



*“A kind and inclusive learning community with high expectations for all”*

*At Queen’s Park Primary School, we recognise and value individual differences in an inclusive learning community. We nurture children to become resilient and creative lifelong learners and caring, responsible adults in a diverse society.*

# Attendance Policy

Date	30 <sup>th</sup> July 2023
Review Date	30 <sup>th</sup> July 2024

## **Statement of Intent**

Queen's Park Primary School believes that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

We are committed to:

- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Promoting and modelling good attendance behaviour.
- Ensuring equality and fairness of treatment for all.
- Implementing our policies in accordance with the Equality Act 2010.
- Early intervention and working with other agencies to ensure the health and safety of our pupils.
- Rewarding regular attendance.

### **The Law on School Attendance**

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. 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.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (As amended)
- The Children (Performances and Activities) (England) Regulations 2014
- Children and Young Persons Act 1963
- DfE (2020) 'School attendance'
- DfE (2015) 'Child performance and activities licensing legislation in England'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2016) 'Children missing education'
- DfE (2022) 'Working together to improve school attendance'

### **Linked Policies and Guidance**

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Behaviour Policy
- Children Missing in Education Policy
- Attendance Officer Home Visit Policy

- Pupils with Additional Health Needs Attendance Policy

## **Definitions**

The following definitions apply for the purposes of this policy:

### **Absence:**

- Arrival at school after the register has closed
- Not attending school for any reason
- Authorised absence:
  - 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 observances for which the school has granted leave
  - An absence due to a family emergency with explanation and on a case by case basis

### **Unauthorised absence:**

- Parents keeping children off school unnecessarily or without reason
- Truancy before or during the school day
- Absences which have never been properly explained
- Arrival at school after the register has closed
- Absence due to shopping, looking after other children or birthdays
- Absence due to day trips and holidays in term-time which have not been agreed
- Leaving school for no reason during the day
- Parent illness

### **Persistent absenteeism:**

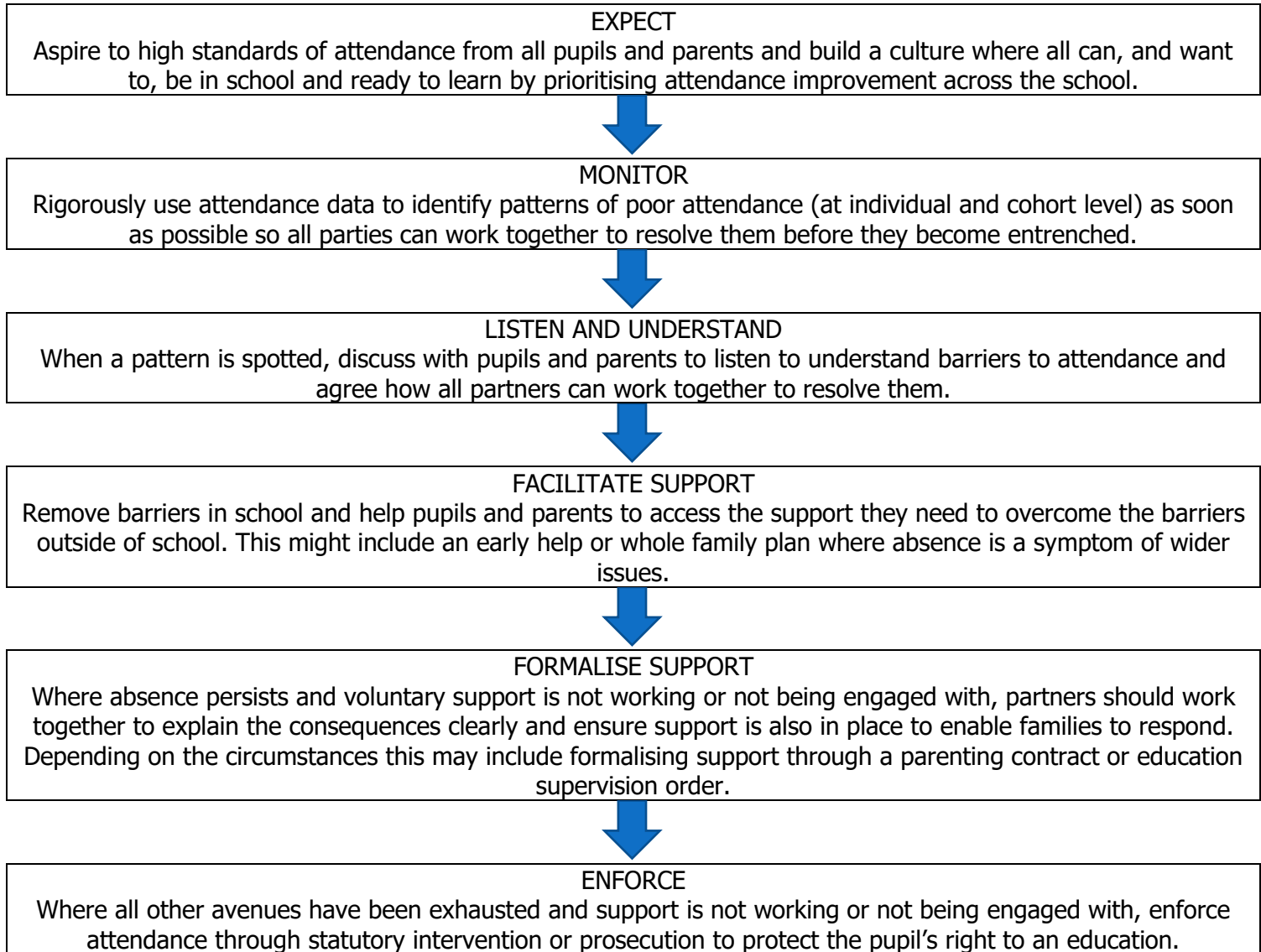
- Missing 10 percent or more of schooling across the year for any reason

### **Severe absenteeism:**

- Missing 50 percent or more of schooling across the year regardless of reason

## **Working in partnership to improve attendance**

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to:



## **Parental involvement**

The school will build respectful relationships with parents and families to ensure their trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with pupils and their families to support attendance, e.g. social services.

Parents will be expected to:

- Treat staff with respect.
- Actively support the work of the school.
- Call staff for help when they need it.

- Communicate with the school about possible circumstances which may affect their child's attendance or require support.

**What do the numbers actually mean?**

In a perfect world everyone would be in school for the full 190 days every year.

Without missing any days the children would achieve 100 percent attendance.

Being realistic we understand that children sometimes get ill, therefore we aim for 100% but understand that attendance of 96 percent or above is acceptable.

In an exam most people would be happy to get 80 or 90 percent. However, when talking about attendance these figures actually mean children have missed a significant amount of days learning. And the number of days missed gets bigger for each percentage as the year progresses.

If attendance is at ...	by the end of Autumn Term (out of a total of 70 days) your child has missed ....	by the end of Spring Term (out of a total of 60 days) your child has missed ....	by the end of Summer Term (out of a total of 60 days) your child has missed ....
100%	0 days of learning	0 days of learning	0 days of learning
96%	3 days of learning	5 days of learning	7.5 days of learning
95%	3.5 days of learning	6.5 days of learning	9.5 days of learning
90%	7 days of learning	13 days of learning	19 days of learning
86%	10 days of learning	18 days of learning	27 days of learning
80%	14 days of learning	26 days of learning	38 days of learning
50%	35 days of learning	65 days of learning	95 days of learning

*Please note figures are rounded to nearest day/half day*

If a child is sitting with attendance around 90% by the end of the year they have missed almost 4 weeks (a month) in school.

It stands to reason that by missing more days in school children make less academic progress than their classmates who attend regularly. Not coming to school has a negative impact on the progress children are making in their learning. By missing out on regular schooling some children are having to constantly try to play catch up. Having chunks of knowledge missing really disadvantages children compared to their classmates (for instance if they miss out the lesson that explain what a fraction is they will really struggle when they start doing calculations involving fractions with different denominators).

By not attending school regularly children also miss out on spending time with their friends. Infrequent attendance can have a negative impact on children's friendships. Being absent from school can increase anxieties and have a detrimental effect on children's mental health due to the fact that friendship groups move on while they are away from school. This issue can be overcome by simply ensuring children attend school every day.

Pupils are expected to attend school every day and will sign an agreement at the beginning of each school year, to agree to keep their attendance at, or above, **96 percent** throughout the year.

## Attendance expectations at Queen's Park Primary School

### Punctuality

Children are expected to be at school every day on time. The register is taken 5 minutes after the doors open.

	<b>Gates Open</b>	<b>End of School Day</b>
KS1 and KS2	8:40am	3:20pm
EYFS	8:40am	3:15pm

Registers are taken as follows throughout the school day:

- Registers are marked by **8:50am**. Pupils will receive a late mark if they are not in their classroom by this time.
- The register closes at **9:10am**. Pupils will receive a mark of absence if they do not attend school before this time.
- Pupils attending after **9:10am** will receive a mark to show that they were on site, but this will count as a late mark.
- After lunch, registers are marked within 5 minutes of returning to class from lunch. Pupils will receive a late mark if they are not in their classroom by this time.

Any late children must enter the school via the front office with their parent/carer and the check in must be completed.

If children are not picked up on time at the end of the school day, the teacher will take them to the front office and office staff will phone parents/guardians.

If you know you are going to be late for pick-up it would be helpful if you contact the school on 01273 686822 so we can let your child know and alleviate any worries they may have.

### Sickness

Children do get ill which does mean they may need to have a few days off school. I am aware however that sometimes children are missing school when they could be in the building. The traffic light guidance below may help you decide if your child is well enough to come into school.

If your child is having a regular, reoccurring medical issue please let us know. We could get the school nurse involved and hopefully address your child's medical needs and improve their attendance.

<p><b>RED – STAY AT HOME</b></p> <p><b>Sickness &amp; Diarrhoea</b></p> <p>48 hours must have elapsed before a child can return to school from the last episode.</p>	<p><b>AMBER – COME TO SCHOOL AND COMMUNICATE WITH STAFF</b></p> <p><b>Headache, Feeling Sick, Tummy Ache</b></p> <p>Children often feel unwell if they are anxious, if in doubt contact the school for advice.</p>	<p><b>GREEN – COME TO SCHOOL</b></p> <p><b>Mild cough, Cold, Sore Throat, Feeling Tired</b></p> <p>We will always contact you if your child is ill during the school day</p>
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If your child is ill please inform the school by:

- calling the front office on 01273 686822
- emailing [admin@queenspark.brighton-hove.sch.uk](mailto:admin@queenspark.brighton-hove.sch.uk)

### Appointments

We request that, where possible, routine medical and dentist appointments are arranged outside school hours as these appointments will affect your child's percentage attendance.

We do understand that some appointments, such as hospital consultations are not always possible to arrange outside of school hours. However, if your appointment time allows your child to come to school for registration and then leave later this will have a positive impact on their attendance. Likewise, if they are able to be back in school after their appointment this will also have a positive impact.

### Holidays in Term Time

The school will require parents to observe the school holidays as prescribed; therefore, the headteacher will be unable to authorise holidays during term-time in most cases.

### Leave of Absence

The headteacher will be only allowed to grant a leave of absence in exceptional circumstances. Applications will be made in advance, 3 weeks before. Any leave of absence is at the discretion of the headteacher. Any requests for leave during term-time will be considered on an individual basis and the pupil's previous attendance record will be taken into account. Examples of possible exceptional circumstances:

- Service personnel returning from/scheduled to embark upon a tour of duty abroad.
- A major family event such as the wedding of an immediate family member
- Significant family trauma has occurred, and it is believed that a break is in the child's best interests.

We understand that on some occasions incidents outside your control might occur resulting in an unplanned leave of absence e.g., flight cancellation. In these circumstances you will need to provide evidence of the incident within 1 week.

Requests for leave will not be granted in the following circumstances:

- Immediately before and during assessment periods
- When a pupil's attendance record shows any previously unauthorised absence
- Where a pupil's authorised absence record is already above **10 percent** for any reason

We fully understand that it is cheaper to go on holiday during term time but as a school we can only authorise an absence during term time in exceptional circumstances. A cheap deal is not deemed an exceptional circumstance.

If children need to be taken out of school during term time parents/carers need to complete a Leave of Absence Form – available from the school office (see Appendix 1)

If children are taken on an unauthorised holiday of 3 or more days (equalling 6, half day unauthorised sessions), during term time parents/carers will be issued with a fixed term penalty by the Local Authority.

Penalty Notice Issued	£60 per parent per child
Not paid by 22 <sup>nd</sup> day of receipt	£120 per parent per child
Not paid by 28 <sup>th</sup> day of receipt	Parents generally prosecuted in court

#### Leave during lunch time

Children should remain in school for lunchtime.

#### Religious observances

The school will take advice from local religious leaders of all faiths to establish the appropriate number of days of absence required for religious festivals. Parents will be required to inform the school in advance if absences are required for days of religious observance.

#### Modelling, sport and acting performances/activities

The school will ensure that all pupils engaging in performances/activities (whether they, or another person, receives payment or not), which require them to be absent from school, understand that they will be required to obtain a licence from the LA which authorises the school's absence(s).

Additional arrangements will be made by the school for pupils engaging in performances or activities that require them to be absent from school to ensure they do not fall behind in their education – this may involve private teaching. These arrangements will be approved by the LA who will ensure that the arrangements are suitable for the pupil.

The pupil will receive education that, when taken together over the term of the licence, amounts to a minimum of three hours per day that the pupil would be required to attend a school maintained by the LA issuing the licence. This requirement will be met by ensuring a pupil receives an education:

- For not less than six hours a week; and
- During each complete period of four weeks (or if there is a period of less than four weeks, then during that period), for periods of time not less than three hours a day; and
- On days where the pupil would be required to attend school if they were attending a school maintained by the LA; and
- For not more than five hours on any such day.

Where a licence has been granted by the LA and it specifies dates of absence, no further authorisation will be needed from the school. Where an application does not specify dates, and it has been approved by the LA, it is at the discretion of the headteacher to authorise the leave of absence for each day. The headteacher will not authorise any absences which would mean that a pupil's attendance would fall below **96 percent**. Where a licence has not been obtained, the headteacher will not authorise any absence for a performance or activity.

#### Young carers



The school understands the difficulties that face young carers and will endeavour to identify young carers at the earliest opportunity, as well as through their time at the school. A caring and flexible approach will be taken to the needs of young carers and each pupil will be examined on a case-by-case basis, involving other agencies if appropriate.

The school, in conjunction with relevant authorities, will implement support for pupils who are young carers, to encourage their sustained and regular attendance at school in line with the school's expectations.

### **First day absence protocols**

The school will always follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

The Attendance Officer will carry out the following procedures on a child's first day of absence.

- Check messages/emails and answer phone messages for any notification of pupil absence.
- Update register with information about absence received from parent/carer.
- Check all completed registers and contact parents/carers of any children who are absent.
- If no contact can be made record this on CPOMS under the category 'Attendance'.

### **Expectations in the Early Years**

Children reach statutory school age the term after children turn 5. On admission to the school the expectation is that children attend school regularly, like every other child in the school. This is to support their learning and development, to make sure that they are kept safe and they do not miss out on their entitlements and opportunities. Good attendance promotes good outcomes for children.

Due to the fact that regular attendance in Early Years builds up good attendance habits we monitor attendance for all children in Reception, regardless of the term they were born.

### **Named Adult Support**

For families who are struggling with attendance we will assign a named member of staff who will be the main 'attendance contact' for that family. This member of staff will make weekly contact with home and also have regular chats with the pupils. Contact should be positive and used to develop/strengthen the relationship between home and school.

### **Responsibilities of staff**

Staff Member	Role	Contact Information
All class teachers	<ul style="list-style-type: none"> <li>Completing the daily register in the morning and afternoon</li> <li>Academic advisors for missed learning.</li> </ul>	01273 686822
Rosie Langman (Attendance Officer)	<ul style="list-style-type: none"> <li>Initial contact for pupil absence</li> <li>Daily register checks to ensure absence is coded properly</li> <li>Action 'First day absence protocols'</li> <li>Manage the 'ereception book'</li> <li>Co-ordinates attendance support and communication between school/families/external agencies</li> </ul>	
Kirsty Murray (Deputy Headteacher)	<ul style="list-style-type: none"> <li>Senior leader responsible for attendance</li> <li>Weekly Attendance Monitoring with Attendance Officer and any follow-up Meetings</li> </ul>	
Emma Gale (Headteacher)	<ul style="list-style-type: none"> <li>Senior Leader with responsibility for escalating attendance issues</li> <li>Liaising with the Local Authority</li> </ul>	
Ingrid Laycock	<ul style="list-style-type: none"> <li>Governor with responsibility for attendance</li> </ul>	

### Class Teachers

- Teachers take the attendance register **at the start of each school day** and **at the start of the afternoon session**. This register will record whether pupils are:
  - Present
  - Absent
- If a child has had two sessions of absence, in separate spells, within a 4 week period the teacher will phone the parent/carer to update the parent on what they children have missed out on and explain how their absence is impacting on their progress against their peers. Teachers will also ask if there is anything the parent needs to get the children into school regularly. This conversation will be recorded on CPOMS under the category 'Attendance' (e.g. *Phoned parents to highlight that CHILD is falling behind their peers in phonics. Asked if any support is required. Parent said everything is fine CHILD has just been poorly.*)
- If staff are concerned about a pupils' poor attendance they must alert the Attendance Officer, Deputy Headteacher and Headteacher. This should be via CPOMS.

### Deputy Headteacher

- Ensuring the Attendance Policy is implemented fully – including how good attendance is rewarded (see APPENDIX 2).
- Fortnightly conversation with the Attendance officer to monitor attendance:
  - identify any families who need a soft touch communication to try and address any low level attendance concerns.
  - adhere to the robust escalation procedures and decide on the correct correspondence to address any attendance concerns (see APPENDIX 3).
- Complete home visit 'spot checks' for any child who is absent for 3 or more consecutive days.

- Attend or lead attendance reviews in line with escalation procedures.
- Ensure Attendance is kept high profile in the school. This could be via an 'Attendance Display', regular attendance news in Newsletters and/or termly 'Attendance Newsletter'

### Headteacher

- Monitor all attendance processes
- Monitor the implementation and quality of escalation procedures and seek robust evidence of the escalation procedures that work.
- Reward pupil attendance as outlined in APPENDIX 2
- Complete home visit 'spot checks' for any child who is absent for 3 or more consecutive days.
- Attend or lead attendance reviews in line with escalation procedures.

### Attendance Officer

- Check emails and answer phone before school to record any pupil absence using the correct Attendance Code (found in Appendix 3).
- Carry out the 'First day absence protocols'
- Provide parents/carers with 'Leave of Absence Request Forms'
- Complete all paperwork for suspensions/exclusions (sending to parents/carers, Local Authority and updating CPOMS)
- Alert Attendance Team (via CPOMS) of any family that you have not been able to get in contact with for 3 days.
- Complete the 'Attendance Monitoring Spreadsheet'.
- Attend fortnightly meeting with the Deputy Headteacher to monitor attendance.
- Organise Letters

Where a pupil at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care.

Where a pupil becomes at risk of PA, the Attendance Officer and Deputy Headteacher will:

- Welcome pupils back following any absence.
- Meet with pupils and a Learning Mentor to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establish plans to remove barriers and provide additional support.
- Lead **fortnightly** check-ins to review progress and the impact of support.
- Make regular contact with families to discuss progress.

### The Local Authority

The LA have the ability to gather attendance data directly from the school system via Study Bugs. They also:

- Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.
- Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.
- Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.
- Offer opportunities for all schools in the area to share effective practice.

- Hold a termly 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.
- Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.
- Where there are safeguarding concerns, ensure joint working between the school, children’s social care services and other statutory safeguarding partners.
- Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).
- Regularly monitor the attendance of children with a social worker in their area.

### The Governing Body

- Regularly review attendance data at board meetings (including looking at school-level trends and benchmarking with other schools)
- Pay particular attention to pupil cohorts that have had poor attendance historically or face entrenched barriers to attendance. For example, pupils:
  - With a social worker
  - From a background or ethnicity where attendance has been low
  - With a long-term medical condition
  - With special education needs and/or disabilities (SEND)
  - Who are eligible for free school meals
- Work with senior leaders to set goals or areas of focus for attendance and providing challenge and support on these areas

To scrutinise the school's absence and attendance rates, governors ask senior leaders using questions in APPENDIX 5

## **Training of staff**

The school will recognise that early intervention can prevent poor attendance. As such, staff will receive training in identifying potentially at-risk pupils as part of their induction and refresher training.

Teachers and support staff will receive training on this policy as part of their induction. Following this initial training.

Staff will receive training to ensure they understand that increased absence from school could indicate a safeguarding concern, and know how such concerns should be managed.

## **Pupils at risk of persistent absence (PA)**

The school will ensure it provides support to pupils at risk of persistent absence (PA), in conjunction with all relevant external authorities, where necessary.

The Headteacher will:

- Establish a range of evidence-based interventions to address barriers to attendance.
- Monitor the implementation and quality of escalation procedures and seek robust evidence of the escalation procedures that work.
- Attend or lead attendance reviews in line with escalation procedures.
- Establish robust escalation procedures which will be initiated before absence becomes a problem by:
  - Sending letters to parents.
  - Review attendance fortnightly.
  - Engaging with LA attendance teams.
  - Using fixed penalty notices.
  - Creating attendance clinics/meetings.

Where a pupil at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care.

Where a pupil becomes at risk of PA, the school will:

- Welcome pupils back following any absence.
- Meet with pupils to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establish plans to remove barriers and provide additional support.
- Lead **fortnightly** check-ins to review progress and the impact of support.
- Make regular contact with families to discuss progress.
- Consider what support for re-engagement might be needed, including for vulnerable groups.

The school attendance system will be used to give an accurate and informative view of attendance, reasons for absence and patterns within groups, including:

- Children in need
- LAC
- Pupils who are eligible for FSM
- Pupils with EAL
- Pupils with SEND

## Monitoring and review

Attendance and punctuality will be monitored throughout the year. The school's attendance target is **96 percent**.

This policy will be reviewed **annually** by the headteacher. The next scheduled review date for this policy is **September 2024**.

Any changes made to this policy will be communicated to all relevant stakeholders.

### **Possible Attendance Issues and Actions**

#### **Sporadic absence in Autumn Term but history of PA**

Send letter to parents/carers which states that we want to prevent the child becoming persistently absent this year and asking how we can help? The letter can also offer other support depending on the capacity within the school. You may choose to telephone the parent to make it less formal – this should be recorded on school system (e.g. CPOMS)

##### *Possible Support:*

- Family Worker
- Named member of school staff for weekly check-ins and support
- Check Attendance Record for previous intervention and support
- ATTEND form

#### **Pattern of days off over a period of 3 weeks**

Send letter to parents/carers stating that you have noticed the pattern of days. The letter will ask if there is a specific issue on those days and offer discussion about the challenge on those days. Again this could be a telephone call – this should be recorded on school system (e.g. CPOMS).

##### *Possible Support:*

- Meet and greet on problematic days.
- Offer of Breakfast Club or slightly different start time to overcome any issues.
- ATTEND Form

#### **Holiday in September**

Send a letter to parents outlining the fact that the holiday has now meant that their child is classed as a persistent absentee and it will take until **\*specific date** for their attendance to get over 90% (and that is as long as they don't have any sickness later in the term).

##### *Possible Support:*

N/A

#### **Time off for family event**

Grant up to 3 days if appropriate (travel and event). These will be authorised. Subsequent days off will be unauthorised and if they go above 3 days then a fine will be issued.

*Possible Support:*

N/A

### **School makes contact with a family and you get an international tone.**

Discussion with the family about the change in dial tone. Possible home visit to see if anyone is at home. When children return fine is issued.

*Possible Support:*

N/A

### **Children off with recurring health issues.**

Contact the school nurse to meet with the family. Seek evidence of medical advice. Create a health plan to aid the child in school.

*Possible Support:*

- Health Plan
- Meet and greet
- Explore wider context.

### **Children off due to SEMH of parent.**

Have a conversation with child/parent to identify challenges and possible support.

*Possible Support:*

- Named member of school staff for weekly check-ins and support
- Referral for Family Coach
- Referral to young carers
- Use ATTEND Form to structure conversation
- Parental routines (workshops)
- Food bank referral

### **Children off due to SEMH of child.**

Involve the SENCO. Pastoral Support Plan put in place that offers wellbeing support in school e.g. free breakfast club, meet and greet, soft start.

RAG rate the different parts of the day using Just Right language to identify points that cause most stress and then look at ways to reduce anxieties at these points.

Possible External Support:

**Absence rate reaches 50%**

Once absence reaches 50% a referral must be made to both 'Front Door For Families' and also Children Missing in Education

External Support:

- Referral to 'Front Door For Families'
- Referral to 'Children Missing in Education'



## Application by parent/carer for child's leave of absence from school during term time



*Please note: Holidays will only be agreed in 'exceptional circumstances'*

Pupil's name:		Address:	
Class:			

I wish to apply for my child to be absent from school during the following dates:			
Date of last day of school:		Date of return to school:	
Total number of school days missed:			

Reasons for absence from school:	
*Please attach any supporting evidence to this form.	

*I make application for my child names above to have authorised absence from school for the reason(s) stated. I understand that if this is not agreed then any absence will be treated as **unauthorised** and may lead to the issue of a **Penalty Notice** or a **Summons** for irregular school attendance.*

Name of parent/carer making application:			
Signed:		Date:	

**PLEASE COMPLETE AND RETURN TO THE SCHOOL OFFICE AT LEAST 4 WEEKS IN ADVANCE OF INTENDED ABSENCE.**

*Leave of Absence Requests (for official use)*

<b>Name:</b>		<b>Class:</b>	
<b>Dates:</b>		<b>No. of days:</b>	
<b>Attendance this year:</b>		<b>Attendance last year:</b>	
<b>Other observations:</b>			

<b>Authorised:</b>		<b>Unauthorised:</b>	
<b>No Fixed penalty:</b>		<b>Fixed Penalty:</b>	

<b>Signed:</b>			<b>Date:</b>		
<b>Letter:</b>		<b>File:</b>		<b>Register SP:</b>	

## **APPENDIX 2 : Rewarding Good Attendance**

<b>Reward</b>	<b>Frequency</b>	<b>Staff Responsible</b>
Weekly attendance announced and winning class for each Key Stage displayed on 'Attendance Board'	Weekly	Attendance Officer collates data and Deputy Headteacher/Headteacher makes announcement.
100 percent weeks – basket of prizes for children who manage 100 percent for a complete week	7 weeks per year	Deputy Headteacher/Headteacher
Postcards Home for improved or sustained great attendance	Ongoing	Attendance Officer
Half Term Attendance Certificates for children with 96 + percent for that half term.	Half-Termly	Attendance Officer

### **APPENDIX 3 : Attendance Codes**

The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:

<b>Code</b>	<b>Definition</b>	<b>Scenario</b>
<b>/</b>	Present (am)	Pupil is present at morning register
<b>\</b>	Present (pm)	Pupil is present at afternoon register
<b>L</b>	Late arrival	Pupil arrives late before register has closed
<b>B</b>	Off-site education activity	Pupil is at a supervised off-site educational activity approved by the school
<b>D</b>	Dual registered	Pupil is attending a session at another setting where they are also registered
<b>J</b>	Interview	Pupil has an interview with a prospective employer/educational establishment
<b>P</b>	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
<b>V</b>	Education trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
<b>W</b>	Work experience	Pupil is on a work experience placement

<b>Code</b>	<b>Definition</b>	<b>Scenario</b>
<b>Authorised Absence</b>		
<b>C</b>	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
<b>E</b>	Excluded	Pupil has been excluded but no alternative provision has been made
<b>H</b>	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
<b>I</b>	Illness	School has been notified that a pupil will be absent due to illness
<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>S</b>	Study Leave	Year 11 pupil is on study leave during their public examinations
<b>T</b>	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school

Code	Definition	Scenario
<b>Unauthorised absence</b>		
<b>G</b>	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
<b>N</b>	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
<b>O</b>	Unauthorised absence	School is not satisfied with reason for pupil's absence
<b>U</b>	Arrived after registration	Pupil arrived at school after the register closed
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>Y</b>	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
<b>Z</b>	Pupil not on admission register	Register set up but pupil has not yet joined the school
<b>#</b>	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

When the school has planned in advance to be fully or partially closed, the code '#' will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.

Every entry received into the attendance register will be preserved for **three years**.

## **ATTEND Form for Professionals**

**For the assessment of factors contributing to persistent school non-attendance (PSNA) of children or young people (CYP)**

<b>Name of Student:</b>	<b>DOB:</b>
<b>Address:</b>	
<b>Current school:</b>	<b>Current school year:</b>
<b>Completed by (name and role):</b>	<b>% Attendance rate:</b>
<b>In consultation with:</b>	<b>Date of completion:</b>

**Description of the current situation**

**Historic % attendance and lateness rates:**

**Concerns:**

**Strengths** (e.g. successful engagement in school, ongoing friendships, activities enjoying, periods of attendance and relationships with school staff):

**Student views:**

**Parent/Carer views:**

## **CONTRIBUTING FACTORS:**

Put a tick or a cross next to every item. If the answer is not known, seek this information out as it could be an unidentified contributing factor. Use alongside the Student and Parent/carer forms to broaden understanding of any underlying issues.

### **Anxiety/health factors:**

- A1** Significant fear of a *specific* aspect of the school environment (e.g. open spaces, enclosed spaces, crowds, noise, social interaction). This may include transport to school.
- A2** Significant fear of something happening at school (e.g. social exclusion, bullying, being sick, having a panic attack, failing academically)
- A3** General school phobia characterised by a fear reaction (e.g. tears, sweating, fast breathing, racing heart, panic, angry outbursts, aggression, oppositional behaviours) when near to school, before school, discussing school. Insomnia on school nights

### **Health and wellbeing:**

- H1** Mental and physical health problem/condition that impacts on daily life (e.g. IBS, migraine, severe period pains, OCD, depression, eating disorder, ASC, ADHD, dyslexia, dyspraxia, anxiety/panic attacks, hearing or visual impairment (including CVI), physical disability, language impairment, other.
- H2** Gender dysmorphic

### **Sensory factors:** (in particular for CYP on the Autistic Spectrum)

- SE1** Intolerance to certain sensory input (e.g. fabric of school uniform, proximity to others, noise, lighting, smells, other)

### **Social factors:**

- SO1** Bullying/loss of class friend/isolated/falling out with another student
- SO2** Problems involving social media
- SO3** *Bad reputation* at school
- SO4** Feelings of social exclusion due to cultural/ethnic/gender/LGBTQ identity

### **Academic factors:**

- AC1** Learning difficulties/special educational needs
- AC2** Finds work too hard/easy
- AC3** Trouble with certain teacher
- AC4** Mistrusts teachers/worries about interaction with teachers
- AC5** Exam anxieties
- AC6** PE/games difficulties
- AC7** Finds school hierarchy/rules too strict/inflexible

### **Factors relating to change:**

- C1** Recent change of schools/move from primary to secondary/transitional year group
- C2** Recent move to UK/English is an additional language
-

## **CONTRIBUTING FACTORS:**

*Put a tick or a cross next to every item. If the answer is not known, seek this information out as it could be an unidentified contributing factor. Use alongside the Student and Parent/carer forms to broaden understanding of any underlying issues.*

### **Family factors:**

- F1** Parental mental or physical health needs
- F2** Significant parental anxiety about CYP's health
- F3** Safeguarding concerns (e.g. domestic violence, alcohol/substance misuse in family)
- F4** Loss/separation/bereavement
- F5** Stressful or traumatic life events (e.g. house fire, burglary, redundancy, dispute with neighbours/landlords)
- F6** Change in family structure e.g. new sibling, new blended family
- F7** Young carer
- F8** Money worries/debts/family living in poverty
- F9** Inadequate housing
- F10** Practical difficulties getting to school (e.g. other children with additional needs, transport issues, health problems)
- F11** Significant distress separating from main attachment figure
- F10** Cultural values which do not prioritise school-based education

### **Motivational factors:**

- MO1** Liberal access to PC, phone, play station, X-box, Internet, TV, music, food, lounging (bed/sofa/duvet), cigarettes, drugs
- MO2** Girlfriend/boyfriend out of school
- MO3** Same-age or older peers out of school
- MO4** Other family members (eg siblings) at home during the day
- MO5** Work/earnings
- MO6** Extra attention from, or time with, a parent
- MO7** Control over environment, bedtimes and morning routines
- MO8** Access to social online gaming
- MO9** Access to learning through other means (online/family member)

### **Maintenance/secondary factors:**

- MA1** How to explain absence to friends – social embarrassment
- MA2** Facing teachers
- MA3** Specific anxieties relating to returning to the school environment
- MA4** Inability to catch up with school work
- MA5** Secondary trigger event (such as family separation or bereavement)
- MA6** Difficulty accessing professionals

### **Any other contributing factors:**

-



**Action planning:**

Address all issues identified as contributing factors. Please see accompanying guidance notes for support when planning strategies. Please photocopy this page so that it can be regularly reviewed (ideally weekly) and updated.

**Code**

**Support Strategy**

## **ATTEND Form for Parents/Carers**

**For the assessment of factors contributing to persistent school non-attendance (PSNA) of children or young people (CYP)**

<b>Name of Child:</b>	<b>DOB:</b>
<b>Current school:</b>	<b>Current school year:</b>
<b>Completed by (name and role):</b>	<b>Date of completion:</b>

### **My child's strengths**

What are they good at?

What activities do they enjoy?

When have they had good attendance at school?

Who are their friends?

Which teachers/staff do they like?

What helps? What are the most helpful things that have been done so far?

If you could name one adult they trust at school, who would it be?

## What is stopping your child from going to school?

### Worry:

- My child is worried about:  open spaces  feeling trapped  crowds  noise  socialising with other people  the school bus  public transport  being left out  being bullied
- being sick  having a panic attack  doing badly in lessons  getting into trouble
- My child is so afraid of school that they start:  sweating  fast breathing  crying
- getting angry  having a racing heart  panicking  running away – whenever they are:  near the school building  in the mornings before school  talking or thinking about school
- My child finds it hard to sleep on school nights
- My child doesn't feel safe at school

### Health and wellbeing:

- My child has:  IBS  migraine headaches  severe period pains  OCD  depression  an eating disorder  autism  ADHD  physical disability  hearing problems  sight problems (including CVI)  dyslexia  dyspraxia  anxiety/panic attacks  speech & language impairment  another condition not listed here \_\_\_\_\_
- My child feels like they are in the wrong gender body

### Sensory overload:

- My child finds it hard to put up with:  the fabric of school uniform  being too close to others  noise  bright lighting  smells  moving between lessons  something else in the school environment \_\_\_\_\_

### Fitting in:

- My child is being bullied  recently lost a good friend  feels lonely and doesn't really have friends  has recently fallen out with someone  feels misunderstood by others
- My child struggles at break and lunch times
- My child is having problems involving social media
- My child has a bad reputation at school
- My child feels they don't fit in with others because they are a different religion or race
- My child feels they don't fit in with others because they are gay/lesbian or have a different gender identity

### School work and teachers:

- My child has learning difficulties
- My child finds the work  too hard  too easy
- My child is having trouble with a certain teacher
- My child worries teachers will get angry or lose patience with them
- My child doesn't trust the teachers
- My child is really worried about exams
- My child is worried about doing PE or getting changed for PE
- My child finds school rules much too strict

## **Changes**

- My child recently moved:  schools  from primary to secondary  year group  house
- My child recently moved to the UK  English is not their first language and they are still learning it

## **Things at home**

- I, or another parent or carer, has physical or mental health problems
- I worry a lot about the physical or mental health of my child
- It is not always safe at home because of fighting and arguments, drinking or drugs
- We have recently had a death, loss or separation in our family
- We have recently had stressful things to cope with at home ( house fire  burglary,  redundancy  disputes with neighbours or a landlord)
- We have recently had a big change in our family structure ( new baby  new parent/carer  new step-siblings)
- My child sometimes has to look after me, another parent/carer or brothers and sisters due to physical or mental health difficulties
- We worry a lot about having enough money
- There are lots of problems with where we live ( damp  too crowded  we keep having to move)
- I find it hard to get my child to school in the mornings for practical reasons (e.g. other children with additional needs, transport issues, health problems)
- My child feels really worried about being away from me or another parent/carer – they find it distressing when we separate
- We don't feel school is that important in our family - we think there are other ways of learning things

## **Other things that stop my child getting back to school**

- My child has access to comforts such as:  computer  phone  games console  the Internet  TV  food  staying in bed or on the sofa  cigarettes  drugs
- My child has a girlfriend/boyfriend out of school
- My child has a group of friends who are also out of school
- Other people in our family are at home during the day
- My child works and earns money while out of school
- My child gets extra attention from, and time with, me or another parent/carer
- My child can completely control their environment ( what they wear  who they see  bedtimes  routines)
- My child does a lot of online gaming and has friends through it
- My child feels they are learning what they need to online or through a friend or family member

**Things that make it harder for my child to go back to school**

- My child doesn't know how to explain why they have been away to friends
- My child worries about facing teachers
- My child worries that if they get into school, they won't be allowed to leave if they need to
- My child feels safe at home
- My child doesn't think they can catch up with school work that they missed
- No-one is really helping my child
- My child goes to bed too late or sleeps badly and has trouble waking up early. My child feels tired and sometimes catches up with sleep during the day
- People disagree about how to help my child
- My relationship with my child's school is strained  has broken down

**Is there anything else?**

What is your worst fear for your child?

What is your best hope for your child?

## **ATTEND Form for Students**

**For the assessment of factors contributing to persistent school non-attendance (PSNA) of children or young people (CYP)**

<b>Name:</b>	<b>DOB:</b>
<b>School:</b>	<b>School year:</b>
<b>Completed by (name and role):</b>	<b>Date of completion:</b>

### **My strengths**

What are you good at?

What activities do you enjoy?

When have you had good attendance at school?

Who are your friends?

Which teachers/staff do you like?

What helps?

If you could name one adult you trust at school, who would it be?

## What is stopping you from going to school?

### Worry:

- I am worried about:  open spaces  feeling trapped  crowds  noise  socialising with other people  the school bus  public transport  being left out  being bullied
- being sick  having a panic attack  doing badly in lessons  getting into trouble
- I am so afraid of school that they start:  sweating  fast breathing  crying
- getting angry  having a racing heart  panicking  running away – whenever they are:  near the school building  in the mornings before school  talking or thinking about school
- I find it hard to sleep on school nights
- I don't feel safe at school

### Health and wellbeing:

- I have:  IBS  migraine headaches  severe period pains  OCD  depression  an eating disorder  autism  ADHD  physical disability  hearing problems  sight problems (including CVI)  dyslexia  dyspraxia  anxiety/panic attacks  speech & language impairment  another condition not listed here \_\_\_\_\_
- I feel like I am in the wrong gender body

### Sensory overload:

- I find it hard to put up with:  the fabric of school uniform  being too close to others  noise  bright lighting  smells  moving between lessons  something else in the school environment
- \_\_\_\_\_

### Fitting in:

- I am being bullied  recently lost a good friend  feels lonely and doesn't really have friends  has recently fallen out with someone  feels misunderstood by others
- I struggle at break and lunch times
- I am having problems involving social media
- I have a bad reputation at school
- I feel I don't fit in with others because they are a different religion or race
- I feel I don't fit in with others because they are gay/lesbian or have a different gender identity

### School work and teachers:

- I have learning difficulties
- I find the work  too hard  too easy
- I am having trouble with a certain teacher
- I worry teachers will get angry or lose patience with them
- I don't trust the teachers
- I am really worried about exams
- I am worried about doing PE or getting changed for PE
- I find school rules much too strict







### Changes

- I recently moved:  schools  from primary to secondary  year group  house
- I recently moved to the UK  English is not their first language and they are still learning it

### Things at home

- I am worried that my parent or carer is not well
- My parent or carer worries a lot about me not being well
- It is not always safe at home because of fighting and arguments, drinking or drugs
- We have recently had a death in our family
- Some of our family has recently started living in a different home
- We have recently had stressful things to cope with at home ( house fire  burglary,
  - a parent or carer lost their job  we argue a lot with our neighbours or our landlord
- We have recently had a big change in our family ( new baby  new mum or dad  new step-sisters or brothers)
- I have to look after my parent, carer or brothers and sisters because sometimes I am the only one who can
- We worry a lot about having enough money
- There are lots of problems with where we live ( damp  too crowded  we keep having to move)
- My parent or carer finds it hard to get me to school in the mornings
- I feel really worried about being away from my parent or carer – I worry about them the whole time we are apart
- We don't feel school is that important in our family - we think there are other ways of learning things

### Other things that stop my child getting back to school

- I have access to comforts such as:  computer  phone  games console  the Internet  TV  food  staying in bed or on the sofa  cigarettes  drugs
- I have has a girlfriend/boyfriend out of school
- I have a group of friends who are also out of school
- Other people in my family are at home during the day
- I work and earn money while out of school
- I get extra attention from, and time with, a parent or carer
- I can completely control my environment ( what they wear  who they see  bedtimes  routines)
- I do a lot of online gaming and has friends through it
- I am learning what they need to online or through a friend or family member

**Things that make it harder for my child to go back to school**

- I don't know how to explain why they have been away to friends
  - I worry about facing teachers
  - I worry that if they get into school, they won't be allowed to leave if they need to
  - I feel safe at home
  - I don't think they can catch up with school work that I missed
  - No-one is really helping me
  - I go to bed too late or sleeps badly and have trouble waking up early. I feel tired and sometimes catch up with sleep during the day
  - People disagree about how to help me
  - My parents and my teachers don't get along
-

**Is there anything else?**

What is your worst fear?

What is your best hope?



## **APPENDIX 5 : Questions for the Governing Body to Ask When Monitoring Attendance**

### **Figures**

- What are our persistent absence figures?
- How does our attendance compare with the national figures?

### **Groups of pupils**

- Is absence (and persistent absence) more widespread within certain groups of pupils?
- Are the figures skewed by a small number of pupils?
- Is there a particular age group/year/class that has a significantly lower attendance rate than the others?

### **Your school's approach**

- How are we monitoring pupils' attendance to identify patterns and any concerns?
- How much of our absence is authorised?
- What are we doing to promote attendance?
- What impact are these strategies having?
- If poor attendance is a problem, what strategies have we put in place to address this?

### **Support for pupils**

- How are we supporting:
  - Pupils at risk of becoming persistently absent
  - Persistently absent pupils
  - Severely absent pupils
  - Cohorts of pupils with lower attendance than their peers?



### **Letter Templates: Sporadic Absence in September but History of PA**

Address

Dear Name

I have been looking at various pieces of data within the school and noted that last year **#NAME's** attendance fell below 90%, which equates to at least 19 days of missed learning.

I'm aware that there can be unavoidable reasons for children not making it into school, for instance severe medical conditions that involve children spending time in hospital. However, already this term I have noticed that **#NAME** has already missed **#Number** of days.

I just want to make sure that we do everything we can to support you and ensure that **#NAME's** attendance doesn't reach a similar level this year.

As a school we want to work with families and support them. If you require any support around your child's attendance please contact Sue via the school office.

Yours sincerely



### **Letter Templates: Pattern of days off**

ADDRESS

Dear

In my recent review of children's attendance I have noticed that **#NAME** has missed a number of **Wednesdays** recently. This has had a negative impact on their attendance which is now at **#%**.

Is there a reason for this pattern of sickness? Are **Wednesdays** problematic? What can we do as a school to help overcome any issue and stop **#NAME** missing out on their lessons and falling behind their classmates.

Please contact the school office to arrange a time when we can discuss this further. If we meet before school **#NAME** can attend breakfast club free of charge that morning.

If I have not heard from you within the next week I will give you a call to get a time in the diary.

Regards



### **Letter Templates: September holiday**

ADDRESS

Dear

In my recent review of attendance I have noticed that **#NAME** has a very low attendance rate.

Any child with an attendance below 90% is classed as a persistent absentee.

I understand that the poor attendance data for **#NAME** is due to the family holiday at the start of this term but I thought that it is helpful to write and explain that this has now put **#NAME** in the persistent absentee category.

Due to the cumulative way attendance is calculated this will be the case until **#DATE** (as long as they don't succumb to any illnesses)

Here's hoping that they stay healthy and manage to work their way back to an attendance above 90%.

Attendance Policy

Regards

Headteacher





### **Letter Templates: Attendance Letter (outlining days) – needing medical evidence**

Letter sent:

Dear

I have completed a review of \*\*\*\*\* attendance which is currently \*\*\*\*\*%. The average attendance for children in \*\*\*\*\* class is \*\*%.

This means \*\*\*\*\* has missed \*\* more days of learning compared to their classmates. Increased pupil absence has a negative impact on learning so this is now a concern.

Although you may have provided reasons for any absences, we will monitor \*\*\*\*\* attendance closely to ensure that there is an immediate improvement. If there is not a significant improvement, you will be invited to an Attendance Support Meeting with the Leadership Team.

If your child is absent due to illness, the school will request medical evidence before authorising any further absence (this can be an appointment card, doctor or hospital letter, copies of prescriptions or a patient summary which is free of charge from the GP reception). Failure to provide medical evidence promptly will result in any absence being recorded as unauthorised.

The information below shows how attendance can affect your child's future outcomes:

<b>THERE ARE 175 NON SCHOOL DAYS A YEAR</b> <b>This means you have 175 days to spend on family time, visits, holidays, shopping, household jobs and appointments</b>			
	<p style="text-align: center;"><b>Good</b></p> <p>Children have the best chance of success. They get the best results that they can and have better prospects for their life.</p>	<p style="text-align: center;"><b>Worrying</b></p> <p>These children are <u>missing a month of school</u> per year. There is much less chance of them getting the best results as children cannot keep up with their learning.</p>	<p style="text-align: center;"><b>Serious Concern</b></p> <p>Action needed.</p>



## Attendance Policy

Percentage of time in school	100%	95%	90%	85%	80%	75%
Days in school	190 out of 190	180 out of 190	171 out of 190	161 out of 190	152 out of 190	143 out of 190
Hours of school missed	0	50	104.5	159.5	209	258

*Under the terms of the Education Act 1996, it is the responsibility of parents/carers to ensure that their child attends school regularly and punctually. Failure to do so may lead to legal proceedings being taken against you by the Local Authority. Alternatively, the Local Authority may issue a Fixed Penalty Notice for £60 per parent per child to be paid within 21 days. If the penalty is not paid within the time scale the penalty will increase to £120. If the higher penalty is not paid within 28 days, you may be prosecuted.*

If you have any queries, or if there are any ways that you feel the school can support you in ensuring your child attends school regularly, please do not hesitate to contact us.

Yours sincerely,

Mrs. E Gale  
Headteacher

Encs: Pupil registration certificate

**Letter Templates: Attendance Letter**

ADDRESS

Dear

As a school we are expected to aim for every pupil to achieve 96% attendance or above.

You will see from the attached registration certificate your child's attendance has fallen below 96% and is now only **%**.

We want to work with families to ensure that pupils achieve the best possible level of attendance and I would ask for your support to ensure their attendance improves.

If you have any queries or if there is any support that you feel the school can support you with in ensuring your child attends regularly, please contact (enter name), Child Welfare Officer on the above number.

Yours sincerely,

Mrs. E Gale

Headteacher



### **Letter Templates: At risk of PA**

Address

Dear

As you will be aware the Government class any child whose attendance is below 90% as a Persistent Absentee. **#NAME** attendance is now % leaving him/her at risk of becoming a persistent absentee.

I know illness happens but I just wanted you to know the effect this has had on his/her attendance.

Hopefully **#NAME** will avoid other bugs and germs this term and manage to keep his/her attendance above 90%.

Regards,

Mrs. E Gale

Headteacher

### **Letter Templates: PA Letter due to holiday**



Dear

As you will be aware the Government class any child whose attendance is below 90% as a Persistent Absentee.

I have been looking at the children's attendance and noticed that #NAME attendance is only %. This is largely due to a holiday. I just wanted to bring this to your attention.

Hopefully we will get above 90% for #NAME this term with regular school attendance.

Regards

Mrs. E Gale  
Headteacher

**Letter Templates: PA Letter**

Address

Dear

As you will be aware the Government class any child whose attendance is below 90% as a Persistent Absentee.

Due to a number of absences **#NAME** attendance has now fallen to %. I know illness happens but I just wanted you to know the effect this has had on his/her attendance.

Hopefully NAME will avoid other bugs and germs this term and manage to get his/her attendance back above 90%.

Regards

Mrs. E Gale  
Headteacher



### **Letter Templates: Meeting following previous letter**

Address

Dear

Following my letter to you on XXXXX, I have reviewed XXXX's attendance and am disappointed to note that there has been no improvement and HIS/HER attendance is still only % which is classed as persistent absence. I enclose a copy of HIS/HER registration certificate.

Under the terms of the Education Act 1996, it is the responsibility of parents/carers to ensure that their child receives an education and, if registered at school that attendance is regular and punctual.

Pupils who regularly attend less than 95% not only lose the continuity of lessons and social benefits of school, but may also be referred to the Local Education Authority. This may result in further action by them.

I would like to invite you to a meeting at school to discuss this on XXXXXX. If this date or time is inconvenient please contact me on the above telephone number to arrange an alternative appointment.

Regards

Mrs. E Gale

Headteacher

**Letter Templates: Medical Evidence**

ADDRESS

Dear

As you will be aware the Government class any child whose attendance is below 90% as a Persistent Absentee.

Name's attendance is only % this is mostly due to a number of unauthorised absences, I enclose a copy of his/her registration certificate for your information. We will now only be able to authorise absences with medical evidence.

Under Section 444 of the Education Act 1996, parents are responsible for ensuring their child attends school regularly. Should your child's attendance not improve to a satisfactory level, the matter may be referred to the Local Authority to consider legal proceedings against you under Section 444 of the Education Act 1996. Alternatively the school may request that the Local Authority issues a penalty notice for £60 per parent per child to be paid within 21 days. If the penalty notice is not paid within the time scale the penalty will increase to £120. If the higher penalty is not paid within 28 days, you may be prosecuted

Hopefully NAME's attendance will improve. If you wish to discuss this with me please contact me on the above telephone number.

Regards

Mrs. E Gale

Headteacher



**Letter Templates: Meeting Number 2**

ADDRESS

Dear

Following my letter to you on XXXXX, I have reviewed XXXX's attendance and am disappointed to note that there has been no improvement and HIS/HER attendance is still only % which is classed as persistent absence. I enclose a copy of HIS/HER registration certificate.

Under Section 444 of the Education Act 1996, parents are responsible for ensuring their child attends school regularly. Should your child's attendance not improve to a satisfactory level, the matter may be referred to the Local Authority to consider legal proceedings against you under Section 444 of the Education Act 1996. Alternatively the school may request that the Local Authority issues a penalty notice for £60 per parent per child to be paid within 21 days. If the penalty notice is not paid within the time scale the penalty will increase to £120. If the higher penalty is not paid within 28 days, you may be prosecuted

I would like to invite you to a meeting at school to discuss this on XXXXXX. If this date or time is inconvenient please contact me on the above telephone number to arrange an alternative appointment.

Regards

Mrs. E Gale  
Headteacher

**Letter Templates: Late Letter**

Address

Dear

You will see from the attached certificate that NAME's attendance is % and he/she has been late to school on X occasions. If you are having difficulties in getting NAME to school on time please contact Rosie Langman, Attendance Officer to discuss this to see if there is any support we can offer.

I trust that there will be a significant improvement in NAME's punctuality from now on.

**Being late for school can have a considerable impact over the whole school year**

**5 minutes late every day = 3 days of school lost a year**

**15 minutes late every day = 10 days of school lost a year**

**30 minutes late every day = 19 days of school lost a year**

If you have any queries please do not hesitate to contact me on the above number.

Regards

Mrs. E Gale

Headteacher



### **Letter Templates: Lateness Letter (u coded)**

Address

Dear

You will see from the attached certificate that NAME's attendance is % and he/she has been late past the close of registration to school on X occasions. These absences are unauthorised and are marked with a U on the registration certificate. Persistent lateness after the close of registration can lead to a Fixed Penalty Notice being issued by the Local Authority.

If you are having difficulties in getting NAME to school on time please contact Sue Fears, Child Welfare Officer to discuss this to see if there is any support we can offer.

I trust that there will be a significant improvement in NAME's punctuality from now on.

**Being late for school can have a considerable impact over the whole school year**

**5 minutes late every day = 3 days of school lost a year**

**15 minutes late every day = 10 days of school lost a year**

**30 minutes late every day = 19 days of school lost a year**

If you have any queries please do not hesitate to contact me on the above number.

Mrs. E Gale

Headteacher



## **Letter Templates: Official Warning for lates**

Address

Dear

### **Official Warning for Persistent Lateness**

You will see from the attached certificate that NAME's attendance is -% and HE/SHE has been late past the close of registration to school on X occasions in a X week period

You are, therefore, being issued with an official warning. I will review NAME's attendance and punctuality again on <date of 6 school weeks from the date of this letter>. Unless there has been an acceptable improvement I will refer to the Local Authority, who will issue you with a Fixed Penalty Notice.

The fine will be £60 per parent per child, if paid within 21 days of receipt. If it is not paid, another £60 fine will be issued to each parent per child, making a total of £120 per parent per child. Failure to pay the outstanding amount within 28 days of receipt of the notice may result in prosecution under section 444 of the Education Act 1996.

Under the Education Act 1996, "parent" in relation to a child or a young person includes any person who has parental responsibility, or who has "day to day care of the child".

**Being late to school can have a considerable impact over the whole school year:**

**5 minutes late every day = 3 days of school lost a year**

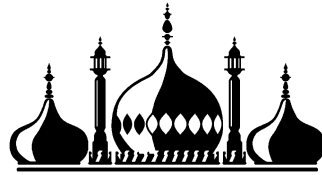
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If you have any queries please do not hesitate to contact me on the above number

Mrs. E Gale

Headteacher



## Brighton & Hove

### STATEMENT OF WITNESS

**NAME:**

**AGE:** Over 21

**OCCUPATION:**

**ADDRESS:**

**TELEPHONE  
NO:**

**THIS STATEMENT (CONSISTING OF 3 PAGES EACH SIGNED BY ME) IS TRUE TO THE BEST OF MY KNOWLEDGE AND BELIEF AND I MAKE IT KNOWING THAT, IF IT IS TENDERED IN EVIDENCE, I SHALL BE LIABLE TO PROSECUTION IF I HAVE WILFULLY STATED IN IT ANYTHING WHICH I KNOW TO BE FALSE OR DO NOT BELIEVE TO BE TRUE**

**SIGNATURE**

**DATED THIS**

**DAY OF**