking a pupil to visit main reception for a brief check in, or members of school staff will conduct a Home Visit.

Should we not be able to speak with both the child and parent/carer/guardian, a home visit will need to occur. Safe and Well Checks can also be carried out by other professional agencies, such as CAMHS or an Early Help Worker. These will also be logged on to Provision Map.

### **Home Visit Definition:**

A home visit is a visit that requires member(s) of staff to enter the home of a parent, carer, or guardian in the case of an emergency visit or a procedural visit.

The aim of a home visit is:

- To establish a partnership between parents, carers and/or guardians and staff so that all parties share their knowledge about the child to enable the individual needs of the child to be met.
- To develop and strengthen relationships with parents, carers and/or guardians for the best interests of the child.

### **Reasons for home visits linked to attendance:**

Home visits are important in helping the school to contact new or hard to reach parents, carers and/or guardians. They are particularly useful as they enable the parents, carers and/or guardians to still have contact with the school, but in their own environment. Home visits are to be used when:

- Students are refusing to come into school
- When there are attendance issues/concerns
- When students are being educated at home
- When all other means of contact with a family has failed
- To try and establish that a child is safe if they are absent from school and attempts to contact parents, carers and/or guardians have not elicited a response and we have any welfare or safeguarding concerns for the student.
- To work with and support parents, carers and/or guardians in developing strategies to help their child attend school where attendance is an issue.
- To investigate situations when there are suspicions that someone may be on holiday contrary to earlier indications (for example when a child is not at school and reported as being ill during the same period for which a request for exceptional leave in term-time had been refused).

## **10. Roles and responsibilities**

The DfE guidance on Attendance, strongly suggests that positive attendance involves partners working together to ensure all young people of eligible school age can access an education. We outline the roles and responsibilities of all partners in order to carry out the different stages at Appendix 3.

### **The governing board**

The governing board through the Every Child Matters Sub Committee is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - o Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - o Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - o The importance of good attendance
  - o That absence is almost always a symptom of wider issues
  - o The school's legal requirements for keeping registers
  - o The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the Headteacher to account for the implementation of this policy.

### **The Headteacher**

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing penalty notices, where necessary, and/or authorising Deputy Head Pastoral & Inclusion to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

### **Designated Senior Leader responsible for Attendance (Attendance Champion):**

- Leading, championing and improving attendance across the school
- setting a clear vision for attendance improvement and ensure these are communicated to all stakeholders
- evaluating and monitoring expectations and processes

- having an oversight of data analysis
- devising specific strategies to address areas of poor attendance identified through data and ensuring targeted interventions and support are delivered to pupils and families
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- reviewing this policy in conjunction with the Attendance Officer, ensuring it is shared with the governing board.

The designated senior leader responsible for attendance is Mrs Laura Reeve and can be contacted via 01507 600456 or emailing [kesh.admin@kevigs.lincs.sch.uk](mailto:kesh.admin@kevigs.lincs.sch.uk)

### **The Attendance Officer**

The school attendance officer is responsible for

- Monitoring the [absence@kevigs.lincs.sch.uk](mailto:absence@kevigs.lincs.sch.uk) email account about absences and recording them on the school system.
- Monitoring attendance data at the school and individual pupil level
- Providing regular attendance reports to school staff and parents
- Reporting concerns about attendance to the Deputy Head Pastoral & Inclusion as the school's Attendance Champion.
- Working with the local authority's School Attendance Support Team and other partners to tackle persistent absence
- Arranging calls, meetings and where necessary home visits, with parents to discuss attendance issues
- Advising the Headmaster when to issue fixed-penalty notices
- Working with the Deputy Head (Pastoral & Inclusion) to review this policy and attendance procedures at least yearly.

The attendance officer is Mrs Watts, contactable on 01507 600456 or email [absence@kevigs.lincs.sch.uk](mailto:absence@kevigs.lincs.sch.uk)

### **Form Tutors and Teaching Staff**

Form Tutors and Teaching Staff are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the Attendance Officer.

They also support and encourage the attendance of students in the school, helping to identify any patterns concerning attendance and raising these to the relevant Head of Year/Attendance Officer.

### **Reception and Admin Staff**

Reception and Admin Staff are expected to:

- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Encourage parents to use the [absence@kevigs.lincs.sch.uk](mailto:absence@kevigs.lincs.sch.uk) to report future absences
- Encourage and direct parents to the Leave of Absence Request form on the school website.
- Support the use of the signing in and out form for students during the school day.
- Transfer calls from parents to the appropriate Head of Year in order to provide them with more detailed support on attendance
- Support the Attendance Officer in recording daily student absences and late arrivals to school.

### **Parents/Carers**

- Make sure their child attends school every day and on time
- Email the school to report their child's absence before 8:30am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child

- Ensure that, where possible, appointments for their child are made outside of the school day and if an absence during school time is necessary, complete a Leave of Absence Request form at least 3 weeks in advance.
- Be proactive and make contact with school as soon as issues that might impact attendance become apparent so support can be offered and engage with this support.
- If you are contact by school to collect your child due to an illness or medical incident during the school day, please collect them from Main Reception. Your child should not be calling you themselves to arrange a collection during the school day.
- For parents of Sixth Form students; we strongly encourage you to access the SIMS App to monitor your child's attendance and support their studies in school. A falling and/or poor attendance level without acceptable reasons may lead to a discussion with the Head of Sixth Form about the suitability of King Edward as a place of study.

Please also see the Summary of Responsibilities Table (from DfE) at the end of this policy and the [DfE Guide for Parents on School Attendance](#)

We encourage all parents to refer to the [NHS 'Is my child too ill for school?'](#) information page.

### **Pupils**

- All pupils should attend every timetabled session on time – this includes sixth form students.
- Ensure parents call the school to report their absence before 8:30am on the day of the absence and each subsequent day of absence.
- For Sixth Form students: there should be a call to the school to report their absence before 8:30am on the day of the absence and each subsequent day of absence by either the student or their parent.
- For Sixth Form students; poor attendance will lead to a discussion with parents and the Head of Sixth Form about the suitability of King Edward as a place of study.
- If they feel ill or need to leave school during the day due to an appointment, go to Student Reception to sign out or to allow Reception staff to contact parents. Do not contact parents themselves.

Further information on responsibilities can be found in the DfE's [Summary Table of Responsibilities for School Attendance](#) at the end of this document.

## Appendices

### Attendance Intervention Table

Level	<u>Supportive Intervention</u>	<u>Administrative Actions</u>
All Good! 96-100%	<ul style="list-style-type: none"> <li>Tutor monitoring and positive and encouraging conversations in tutor time with these students on the importance of good attendance.</li> </ul> <p>School newsletters and social media are used to remind parents/carers of the Attendance Policy and procedures and assemblies, briefing notices and posters encouraging students</p>	<ul style="list-style-type: none"> <li>Monitoring of daily, weekly and termly student attendance for patterns, reasons and non-attendance.</li> <li>Information shared with Tutors for students whose attendance is declining.</li> </ul> <p>Tutors to raise any concerns noticed to Head of Key Stage.</p>
95% Threshold reached	<p>Tutor has a formal conversation with the student to fact find and offer avenues of support. Liaise with Head of Key Stage/Pastoral Assistant.</p>	<p><b>95% Notification Letter</b> sent home, notifying of attendance level and there child is at risk of persistent absence. States attendance will now be monitored closely. Offers support and asks if we need to be aware of any circumstances that could be affecting attendance at school.</p>
At Risk of Persistent Absence 90-94%	<p><b>Attendance continues fall without acceptable reasons (see section 5.1) and is now between 90-94%)</b></p> <ul style="list-style-type: none"> <li>Regular monitoring and conversations by Tutor with student &amp; praise improvements or discuss concerns and any issues that might be present. Liaise with Head of Key Stage if any concerns raised. Head of Key Stage to raise concerns in KESH Team Leader Meetings if required.</li> <li>Attendance Officer to monitor for a continued decline in attendance and If student's absence does not have acceptable reasons. If it continues to fall, 2<sup>nd</sup> Letter of Concern stating 'at risk of persistent absence letter sent home.</li> <li>Opportunity for parents to arrange to meet with either their child's Head of Key Stage or Attendance Officer to discuss any concerns they might have.</li> </ul>	
90% Persistent Absence Threshold reached	<ul style="list-style-type: none"> <li><b>A member of the KESH team has formal conversation with the student. Offers support (this could see a move direct to Medical Support Pathway* if deemed necessary).</b></li> <li><b>If there are no acceptable reasons, we follow LCC guidance which could lead to a formal Notice to Improve, or in turn lead to legal action and fines.</b></li> <li><b>Parents notified by '90% Persistent Absence and Action Letter':</b> <ul style="list-style-type: none"> <li><b>Offer support to parents and give them an opportunity to meet/talk with either Attendance Officer or Head of Year.</b></li> <li><b>Supportive discussion between your child and a member of the KESH Team has taken place, which involved</b> <ul style="list-style-type: none"> <li>RAG Rating timetable and teaching staff to try to identify barriers to attending school,</li> <li>offering reasonable adjustments such as time out card and use of safe spaces, teaching group moves (where appropriate and possible) to support and encourage students back into school,</li> <li>Referral to area(s) of the KESH team for further support or investigation or barriers to learning</li> </ul> </li> </ul> </li> </ul> <p><b>Plan is to monitor attendance for next 4 weeks. If no further improvement, you will be asked to a formal Attendance Panel Meeting to review this initial action plan and discuss next steps.</b></p>	

**At 85% invite to Face-to-face review via invite to formal Attendance Panel meeting.**

- Attendance Panel Meeting Held
- Attendance Booklet given and to be returned within 2 weeks.
- If parent/carers fail to attend Panel Meeting, Action Plan is still created and sent home, with **1<sup>st</sup> Warning Letter/Notice to Improve**
- Student attendance monitored by officer.

From this an internal review will be held within 4 weeks using the Attendance Booklet responses and triage onto one of the following pathways:

- ❖ Attendance Support Plan – with a Notice to Improve
- ❖ Medical Support Pathway – where there is a formal medical diagnosis for a physical or mental health condition from a Consultant or Specialist. A Medical Plan is created and will be regularly reviewed with reasonable adjustments made as deemed appropriate. If attendance continues to be affected by this medical need, a referral to LCCs Medical Support Panel will be made for advice on next steps.
- ❖ Emotionally Based School Avoidance/Anxiety Pathway - is a graduated response (follows an assess, plan, do, review cycle) with a wraparound approach of proactive support with regular review meetings (ranging from 2-8weeks). Throughout this pathway the emphasis is on the need for a return to school, alongside support strategies and interventions and adaptations within the school and home environment.

**By the time any student recaches 80% they should be on a pathway of support, which is regularly reviewed.  
Should attendance continue to decline the following support can be considered.**

**At risk of Severe Absence** if attendance continues to fall below 79%

- If felt necessary alongside the existing Pathway, a 'Child and Family Early Help Assessment' completed with the family and assessed. If deemed necessary, next steps on the Early Help Pathway are requested through the local authority; this could include appropriate referral to Healthy Minds Lincolnshire, Future 4 Me Worker, Young Carers Assessment etc
- Consider if there are any safeguarding concerns and whether a referral to Children's Services is required for educational neglect if lack of involvement.

**Severe Absentee** If attendance falls Below 50%

- Either TAC or Medical Support Panel Referral must be accessed once Severe Absentee threshold reached, with involvement from external agencies such as Early Help Worker, LCC's EBSA Caseworker from the Pupil Reintegration Team (for EBSA)
- V-SEND must be completed and consideration of an application for an Education, Health and Care Needs Assessment (EHCNA) to the local authority SEND Team.
- Meeting arranged between parents/carers and Deputy Head Pastoral & Inclusion and Headteacher to discuss necessary further support that might be required to support parents meeting their legal requirement of their child attending school.

Consideration will be given to our Safeguarding policy and a referral to Children's Services on the grounds of neglect may be made.



# Summary Table of Responsibilities from DfE:

## All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

## Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of persistent absence.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

## Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through a referral to statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

## Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>

## Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>

## Appendix: Attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
<b>Attending a place other than the school</b>		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
<b>Absent – leave of absence</b>		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance

I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays



# Attendance Roadmap

In line with the DfE Statutory Guidance (in force from 19th August 2024) we offer a supportive, stepped, attendance approach. We will offer a welcoming ethos with high expectations for all. We will assess data to identify absence trends & use preventative discussions/meetings with families to listen, understand & support to remove barriers. Where needed, we will formalise support to nurture improvement with Attendance Support Plans or Medical Plans & as a last resort we will consider intensifying support &/or enforce legal sanctions.



Did you know, arriving after the register has closed (20mins from school starting) = an absence?



Did you know, 90% attendance = approx. 100 missed lessons/hours of learning?



Did you know, 90% attendance = 4 weeks of absence over a year?



Did you know, good attendance increases academic success?



## STEP 1 - Identify, Assess & Prevent

Our daily actions & processes aim to promote relationship building with students & families to prevent absence. This involves monitoring data trends & absence patterns to inform our conversations with you and your child. The trigger for conversations is where absence is at risk of reaching the new National Threshold (**10 sessions (10 half days/5 days) within a 10 week rolling period**). Other daily actions involve promoting attendance positively, using praise & incentives, swift absence follow up, email &/or letter communication to raise your awareness of emerging concerns, processing requested or unrequested 'Term Time Exceptional Absence' & doing Safe and Well Checks (including home visits) to meet our safeguarding duties as required.

## STEP 2 - Early Absence Support

We move to this step if the National Threshold for absence is met (authorised or unauthorised) to prevent further absence occurring. Discussions & meetings will be offered to identify if early support or reasonable adjustments are needed. This will be done using discussions &/or meetings to create a supportive action plan. An Child & Family Early Help Assessment (EHA) may be required for some support to be accessed along with a Team Around the Child (TAC) Meeting Process

## STEP 3 - Formalised Support

Where absence continues & initial support needs to be increased an Attendance Panel Meeting will be offered and medical &/or other information will be actively sought at this point. It will lead to either: an Attendance Support Plan with achievable & individual targets set & reviewed regularly, a Medical Plan with the opportunity for referral into LCCs Medical Support Panel, or a move to LCCs Emotionally Based School Avoidance Pathway (EBSA).

## STEP 4 - Warnings - Concerns Remain

Where STEP 2 or STEP 3 support has been unsuccessful &/or declined, a 'Formal Warning', or a 'Notice to Improve' Letter, will be issued to reinforce the need for immediate improvement. We will liaise with the Local Authority who may consider a Family Court Order such as an Education Supervision Order, as an alternative to prosecution.

## STEP 5 - Legal Action - No Improvement

Legal action (Penalty Notice or Prosecution) MAY be requested from the Local Authority, if Unauthorised Term Time Absence is taken, or if overall absence continues to occur & reaches or exceeds the National Threshold for absence, despite STEPS 1-4 being attempted. Statutory Guidance States a Referral to Children's Social Care for children with 'Severe Absence' (less than 50%) should be considered to obtain 'Intense Support'.

### PENALTY NOTICES & LEGAL ACTION

**1st Offence** (after 19th August 2024) of Term Time Leave &/or Irregular Attendance (10 sessions of Unauthorised Absence or more) = Fine of £160 per parent, per child if paid within 28 days. If paid within 21 days fine is reduced to £80 per parent, per child.

**2nd Offence** within 3 years (from 19th August 2024) = Fine of £160 per parent, per child payable within 28 days, no reduction available.

**3rd Offence** within 3 years (from 19th August 2024) NO PENALTY NOTICE considered. The case will be presented to **Magistrates' Court** under s444(1) or (1a) of the Education Act. If found guilty, a fine of up to £2500 per parent, per child can be issued. Convictions for s444(1a) offences will show on DBS record.

Please talk to us about how we can support you &/or your child at any time.