

KING EDWARD VI  
GRAMMAR SCHOOL  
ESTABLISHED 1551

## Attendance Policy

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## 1. Aims

At King Edward VI Grammar School we recognise that positive behaviour and good school attendance are essential in order for students to get the most from their school experience including their attainment, wellbeing and wider life chances. Missing out on lessons leaves children vulnerable to falling behind and can put them at risk of wider harm. There is a wide range of evidence as to the health and wellbeing benefits of school-age education.

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. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly and on time. 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.

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

- Promoting good attendance
- 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.
- Promoting children's welfare and safeguarding
- Acting early to address patterns of absence
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to full-time education to which they are entitled

We will also promote and support punctuality in attending lessons.

## 2. Legislation and guidance

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called "[Working together to improve school attendance](#)" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance including the importance of understanding the potential vulnerabilities of children who are missing education or absent from school.

This policy has been devised in accordance with the following legislation and guidance:

- [Working together to improve school attendance, DfE \(August 2024\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [School attendance parental responsibility measures, DfE \(January 2015\)](#)
- [Children missing education, DfE \(September 2016\)](#)

- [Keeping children safe in education, DfE \(September 2025\)](#)
- [Working together to safeguard children, DfE \(December 2023\)](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

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

#### 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

### 3. School Expectations & Promoting Good Attendance

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

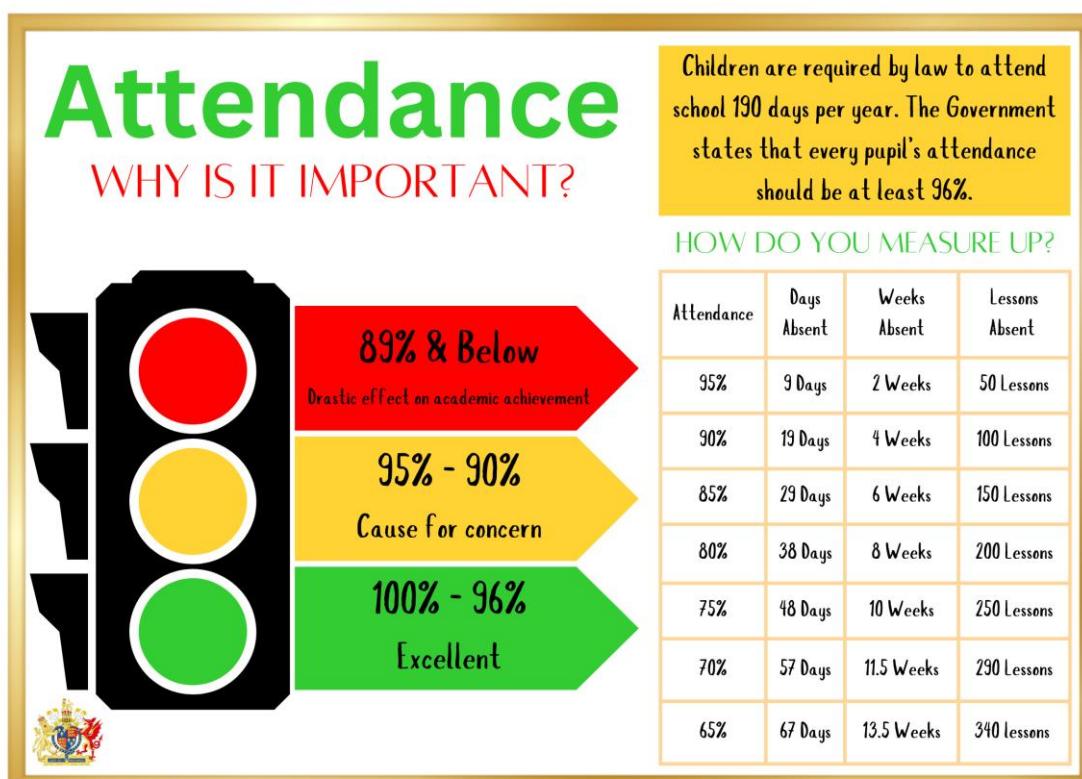
**The register for the AM session will be taken at 8:50am and will be kept open until 9:10am**

Improving school attendance is everyone's business, it is a shared responsibility by trustees, all school staff, parents, students and the wider school community.

Helping to create a pattern of regular attendance is the responsibility of parents, students and all members of school staff.

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 below identifies the impact 95% attendance and below (9+days absence) 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.

## **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. These regulations require schools to take an attendance register twice a day, once at the start of the morning session (AM mark) and once again during the afternoon session (PM mark).

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 Types of Absence**

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival also disrupts teaching routines and may affect the learning of other pupils. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

For the purpose of this policy, the school defines 'absence' as:

- Arrival at school after the register has closed
- Not attending school for any reason

See Section 7 for information on authorised and unauthorised absences.

### **Unplanned absence**

A parent has a legal responsibility to ensure that their child attends school regularly. If a child is unavoidably absent from school, parents must notify the school through the EduLink One App by 8:30am or as soon as practically possible on the first day of this unplanned absence and on each day thereafter. Parents should ensure their child returns to school as soon as possible.

Absence due to illness will be authorised unless the school has a genuine concern about the authenticity of the illness. We will issue penalty notice letters if a term time holiday is suspected and would require adequate evidence for the illness such as doctors notes, appointment letters etc to amend this with the county council.

Absences that occur a day after a school organised trip or visit will be unauthorised, unless adequate evidence is provided for these dates, such as a hospital appointment letter etc.

While it is the responsibility of a parent to contact the school, if there is no contact made on the first full day of absence, then parents are contacted to obtain an explanation of the absence. If we are unable to make contact, we will telephone emergency contact numbers, send letters home and a home visit may be made, in the interests of safeguarding.

We will also inform all professionals involved in supporting the student if there are unexplained absences from school in line with statutory requirements. We will also inform all professionals involved in supporting the student if their names is to be deleted from the school register.

### **Medical or Dental Appointments**

We encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, parents should notify the school in advance of the appointment where possible through EduLink One and attaching the appointment evidence; such as a doctor's note, appointment card or letter.

The pupil should be out of school for the minimum amount of time necessary. Unauthorised absences may be recorded if we believe the child could be in school at some point during the day of their appointment.

A medical or dental appointment is counted as an authorised absence; however, if the school does not receive genuine medical evidence, the absence will be recorded as 'unauthorised', and parents will be notified of this.

Where a child has an emerging pattern of non-attendance, we will discuss the reasons for absence with the child's parent/carer. We will invite parents to attend a school-led Attendance Support Panel as an appropriate early intervention strategy. As part of this support, we may seek consent from parents and the pupil as appropriate to make a referral or to liaise with the child's healthcare professional.

Where a pupil has a verified and chronic health condition, we will aim to work with parents to ensure children have access to education and provide appropriate support in line with Supporting pupils with medical conditions at school and Lincolnshire County Council policies. We will also consider whether an Medical Plan is required.

### **Any other Leave of Absences**

Applications for other types of absence in term time must be made **at least 3 weeks** in advance. Schools may not grant any leave of absence to pupils during term time unless they consider there to be 'exceptional circumstances' - please see Section 7 for further details.

### **4.3 Lateness and punctuality**

Poor punctuality is not acceptable and can lead to irregular school attendance patterns. Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher.

We advise all parents to ensure their child is on site prior to this. The school register will be taken at 8:50am.

A pupil who arrives late but before the register has closed at 9:10am will be marked as late, using the L Code.

A pupil who arrives after the register has closed (after 9:10am) will be marked as absent, using the U Code. This is categorised as an unauthorised absence for the session.

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 Key Stage. 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.

You can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our pupils and, as a school, we celebrate good class and individual punctuality.

### **4.4 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.

#### 4.5 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.

#### 4.6 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 OR Inadequate Reasons for Absence</b>	<ul style="list-style-type: none"><li>• <b>Absence Request</b> sent through SIMS InTouch/Edulink One.<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><li>• 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).</li><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**

A pupil is defined by the Government as a '**persistent absentee**' (PA) when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Over a full academic year this would be 19 school days (38 sessions) missed. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this.

A pupil who has missed 50% or more schooling is defined by the Government as '**severely absent**' (SA). Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support. The attendance of all pupils at our school is monitored to identify children who are PA, or are on track to becoming PA. Where emerging concerns are identified we will instigate appropriate and timely interventions as outlined in our policy. Referrals may also be made to external agencies for targeted support.

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.
- Send notifications to parents on their child's attendance each half term.
- Add students to a daily 'watchlist' so that their attendance can be closely monitored.
- Regular check-ins with a key stage mentor to offer motivation.
- A Home Visit/Safe and Well Check will be made where children are absent for 3 days when no reason is provided or when the school feels the reason provided needs to be explored further.
- 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
- If parents fail to engage with support and their child continues to have unsatisfactory attendance/ punctuality, a request may be made to the Local Authority to pursue legal proceedings either through a penalty notice for parentally condoned absence, consideration of an Education Supervision Order or prosecution in the Magistrates' Court. Schools can decide to pursue legal proceedings for prosecution without issuing a penalty notice first when attendance is substantially poor - see section 7.3 below.

For students with high absence due to a mental health issue, we aim to support regular attendance for every child by the following:

- ensuring that school is a calm, safe and supportive environment
- promote children's mental health and wellbeing, and embed this into the whole-School ethos and policies
- As part of curriculum coverage respectful relationships; emotional wellbeing; mental health. This is in addition to supporting each individual's social and emotional development

We maintain high expectations for the attendance and punctuality of pupils who are anxious about attending the school and recognise that, in many instances, attendance may serve to help with the underlying issue. Many children will experience normal but difficult emotions that make them nervous about attending school such as worries about friendships, school work, exams, or variable moods. It is important to note that these pupils are still expected to attend regularly but we will work with families to mitigate as much as possible by creating a plan to implement reasonable adjustments to alleviate specific barriers to attendance. These adjustments should be agreed by and regularly reviewed with all parties, including parents/carers. 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.

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](#).

## Part Time Timetables

All schools have a statutory duty to provide full-time education for all pupils and we are committed to every child's right to a suitable, full-time education offer. In very exceptional circumstances, we may decide to implement a temporary, reduced timetable where a pupil's individual needs indicate they cannot currently access a full-time education, and it would not be in their best interest to do so.

We will not use a part-time timetable to manage a pupil's behaviour. A part-time timetable will not be treated as a long-term solution and will have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. We will never put a part-time timetable in place without written agreement from parent/carer and/or other professionals working with the family as appropriate. This intervention will only be used as part of a comprehensive package of support for the pupil where it is safe to do so; it will be reviewed regularly in partnership with the child, parent and any other relevant professionals working with the family.

In line with Lincolnshire County Council guidance, we will notify the Attendance Team of all part-time timetables as soon as a plan has been agreed.

## 7. Authorised and Unauthorised absence

Authorised absences are morning or afternoon sessions away from school for a genuine reason such as:

- An absence for sickness for which the school has granted leave
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave
- Religious or cultural 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.

### 7.1 Granting approval for term-time absence

We believe that children need to be in school for all sessions so that they can make the most progress possible. However, we do understand that there are times where a parent may legitimately request leave of absence for a child due to 'exceptional circumstances'.

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](#) and evidence is provided. 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 unauthorised, 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.

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.

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 and a penalty notice will be submitted.**

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.

If an application of absence is not completed and the leave is taken without a request being submitted, it will be marked as unauthorised.

When absence is granted by the Headteacher, the parents will need to agree a date of return. If a pupil fails to return on the expected date and contact is not received from, or made with the parents, school will seek advice from the Local Authority. This could result in possible children missing from education procedures being instigated.

The penalty threshold table applies to leave of absences – please see section 7.3

**7. 2 Unauthorised absences** are those which the school does not consider reasonable and for which no 'leave' has been granted such as:

- Parents keeping children off school unnecessarily or without reason e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn;
- Absences which have never been properly explained
- Arrival at school after the register has closed
- Shopping, looking after other children or birthdays
- Day trips and holidays taken during term-time, not deemed 'for exceptional purposes' and no 'leave' granted, including any arranged by other family members or friends.
- Leaving school for no reason during the day.
- Any other absence in term time which has not been agreed.

This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

### 7.3 Sanctions

If parents fail to engage with support and their child continues to have unsatisfactory attendance/ punctuality, a request may be made to the Local Authority to pursue legal proceedings either through a penalty notice for parentally condoned absence, consideration of an Education Supervision Order or prosecution in the Magistrates' Court. Schools can decide to pursue legal proceedings for prosecution without issuing a penalty notice first when attendance is substantially poor.

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

A Penalty Notice can be issued under the following legislation:

- Section 7 of the Education Act 1996 places upon parents a duty to ensure that their child receives efficient full-time education either by regular attendance at school or otherwise
- Where a child is a registered pupil at a school and the parent fails to ensure that child's regular attendance at school the parent is liable to be prosecuted for a criminal offence under Section 444 of the Education Act
- In cases where this duty is not being fulfilled Section 444B of the same Act empowers the Local Authority to issue a Penalty Notice.

See below for further information:

<u>Penalty Notice</u>	<u>Details</u>
<b>First Notice in a 3 year period:</b>	Issued to each parent. Charged at £80 if paid within 21 days £160 if paid within 28 days.
<b>Second Notice in a 3 year period:</b>	Issued to each parent. Charged at a flat rate of £160 if paid within 28 days.
<b>Third Notice in a 3 year period:</b>	Alternative action should be taken, for example prosecution or other attendance legal interventions. Fines per parent are capped at two within any three-year period. If a parent is prosecuted for their child's non-attendance, they could face a magistrates court appearance and a fine of up to £2,500 and/or prison. Cases found guilty in Magistrates' Court can show on a Parents future DBS certificate, due to failure to safeguard a child's education.

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).

#### 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 53 444(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).

## **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 Key Stage/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 Key Stage 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.

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](#).

## **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. Attendance is taken into account as part of the criteria for a place on some school organised trips and visits.
4. 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.
5. 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
6. 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.
7. We are aware some schools of siblings may have different holidays than ourselves but be aware this is not classed as a reason for exceptional circumstances.
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](#).
10. If your child is struggling to attend school, please contact their tutor, the relevant Key Stage Team via email 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'.

## **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:**

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 part-time timetable
- To support a pupil and their family who are on the Emotionally Based School Avoidance (EBSA) pathway.
- A student who has been absent from school for at least 3 days
- Suspected term time holiday

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.

### **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).

## 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><u>Tutors to raise any concerns noticed to Head of Key Stage.</u></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 their child is at risk of persistent absence. Attendance will now be monitored. Offers support and asks of circumstance need to be aware of 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/Key Stage Mentor 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 at an Attendance Panel Meeting</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 barriers are explored- completion of questionnaire to ascertain if this is an appropriate pathway; 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:

## 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

**Absent – unable to attend school because of unavoidable cause**

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

**Absent – unauthorised absence**

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

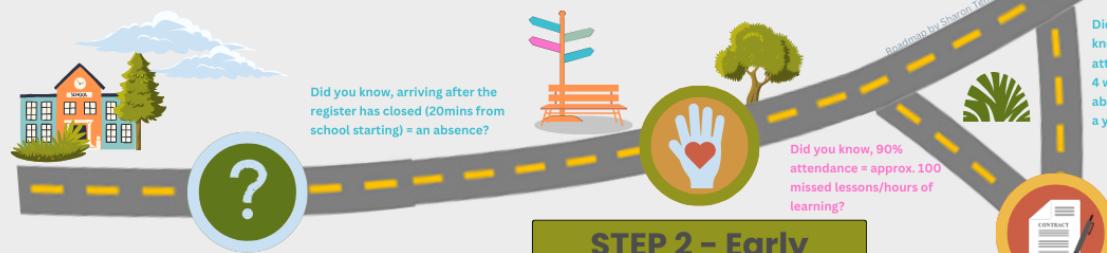
**Administrative codes**

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.



## 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. A 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).

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

## 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.

# Attendance

## Supporting you to understand the new rules



A National Framework for Penalty Notices for school absences, including unauthorised leave of absences in Term Time, is being introduced following changes to the law.

These new government regulations will come into effect from **19th August 2024**.

### What are these changes?

If a pupil has **10 unauthorised sessions**, which is equal to **5 school days**, within a **10 week period**, a penalty notice may be issued.

This will come under 3 categories: First, Second, and Third offence.



### First Offence

The first time a Penalty Notice is issued for Term Time leave or unauthorised absences the amount will be:

**£160** per parent, per child if paid within **28 days**, reduced to **£80** per parent, per child if paid within **21 days**.



### Second Offence

The second time a Penalty Notice is issued for Term Time leave or unauthorised absences the amount will be:

**£160** per parent, per child to be paid within **28 days**. No reduced rate will be offered.



### Third offence and any further offences (within 3 years)

The third time an offence is committed for Term Time leave or unauthorised absences a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates Court.

Magistrates' fines can be up to £2500 per parent, per child. Cases found guilty in Magistrates' Court can show on a Parents future DBS certificate, due to failure to safeguard a child's education.

For any further inquiries about school attendance please visit:  
[www.lincolnshire.gov.uk/school-attendance](http://www.lincolnshire.gov.uk/school-attendance)