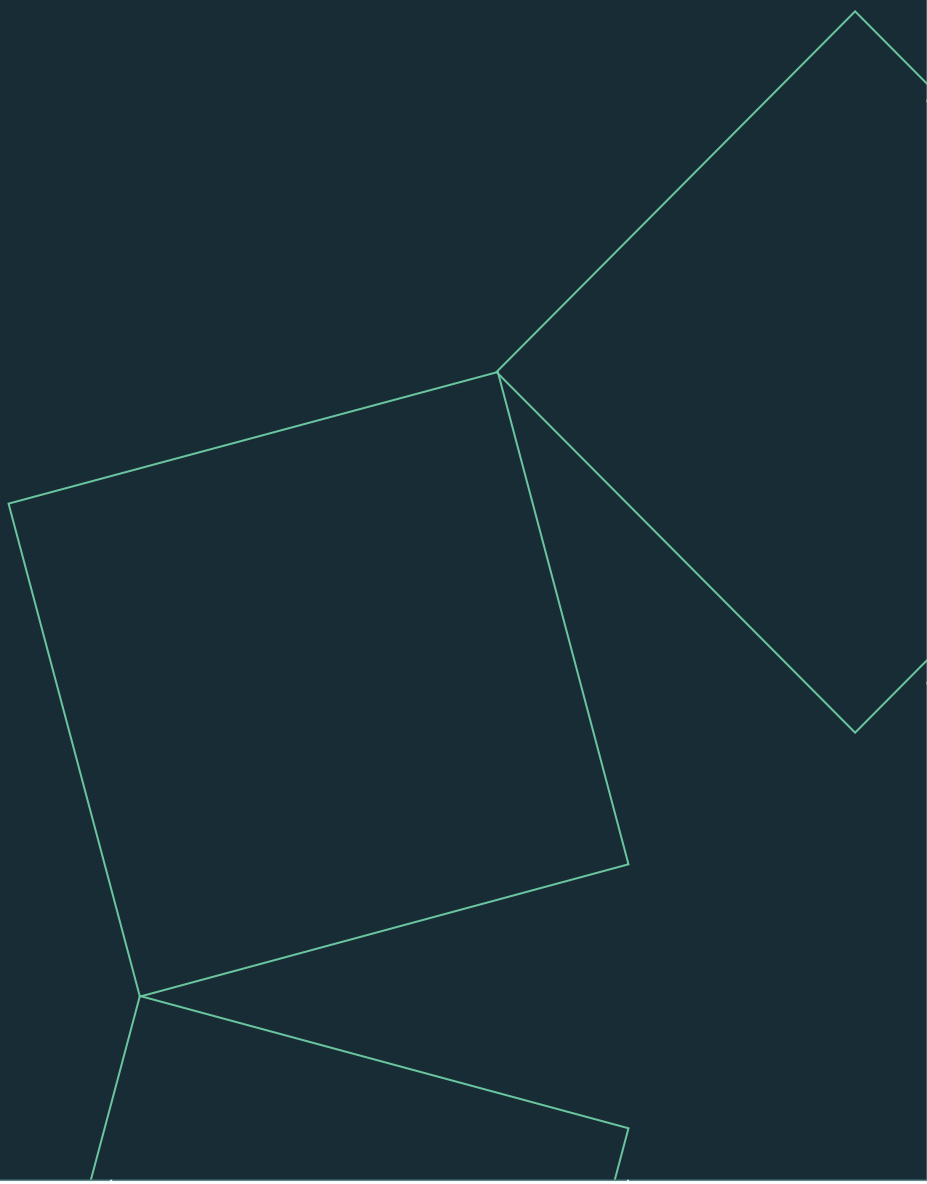
OFG Education

Pupil Attendance Policy

For Acorn Education & Options Autism schools

Bluebank School



PUPIL ATTENDANCE POLICY

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This policy applies to all Acorn Education and Options Autism schools.

Terminology

- "Our teams" and" "team member/s" include everyone working in Outcomes First Group's settings and services in a paid or unpaid capacity, including employees, consultants, agency staff, trainees and contractors. For Blenheim schools, volunteers are included in this definition.

- "Parents and carers" refer to the person or -people with legal parental responsibility for the child/young person

1.0 INTRODUCTION

We recognise that the children and young people we educate, and support have often had difficult schooling experiences previously, and that this can create additional challenges for school attendance. An inclusive trauma-informed, neurodivergence-affirming ethos is at the heart of our approach. We seek to understand and support our children and young people to help them enjoy and achieve the best outcomes from school.

We also recognise the importance of understanding the context of a child or young person's absence from school and the impact of language used. We therefore differentiate between:

- Truancy refers to a young person's deliberate or unauthorised absence from school without a valid reason. It is often associated with disengagement or a lack of value placed on education. Addressing truancy typically involves a structured approach that includes understanding underlying barriers, re-engagement strategies, and clear expectations around attendance.
- Barriers to Attendance - We recognise that attendance difficulties are often complex and multifaceted, arising from an interaction of emotional, developmental, relational, health, family, educational and environmental factors. Whilst some children and young people may experience **Emotionally Based School Avoidance (EBSA)**, others may face barriers linked to neurodivergence, trauma, attachment needs, mental or physical health difficulties, adverse childhood experiences, or previous educational experiences. Attendance difficulties should not automatically be viewed as a matter of choice, refusal or disengagement. Instead, schools should adopt a compassionate, trauma-informed and curiosity-led approach that seeks to understand the underlying reasons for non-attendance and work collaboratively with children, young people, families and professionals to identify the most appropriate support

We are committed to promoting good attendance and punctuality to:

- enable and facilitate opportunities for a good education
- provide our children and young people with the support they need.
- Enhance quality of life, well-being and development of life and social skills
- Effectively safeguard our children and young people
- Reduce the likelihood of involvement in anti-social behaviour or other criminal activity

2.0 AIMS

We are committed to meeting our obligations with regards to school attendance by:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent absence and severe absence
- Ensuring every pupil has access to full-time education to which they are entitled

- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school
- Address barriers to attendance, including EBSA with a trauma informed and neurodiversity affirming supportive approach
- Promoting a strong sense of belonging, psychological safety and connection to the school community.
- Supporting pupils to feel known, valued, understood and included.
- Identifying and reducing barriers that may prevent pupils from engaging fully in education.

We will support parents and carers recognising their legal duty to ensure regular attendance for children of compulsory school age. At the same time, we recognise the complexity of individual pupil needs and understand that promoting punctuality and regular attendance requires a sensitive and supportive approach. Our commitment includes working collaboratively with families and professionals to identify and address any barriers to attendance, ensuring that every child has the opportunity to thrive within a learning environment that acknowledges and accommodates their unique challenges.

Working together to improve school attendance highlights the benefits of regular attendance at school, particularly:

- the correlation between high academic performance and high attendance
- it is an important protective factor for more vulnerable children and young people

With this in mind, we will consistently work towards the most regular attendance for our children and young people. Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance in a supportive way. This policy contains within it the procedures that the school will use to meet its attendance targets.

Our school is committed to promoting consistent attendance through the implementation of targeted, responsive measures designed to support every pupil's ability to engage fully with their education. These include:

- **Accurate Registration:** Ensuring pupils are registered efficiently and reliably each day
- **Target Setting:** Establishing realistic and motivating attendance targets for individual pupils and year groups
- **Prompt Communication:** Contacting parents/carers on the same day when absences are unauthorised or reasons are unclear
- **Ongoing Monitoring:** Regularly reviewing pupil attendance and punctuality data, with timely support meetings following prolonged absence
- **Supportive Reintegration:** Holding 'return to school' meetings to ensure smooth transitions back into the classroom
- **Trauma Informed and Neurodiversity Practice - :** Advancing our approach to barriers to attendance, including Emotion-Based School Avoidance (EBSA), applying it where appropriate and needed.

- **Pattern Tracking and Thematic Analysis:** Monitoring attendance trends, identifying recurring themes such as anxiety, illness, or social barriers, and using this insight to inform tailored support plans
- **Transparent Reporting:** Sharing attendance statistics with parents/carers, local boroughs, and the Department for Education, as appropriate

Our approach is underpinned by empathy, collaboration, and a shared commitment to helping each child and young person to thrive.

3.0 LEGISLATION & GUIDANCE

This policy has been developed in line with:

- Working together to improve school attendance (DfE statutory guidance)
- School Attendance Parental responsibility measures - GOV.UK and
- All Wales attendance framework | GOV.WALES
- Keeping Children Safe in Education (DfE statutory guidance)
- Working Together to Safeguard Children (DfE statutory guidance)
- Mental health issues affecting a pupil's attendance: guidance for schools (DfE)
- Attendance: why it matters, key data and guidance (DfE)

The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- Children and Families Act 2014
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 which also refers to School census guidance
- The Education (Pupil Registration) (Wales) Regulations 2010
- School Standards and Organisation (Wales) Act 2013
- Education (Scotland) Act 1980

This policy must be read and applied alongside the school's policies, including:

- Safeguarding Policy
- Pupil/Carer – School Communication Policy
- Relational and Inclusive Behaviour Policy

Our policies are underpinned by the understanding that attendance, behaviour, wellbeing, belonging, engagement and safeguarding are interconnected and influenced by a range of developmental, relational, environmental and contextual factors. The school therefore adopts a relational, inclusive and trauma-informed approach that prioritises understanding, support, belonging and positive outcomes.

4.0 ROLES AND RESPONSIBILITIES

The Governing Body is responsible for holding the headteacher or equivalent to account for the implementation of this policy, including:

- Setting high expectations of all team members, pupils and parents / carers
- Ensuring school leaders fulfil expectations and statutory duties, including:
  - Registers must be taken electronically twice a day—once at the start of the morning session and once during the afternoon session
  - Schools must use standardised national attendance and absence codes issued by the Department for Education (see 10.2)
  - 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 team members and resources
- Ensuring 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
- Ensuring all team members receive adequate training on attendance as part of the regular continued professional development offer, so that team members understand:
- The importance of good attendance
- That absence is almost always a symptom of wider issues
- The school's legal requirements for keeping registers
- 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
- Ensuring dedicated training is provided to team members with a specific attendance function in their role, including in interpreting and analysing attendance data

4.1 Those responsible may include the team members below, but will be school specific:

4.1.1 The Headteacher

The headteacher is responsible for:

- The day -to- day implementation of this policy at the school
- Designating a senior leader responsible for attendance (sometimes known as the 'Senior Attendance Champion'), who is a member of the senior leadership team and has strategic responsibility for promoting, monitoring and improving attendance across the school (See 4.1.2 for further details)
- Monitoring school-level absence data and reporting it to governors
- Supporting team members with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Reporting persistent absence to the relevant Local Authority for consideration, which may result in a fixed-penalty notice being issued or further action being taken.
- Working with the parents / carers of pupils to develop specific support approaches for attendance impacted by 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 has challenges in 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 / carers through all available channels

4.1.2 The designated senior leader responsible for attendance

The designated senior leader at our school is Kam Banga Headteacher: Kam.banga@bluebankschool.co.uk and is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Overseeing the accurate and timely completion of the registers
- Initiating "day-one" follow-ups for unexplained absences
- Having a strong grasp of absence data and oversight of absence data analysis including reviewing attendance data weekly to identify trends
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all team members
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues

- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Escalating attendance patterns that may indicate safeguarding risk to the DSL promptly, including repeat, part-day, prolonged or unexplained absence

4.1.3 The Attendance Officer

The school attendance officer at our school is Ashleigh Taylor, Pastoral Lead: Ashleigh.Taylor@bluebankschool.co.uk and is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to team members and reporting concerns about attendance to the Assistant Headteacher, Designated Safeguarding lead, Designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
    - Arranges calls and meetings with parents/carers to discuss attendance issues
    - Ensures registers are pre-coded for known absences and have been completed and coded correctly.
    - Makes daily calls or sends texts to parent/carer of children who have not contacted the school to let us know where they are.
- Advising the headteacher (authorised by the headteacher) when it may be appropriate to consider advising a Local Authority to issue fixed-penalty notices
- Working with the DSL to consider whether attendance concerns indicate need for Family Help, early help, children's social care or other external support

4.1.4 Heads of Key Stage and Assistant Headteachers

- Ensure that tutors are provided with Attendance data weekly
- Ensures that attendance is a standing item during Key Stage Meetings
- Arranges and actions 'return to school' meetings as per appendix
- Takes overall ownership and accountability of Year Group attendance.

4.1.5 Form tutors

form tutors are responsible for:

- Classroom teachers or form tutors have the immediate operational responsibility to **complete the registers accurately** twice a day using the correct national codes. They are legally bound to close the register at the designated time set by the school via iSam: by 09.10 in the morning and 13.15 in the afternoon.

- Making weekly contact for those pupils who are not present at school for long periods of time and are responsible for collating the educational materials for these students so that they can access education from home should this be required. This could then be provided to the key stage leads to ensure it gets to home.
- Ensuring that any information which they have from the parents/carers should be documented on the register in the notes section to ensure this has been captured on the legal document. This includes information passed to parents/carers through any other agreed communication channel.

Class Teachers will remind parents/carers:

- That they are to follow the school absence policy should they be contacted directly through email or iSAMs to remind them that calls should be made to the school on 01246 961532 **before 08.00 on every day their child will be absent.**

- Who contact them directly with evidence of appointments, or reasons for their child to be absent for school to email admin@bluebankschool.co.uk

4.1.6 School admin team members

School admin team members will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the pastoral lead where appropriate, in order to provide them with more detailed support on attendance

5.0 EXPECTATIONS OF PARENTS/ CARERS

To support their child's regular school attendance, parents, carers, and those with parental responsibility are asked to:

- Ensure their child attends every scheduled school day or timetabled session punctually
- Notify the school of their child's absence by 08.00 on the first and each subsequent day of absence, providing an expected date of return
- Supply the school with more than one emergency contact number for their child, where possible
- Arrange medical and other appointments outside the school day whenever feasible
- Adhere to any attendance contracts agreed with the school and/or local authority
- Seek support when needed by contacting Ashleigh Taylor, Pastoral Lead, via 01246 961532/ Ashleigh.Taylor@bluebankschool.co.uk
- Engage proactively with the school's designated contact: Ashleigh Taylor, maintaining open and regular communication to clarify needs and co-develop effective support plans

By working in partnership with the school, families can help ensure their children feel safe, supported, and ready to thrive.

5.1 Registration and Lateness

Registers will taken at the beginning of morning and afternoon sessions.

Morning registration will take place at the start of school between 08.50 and 09.10. The registers will remain open for 30 minutes. Until 09.40, registers will be marked as L if pupils arrive after 09.10 but before 09.40. However, any pupil arriving after this time will be marked as having an unauthorised absence and missing the session of school. In cases for example, where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered.

Electronic registers will be taken at the beginning of morning and afternoon sessions.

- **Morning registration** will take place at the start of school at 8.50am.
- The registers will remain open for 30 minutes until 9.20am.
- The attendance register must close **no later than 30 minutes** after the session officially begins
- Pupils arriving after the registers opens but before it closes will be marked as Late (L).
- Pupil arriving after this time will be marked as having an unauthorised absence (U) and missing the session of school.
- In cases for example, where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered.

The school will commit to supporting parents/carers should lateness occur through school transport issues, but lateness caused by transport will be marked as late in the registers in line with this policy.

Afternoon registration will take place at 1. Where an absence at afternoon registration is authorised, the appropriate authorised absence code will be entered.

Pupils are supported to attend school on time every day.

6.0 RECORDING ATTENDANCE

6.1 Attendance Register

The school will keep an attendance register, and all pupils will be listed on this register.

The electron attendance will be taken at the start of the first session of each school day, and once during the second session using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024 or national equivalent.

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 keep entry on the attendance register for 3 years after the date on which the entry was made.

We will also record:

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

6.2 Unplanned Absence

- The pupil's parent/carer must notify the school on the first day of an unplanned absence by 08.00 or as soon as practically possible.
- Parents/carers should phone the school01246 425318 and leave a message or speak to an administrative team member to let them know that their child will not be attending school with the reason.
- We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.
- Where the absence is longer than 5 days, or if the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.
- Department for Education guidance states that if the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents/carers will be notified of this in advance.

6.3 Planned Absence

- Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment and provides evidence of the appointment.
- Evidence of appointments, such as a doctor's note, prescription, appointment card or other appropriate form of evidence, should be emailed directly to admin@bluebankschool.co.uk
- However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.
- The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. This is addressed later in the policy to find out which term time absences the school can authorise.

6.4 Following up absence

When a child is expected to attend school does not attend, or stops attending, the school will:

- Follow up on their absence with their parent/carer to ascertain the reason by sending a text, email or a phone call.
- Ensure safeguarding action is taken without delay where absence is unexplained, repeated, prolonged, part-day, or otherwise suggests risk of harm.
- Consider whether the pupil or family may benefit from Family Help, Early Help, local authority children's social care, clinical support, SEND support or other specialist support.
- Share relevant attendance and welfare information with the DSL and other appropriate professionals where necessary to safeguard or promote the welfare of the pupil.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use
- Where appropriate, offer support to the pupil and / or their parent / carers to improve attendance
- Identify whether the pupil and / or their family needs support from other organisations as quickly as possible and make the necessary referrals
- Conduct home visits where necessary

6.5 Medical or dental appointments

It is the statutory duty of every parent/guardian to ensure that their child attends school regularly and on time, (Section 444(1) Education Act 1996).

Missing registration for a medical or dental appointment may be counted as an authorised absence if advance notice has been given or evidence provided. However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

Applications for other types of absence in term time must also be made in advance. See below for information relating to whether the school can authorise such absences.

6.6 Reporting to Parents/Carers

Parents/carers can request a copy of their child's attendance record at any time.

We report to parents on their child's attendance record in Annual Review's and end-of-year reports.

The school will share attendance information with parents/carers regularly and celebrate positive engagement, progress and successful reintegration where appropriate. We recognise that attendance may be influenced by factors outside a child or young person's control, including SEND, health needs, emotional wellbeing, trauma, safeguarding concerns and other barriers to attendance. Therefore, attendance is not incentivised through rewards, competitions or prizes linked solely to attendance percentages.

In line with this policy, contact could be more frequent if we are working with you to improve your child's attendance.

6.7 Absence notes

Notes received from parents explaining absence should be kept for the remainder of the academic year. If there are attendance concerns about the pupil, that may require further investigation, then the notes may need to be retained for a longer period and scanned/noted on ISAMS.

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

If the authenticity of the illness is in doubt, the school may ask parents/carers to provide evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents will be notified of this in advance.

6.8 Local Authority Absence Notification Requirements

Requirements to report absence notifications may vary between local authorities, the school will identify and document the local authority process for reporting pupils recorded with Code I (Illness) who meet the applicable notification threshold.

At the start of each academic year, the Headteacher, Designated Safeguarding Lead and Attendance Lead must ensure they are familiar with:

- The local authority's process for submitting sickness notifications and/or returns;
- Any local forms, portals or referral mechanisms that must be used;
- The relevant contact details for attendance, inclusion or education welfare services; and
- Any locally published guidance relating to children who are absent from education due to illness.

Schools must maintain a record of the reporting mechanism in use and ensure that notifications are submitted in accordance with current statutory guidance and local authority requirements. Failure to identify the appropriate local authority process does not remove the school's responsibility to make the required notification.

6.9 Timeline of School Action for Low Attendance

Each pupil's attendance can be summarised as:

95% +	Excellent attendance. This will **support** all aspects of your child's progress in school. This will give them a good start in life and **encourages** a positive work ethic. Your child's attendance is at or above the school target. **Keep striving for 100%.**
90% - 94%	Good effort. This **attendance rate** is moving towards the target of 95%. Improved attendance will benefit your child both academically and socially. Your child's attendance is almost at the school target.
BELOW 90%	**A pupil whose attendance is below 90% is defined as a 'persistent absentee' by the Department for Education.** **Unauthorised or Unsupported by Medical Evidence** 1) Department for Education views that absence is now a concern and is at risk of significantly affecting your child's attainment and progress. You will receive an initial letter of support and be invited in to meet with the class teacher/Key Stage Leader to establish whether we can offer you any additional support to improve your child's attendance. 2) If attendance does not improve in the next month or falls even further within the academic year, a second letter inviting you to meet with the Assistant Headteacher will be sent. At this second meeting, a support plan and an attendance target will be set across an agreed timescale which will be monitored by the class team/Key Stage Leader. 3) If there is still no improvement or the attendance rate falls further within the academic year, parents will be invited to an attendance support panel meeting will be held where an agreement will be made between the school and the parents for how all parties will work towards improving the attendance of the pupil. 4) If the agreement put into place does not improve attendance a formal request needs to be made to the local authority regarding these concerns and possible legal consequences could follow as set out by the Department for Education. **Medical reasons for absence – If your child has an ongoing medical condition that means they are unable to attend school; we apply their attendance figure with this knowledge. Therefore, discretion may be applied to the process above.**

6.10 Attendance Targets

Our school target is: All pupils attend over 95% of the time.

Where pupils have been identified with specific medical or therapeutic needs who have a high level of absence, they will be supported by the following strategies:

- Daily contact with parents/carers to correctly authorise absences.
- Provide support as part of the Universal approach from the school to support pupils where their reasonable adjustments need supporting with regards to their needs in order to support parents to get their children to school.
- Provide home visits where appropriate.
- Create contracts of agreed actions with parents and children, where possible, to improve their attendance – incorporating an attendance support plan.
- Working with the Local Authorities and other agencies to record such absences as authorised to reflect attendance as good as can be expected for these pupils and the school.
- Recognise that some pupils are not 'available for learning' and work with the LA and other agencies to allocate appropriate provision which may not be within our school.
- Recognise that attendance should always be understood within the context of a pupil's individual needs, circumstances and barriers. Success should be measured through engagement, progress towards agreed goals, increased participation and sustained connection with education rather than attendance percentages alone.

6.9 Welcome Back

We recognise the importance of a supportive and inclusive return for all pupils following significant periods of absence. Our approach ensures that individual needs are considered carefully, promoting a smooth transition back into the school environment. This includes:

- **Routine Reintegration:** Supporting pupils as they adjust to the school's daily routines and expectations
- **Curriculum Catch-Up:** Providing opportunities to catch up on missed work and updating pupils on key information shared with peers during their absence
- **Phased Return Planning:** Where appropriate, implementing a phased return tailored to the pupil's circumstances, to ease the transition and promote sustained attendance

Our aim is to help every pupil feel welcomed, valued, and ready to re-engage with their learning community.

Team members should be sensitive to the individual needs and circumstances of returning pupils. The school will:

- Inform all team members of the return to school process and involved where appropriate.
- Provide opportunities for clinical support if required.
- Consider peer support and mentoring as appropriate.
- Involve parents as far as possible.

- Agree timescale for review of reintegration plan.
- Include Children's Services, social workers, parents/carers and the pupil in return to school plan if appropriate.

7.0 AUTHORISED AND UNAUTHORISED ABSENCE

7.1 Approval for Term Time Absence

The headteacher or equivalent will only grant a leave of absence to pupils during term time if they consider there to be 'exceptional circumstances' as set out in The School Attendance (Pupil Registration) (England) Regulations 2024 or the national equivalent for the school.

A leave of absence is granted at the headteacher's discretion. The school considers exception circumstances to be:

- Service personnel returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays.
- Visiting a parent/carer who is imprisoned.
- Where an absence is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.
- The death or terminal illness of a person close to the family.
- The wedding of a close family member.

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 (or equivalent) discretion. Although, if granted the leave would be authorised, the non-attendance would affect the overall percentage attendance for that child for that month.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via admin@bluebankschool.co.uk. The headteacher may require evidence to support any request for leave of absence.

Valid reasons for authorised absence include (but are not limited to):

a. Illness and medical/dental appointments where evidence is shown
b. Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set part.
c. 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 pupils attending educational provision.

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

7.2 Reducing persistent absence

It is outlined in the appendices the school's approach to supporting attendance.

In addition:

a. A pupil becomes a 'persistent absentee (PA)' when they miss 10% or more schooling across the school year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we need parent's fullest support and cooperation to tackle this.
b. All absences are monitored thoroughly. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and you will be informed of this immediately.
c. PA pupils are tracked and monitored carefully through our attendance officer, and we also combine this with the progress they make against their EHCP outcomes where absence affects attainment. All our PA pupils and their parents are subject to an Action Plan, and the plan may include; an individual incentive programme, support from the pastoral team, participation in group activities around raising attendance. All PA cases are also automatically made known to the Participation team in the local authority.
d. Parents will be expected to make agreements with themselves and their child for how they will be supporting their attendance at school. These will be captured during the attendance panel meeting as the action plan to support improved attendance.

7.3 Legal Sanctions

The Department for Education recommends that our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

The local authority may decide a fine for parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

Before advising a Local Authority to issue a penalty notice, or take action in line with specific local authority policy and procedure, 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)

- a penalty notice is the best available tool to improve attendance for that pupil
- further support, a notice to improve or another legal intervention would be a more appropriate solution
- 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).

7.4 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) termly and yearly across the school and at an individual pupil, year group and cohort level. Data and related actions will be reported and monitored using the Termly Head teacher Report to Governors and Governance Meeting formats.

Specific pupil information will be shared with the DfE on request.

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.

7.5 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may indicate additional support is required, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

7.6 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may indicate additional support is required, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to form tutors, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

- Share information and work collaboratively with local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe where appropriate

7.7 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

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 / carers 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 OFG Clinical Support or external support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping children safe in education. The school recognises that repeated, persistent, part-day, prolonged or unexplained absence may be a warning sign of abuse, neglect, exploitation, serious violence, mental health concerns, unmet SEND/medical needs, or other safeguarding risks.

8.0 STRATEGIES FOR PROMOTING ATTENDANCE

Regular school attendance is an important part of giving children the best possible start in life. The aim should be to attend as regularly as possible (recognising illness is inevitable). Students who miss school frequently can fall behind with their work and have less progress towards their EHCP outcomes. Good attendance also shows the reliability of pupils in more senior years to show future employers that the pupil is reliable.

Unauthorised absence in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4days in September go on to miss nearly a month of school throughout the year.

To ensure excellent attendance at our school we will:

- Promote a culture of belonging, relational safety and inclusion through trusted adult relationships, pupil voice, co-production with families and emotionally safe learning environments.
- Deliver clear messages about expectations, routines and consequences to new pupils and families through prospectus and admission/transition events
- Use physical presence to reinforce routines and expectations on arrival and departure including greeting pupils in the morning and having a consistent morning routine.
- Regularly communicate expectations for attendance and punctuality and school performance against EHCP targets through the regular channels of communication on Isams (and Class dojo if appropriate) with team members, pupils and parents/carers.
- Monitor implementation of policy and practice through form time drop ins by the key stage leads and assistant headteachers.
- Monitor whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions.
- Establish, implement and monitor robust arrangements to identify, report and support children who are absent from education.
- Develop good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and their own special educational needs (SEND).
- Engage pupils in consultation on attendance policy and practices through the pupil voice committee and through their own pupil voice in annual review if attendance is of concern.
- Where attendance difficulties are linked to underlying needs or distress, individualised reintegration plans may be implemented as a short-term support measure. These should be clearly planned, regularly reviewed, and focused on gradually increasing engagement, attendance and participation in education. Individualised timetables are not intended to become long-term part-time provision; the expectation remains that all pupils will work towards accessing a full-time education that is appropriate to their needs, with progress towards this monitored collaboratively with families and relevant professionals.

9.0 CHILDREN ABSENT FROM EDUCATION

DfE Statutory guidance regarding Children absent from education states that children absent from education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming not in education, employment or training (NEET) later in life.

All team members should be aware of the school's safeguarding response to children absent from education, particularly on repeat occasions and/or for prolonged periods. The school will consider repeated, part-day, prolonged or unexplained absence alongside safeguarding information and will escalate concerns to the DSL where appropriate.

Where attendance concerns indicate that a child or family may benefit from support, the school will consider Family Help, Early Help and/or referral to local authority children's social care in accordance with local thresholds and statutory guidance. Information relating to attendance, welfare and safeguarding will be shared with relevant professionals where necessary to protect a child or promote their welfare. Safeguarding is always the highest priority and any concerns about data protection must not delay appropriate safeguarding action.

Our school takes the following steps:

- All pupils are entered on the admission register at the beginning of the first day on which the school has agreed that the pupil will attend the school. This register is kept up to date and checked for accuracy, on a monthly basis.
- If a pupil fails to attend the school, the school will undertake reasonable enquiries to establish the child's whereabouts (following the steps listed in the above DfE guidance) and consider notifying the local authority at the earliest opportunity **or at the point that 10 consecutive days have been missed.**
- The school monitors pupils' attendance through daily registration. Daily absence is followed up by the school administration team who attempt contact with home to request a reason for absence. The school monitors attendance closely and addresses poor or irregular attendance. The school notifies local authorities of pupils who fail to attend regularly or have missed ten school days or more without permission.
- School will work with external agencies including the Local Authority, Participation Teams and Social Care to support families whose children have missed ten consecutive days of education. Whilst meetings and support are being implemented, the school will keep the child on roll. If engagement with home ceases despite support being offered, or support offered is subsequently declined then school will call an emergency Annual Review to discuss the placement and may consider giving its six-week notice period to end the placement subject to confirmation that the Local Authority are aware.
- School will continue to retain contact with pupils who have left the school to monitor the success of the next placement and ensure any relevant records are passed on.
- Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days and when the school and the local authority have failed, after jointly making reasonable enquiries to establish the whereabouts of the child, with the full knowledge of the local authority responsible for placing the child with us; and the relevant referrals have been made to the child's safeguarding team; the school reserves the right to consider terminating the placement by giving six weeks' notice to the Local Authority. At this point the pupil would be removed from the admissions register.
- The school remains committed to working with all agencies to establish the safety of the missing child even after their removal from the school roll.
- Where a pupil is already known to local authority children's social care, including a child in need, a child subject to a child protection plan, or a looked after child, absence will be considered in the context of any known safeguarding risks and the school will liaise with the pupil's social worker and/or Virtual School Head where appropriate.

10.0 THE MONITORING SYSTEM

This Policy will be reviewed as guidance from the local authorities or government bodies is updated, and as a minimum annually by a member of SLT in liaison with the Designated Lead for Attendance and the Attendance Officer. At every review, the policy will be approved by the Headteacher and shared with the governing body.

10.1 Registration Process and Attendance Codes

The attendance register will be taken at the start of the first session of each school day and once during the afternoon session. It will mark 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

The school uses a Management Information System (iSAMS) for keeping the school attendance records.

The following codes are taken from the DfE's guidance on school attendance and should be used by schools in England. Schools in Scotland and Wales should check with the required codes with local authority:

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
Attending a place other than the school		
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
Absent – leave of absence		
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
Absent – other authorised reasons		
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:

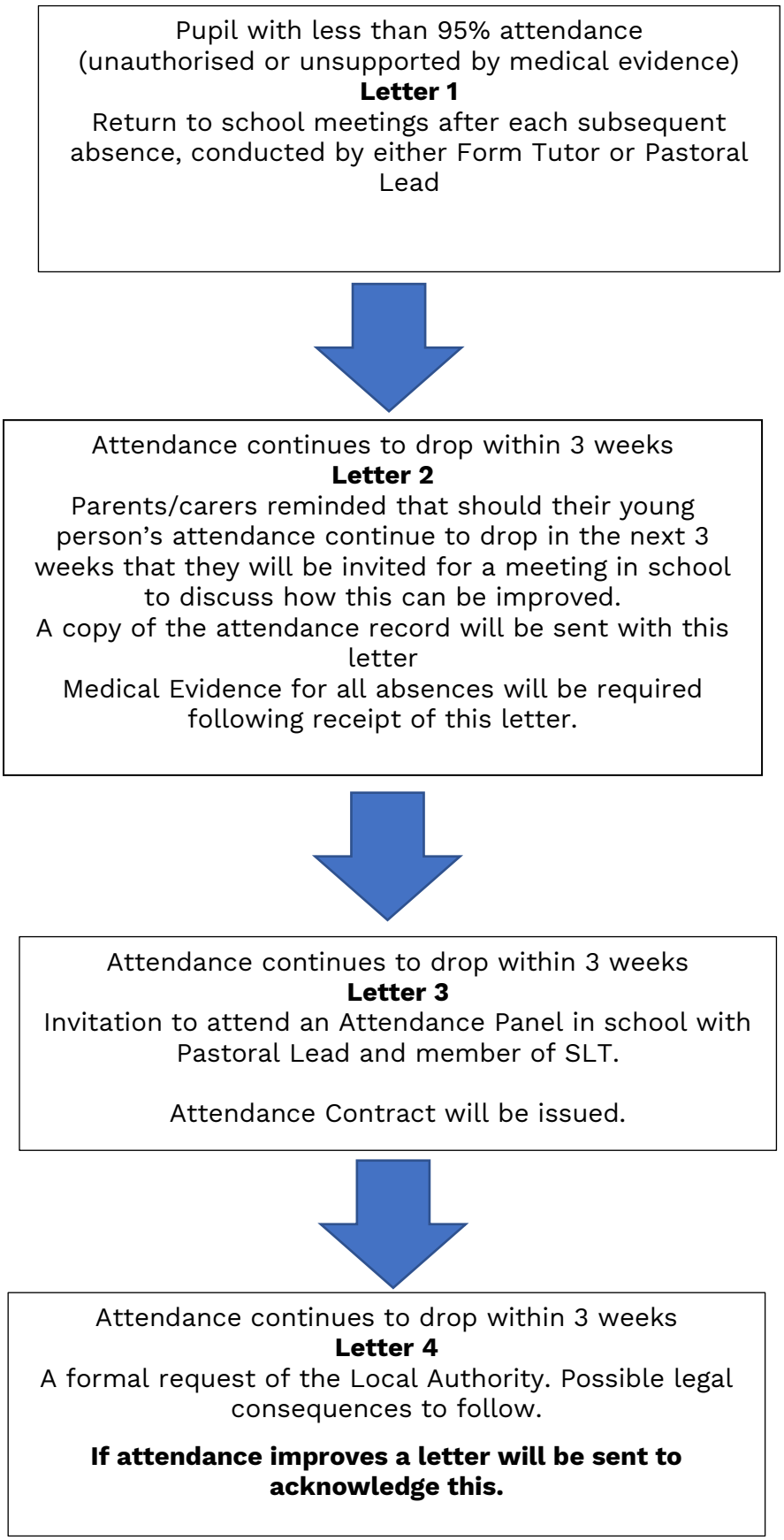
		• In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used 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

Important Definitions

- 1 school day = 2 sessions. This means that one day off a week will make a child's attendance for that week 80%.
- If a child has 9 days off over the whole year their attendance will be approximately 95% for the year.
- Authorised Absence means an absence has been classified as authorised when a child is away from school for a legitimate reason and the school has received notification from a parent/carer.
- Authorised absence still affects overall attendance figure and will impact on qualification for reward trips.
- Unauthorised absences mean an absence when a child is away from school without the permission of the school.

11.0 ATTENDANCE ACTION FLOW CHART



APPENDIX 1 – ATTENDANCE LETTER

Dear [INSERT NAME]

Re: [INSERT NAME]

DOB:

Current Attendance Academic Year 2026/27:

At [INSERT SCHOOL], we are committed to giving [INSERT NAME] the best possible education to support [INSERT NAME] to achieve the best outcomes for his future.

To ensure this happens, it is important we support you with [INSERT NAME] attendance by initially making you aware of [INSERT NAME] current attendance level.

We have noticed that [INSERT NAME] attendance has reduced, as it has fallen to [insert %], and we would welcome the opportunity to understand whether there are any barriers we can help with. We are becoming concerned that [INSERT NAME] is missing opportunities doe learning, connection and participation in school life.

No doubt you are aware that regular attendance is important so that [INSERT NAME] can maximise educational opportunities.

To enable us to monitor attendance across the school we use a banding system.
The bands are:

- 95% and above = Green
- 90.1% - 94.9% = Amber
- 90% and below = Red (additional support required)

[INSERT NAME] is currently in our Red (additional support required) banding level.

I will continue to monitor [INSERT NAME] attendance over the next three weeks and will write to you again if there is no improvement. We are aware that some of [INSERT NAME] recent absence has been due to ongoing medical concerns. Please ensure we have any doctor's/medical correspondence, so we can identify if there are any other avenues of support that we can explore with you.

You may be aware of Emotion Based School Avoidance (EBSA) – which describes a young person's difficulty attending school due to overwhelming emotional distress, such as anxiety, sensory sensitivities or past trauma. We recognise that EBSA is not a choice but a response to perceived threat or discomfort, requiring a compassionate, trauma informed approach that prioritises emotion regulation, relationships, and gradual exposure to the school environment.

Our Lead Clinician – [INSERT NAME], is available should you wish to understand more about EBSA, particularly if you think this is something that [INSERT NAME] may be experiencing and could be contributing to [INSERT NAME] feeling like he/she is not able to come to school.

Please find attached along with this letter a copy of [INSERT NAME]2026/27 attendance report so you have an overview since September 2026.

If there are any particular circumstances that the school are not aware of which are having an influence on [INSERT NAME] attending school regularly, please do not hesitate to contact [INSERT NAME], Attendance Officer – so we can arrange a meeting to discuss your concerns and support you and [INSERT NAME] further.

Yours Sincerely,

Headteacher

APPENDIX 2 – ATTENDANCE LETTER 2

Dear (Parent's Name)

Re: (Pupil Name)
DOB: (Pupil DOB)
Attendance:

At [Name of School], we are committed to giving your child the best possible education to support them to achieve the best outcomes for their future. To ensure this happens, it is important we support you with your child's attendance by making you aware that their current level of attendance has not improved since our previous communication. We are now requesting that all further absence must be supported with medical evidence of the reason that your child is not attending school.

You must be reminded that regular attendance is important so that pupils can maximise their educational opportunities. To enable us to monitor attendance across the school we use a banding system.

The bands are:

- 95% and above = Green
- 90.1% - 94.9% = Amber
- 90% and below = Red (additional support required)

[INSERT NAME] is currently in our [Insert band level] banding level.

If there are any particular circumstances that the school are not aware of which is having an influence on (forename) attending school regularly, please do not hesitate to contact the attendance officer, so we can arrange a meeting to discuss your concerns and support you and (forename).

School will continue to monitor your child's attendance closely for the next 3 weeks and if there is, no significant improvement further correspondence will follow to invite to an attendance panel with a member of the school's SLT. If you require support with anything, please contact us so that a meeting can be arranged beforehand to discuss any concerns.

A copy of your child's attendance record has been attached to this letter for your reference.

Yours faithfully,

[Name of School] Attendance Team

APPENDIX 3 – INVITATION TO ATTENDANCE CONTRACT MEETING

Dear [Parent's Name]

Re: Formal invitation to an Attendance Panel to discuss

Re: [Pupil's name]

DOB: [Insert]

Attendance:

As a result of your child's continued attendance difficulties and barriers to accessing education, SCHOOL NAME has deemed it necessary to convene a School Attendance Panel to explore how we can work together to improve attendance and engagement.

You are formally requested to attend the panel on (date)to be held at (time).
The venue will be at your child's school.

Your views and, where appropriate, those of your child will be sought and taken into consideration by the Panel when drawing up an Agreement, the terms of which will be negotiated.

If for any reason you cannot attend this meeting, you should contact SCHOOL NAME on the number below. Should you fail to attend this meeting a decision may be made in your absence by the Panel.

Continued attendance difficulties, despite support and intervention, may result in SCHOOL NAME referring the matter to the Attendance Support Team at [Insert name of Local Authority] for legal action.

Legal Action can be in the form of a Penalty Notice (currently £60 rising to £120) or a summons to the Magistrates Court.

A person found guilty of an offence under section 444(1) of the Education Act 1996 for failing to ensure that a child attends school regularly is liable to a fine currently not exceeding £1000

A person found guilty of an offence under section 444(1A) of the Education Act 1996 knowing that a child is failing to attend regularly at school and fails without reasonable justification to cause the child to attend school is liable to a fine currently not exceeding £2500 or a term of imprisonment not exceeding 3 months

In addition, the Court has power to make a Parenting Order requiring a parent to attend counselling or guidance sessions under the supervision of an appointed Responsible Officer.

Please bring with you any medical evidence such as a GP or Specialist letter or certificate. Also, any prescribed medication (not bought over the counter) so consideration may be given to your child's absences being authorised.

Yours sincerely

[Name of School] Attendance Team

APPENDIX 4 – FAILURE TO IMPROVE ATTENDANCE FOLLOWING ATTENDANCE PANEL

Dear (Parent's name)

Re: Pupil's name

DOB:

Attendance:

You and [Childs Name] were invited to an Attendance Panel meeting on [Enter Date] at [schools Name] in relation to ongoing attendance difficulties and concerns regarding access to education. At that meeting a plan was put together to improve attendance and you were made aware of the possibility of you being summoned to the Magistrates Court or a Penalty Notice issued should your child not attend regularly.

I have reviewed the Attendance Registers and note that attendance has not improved despite the support measures and agreed actions put in place and find that your child's attendance has again fallen to an unacceptable level. Up to and including this academic term, [Childs Name] has only attended _____ times out of a possible _____ sessions. A copy of your child's attendance record has been sent with this letter for your reference

Please contact me on [Schools Number] so that we may discuss the matter and agree any appropriate advice and guidance.

[Name of school] will no longer be authorising any of [child's name] absences unless you provide medical or other evidence that states that your child is unable to attend. The Head Teacher will decide whether your evidence is acceptable for authorisation.

We remain committed to working in partnership with you to understand and address any remaining barriers to attendance, whilst recognising the legal responsibilities relating to school attendance under the Education Act 1996. The only acceptable reason for absence is when the child is ill covered by medical evidence if attendance is poor as requested by school, absence due to religious observance or in exceptional circumstances authorised by the Head Teacher.

I must inform you that unless your child returns to school immediately and attends regularly and punctually from now on, it may be necessary for the Attendance Support Service to consider legal action.

Legal Action can be in the form of a Penalty Notice (currently £60 rising to £120) or a summons to the Magistrates Court.

A person found guilty of an offence under section 444(1) of the Education Act 1996 for failing to ensure that a child attends school regularly is liable to a fine currently not exceeding £1000

A person found guilty of an offence under section 444(1A) of the Education Act 1996 knowing that a child is facility to attend regularly at school and fails without reasonable justification to cause the child to attend school is liable to a fine currently not exceeding £2500 or a term of imprisonment not exceeding 3 months.

In addition, the Court has power to make a Parenting Order requiring a parent to attend counselling or guidance sessions under the supervision of an appointed Responsible Officer.

Also, if the Local Authority is satisfied that a child is not being properly educated the matter may be referred to the Family Proceedings Court and an application made for an Education Supervision Order under the provisions of Section 36 of the Children Act 1989.

Please take notice that should it be necessary to refer for prosecution it will be for the original offence of non-attendance and not for non-payment of the Penalty Notice.

Your child's attendance will be reviewed on [Date] and if it remains unsatisfactory, further action may be necessary.

I require your co-operation in recognising your legal responsibility to ensure your child attends school regularly and punctually from now on. If you or your child wishes to express any views or discuss the situation, please contact me as a matter of urgency.

Yours sincerely

[Name of School] Attendance Team

APPENDIX 5 – ATTENDANCE PANEL CLOSURE MEETING

Dear [Parent's name]

Re: Pupil's name

DOB: [Insert]

Attendance:

At the School Attendance Panel on ..... an agreement was signed stating that Childs Name should attend school regularly and punctually. The agreement took into consideration your views and those of your child, where appropriate.

The Panel has reviewed **[insert Child's Name]** attendance and punctuality. I am pleased that it has **improved**. The matter will not be progressed from here provided that improvement is maintained.

I will continue to monitor [insert Child's Name] attendance and further support and review may be required should attendance difficulties re-emerge or attendance reduce again.

Should you need further information or assistance, please do not hesitate to contact me.

Yours sincerely

[Name of School] Attendance Team

APPENDIX 6 – LEGAL ACTION LETTER

Dear [Parent's name/s]

Re: Pupil's name

DOB: [insert]

Attendance:

Following the Attendance Panel on ..... you were advised that your child's attendance and punctuality would be reviewed on .....

Your child has in fact only attended ..... sessions out of a possible .....sessions during the review period. The absences have not been authorised.

You are advised that as attendance has not improved despite the support, intervention and opportunities offered to address barriers to attendance, I shall now be referring the matter to the Attendance Support Team at [Local Authority] who will be instructing the Legal Department to issue a summons against you (both), for failing to ensure that your child(ren) attends school regularly and punctually.

Yours sincerely

[Name of School] Attendance Team

APPENDIX 7 – PARENTING CONTRACT AGREEMENT

(To be completed if Parent's attend the Attendance Panel Meeting)

Parenting Contract Agreement

(This document should be completed when a parent attends the schools' formal attendance meeting)

Date of meeting:					
Full name of pupil:					
DOB:		Age:			
Full address:					
School Name:					
School year:					
CIN/CP:	Yes/No	SEND support:	Yes/No	EHCP:	Yes/No

Persons with Parental Responsibility *(this includes the birth parent(s) and persons with parental responsibility or who have day to day care of the child)*

Parental Responsibility	Full name	Tick to confirm present at meeting
Father		
Mother		
Other:		
Grandparent		
Carer		

All present at meeting

Professional	Full Name
School senior attendance lead	
School attendance officer	
Other professionals:	
Keyworker/Social worker/Housing officer/SEND Officer/ YOS Officer/ School Nurse/GP or other health professional/ Safer Schools Police Officer	

Reason for Panel meeting

_____ attendance is currently _____% out of a possible _____ sessions. _____ has only managed to attend _____ sessions.

1. Actions taken to date to improve student's school attendance:

2. Pupil's comments:

(Where appropriate the pupil can attend the panel meeting. This may be with or with parents present)

3. Parent's comments:

(Use this space to capture the parent's comments as to why their child has poor attendance and any barriers they are experiencing)

4. How is this absence affecting the pupil's progress at school? What can we as a school do to reduce barriers to attendance and support engagement with education:

5. What is going well for the pupil in school:

6. What will parents/carers and the school do together to support attendance, engagement and participation in education:

7. Any other action or support provided by a named team member:

Decisions

Parent/carers:

- Must ensure their child attends every day that the school is open for them and is on time for registration
- Provide medical evidence to the school if the child's absence is due to illness
- Must contact the school should there be difficulties with the above points.

School:

We will only authorise any absence through illness if supported by medical evidence. Alternatively, you can bring _____ into school if they are unwell and allow the school to decide whether _____ is well enough to stay in school. If the school feels that he/she is too unwell, then you will not have to provide medical evidence for that absence.

We will be available for advice and support during the review period. If the pupil named in the agreement does not attend regularly and punctually a referral may be made to the Attendance Support Team at the local authority who may consider:

- Issuing a Penalty Notice of £60.00 to each parent/carer
- prosecution at Magistrate Court
- an Education Supervision Order or
- a Parenting Order.

The pupil's attendance will be reviewed on:

I accept the parenting contract agreement decisions above and agree to comply with the requirements.

_____ Signed Parent/Carer

_____ Signed Parent/Carer

_____ Signed Pupil

_____ Signed Headteacher/ School Attendance Lead

_____ Witness

APPENDIX 8 – ATTENDANCE PANEL AGREEMENT FORM

(To be used if Parent's do not attend Attendance Panel Meeting)

Attendance Panel Agreement

(This document should be completed when a parent does not attend the schools' formal parenting contract attendance meeting)

Date of meeting:					
Full name of pupil:					
DOB:		Age:			
Full address:					
School Name:					
School year:					
CIN/CP:	Yes/No	SEND support:	Yes/No	EHCP:	Yes/No

Persons with Parental Responsibility *(this includes the birth parent(s) and persons with parental responsibility or who have day to day care of the child)*

Parental Responsibility	Full name	Tick to confirm present at meeting
Father		
Mother		
Other:		
Grandparent		
Carer		

All present at meeting

Professional	Full Name
School senior attendance lead	
School attendance officer	
Other professionals:	
Keyworker/Social worker/Housing officer/SEND Officer/ YOS Officer/ School Nurse/GP or other health professional/ Safer Schools Police Officer	

Reason for Panel meeting

_____ attendance is currently _____% out of a possible _____ sessions. _____ has only managed to attend _____ sessions.

1. Actions taken to date to improve student's school attendance:

2. Pupil's comments:

(Where appropriate the pupil can attend the panel meeting. This may be with or with parents /carers present)

3. How is this absence affecting the pupil's access to education, wellbeing and sense of belonging? What can we as a school do to reduce barriers and support engagement:

4. What is going well for the pupil in school:

5. Any other action or support provided by a named team member:

Decisions made by the panel in the parents'/carers' absence

Parent/carers:

- Must ensure their child attends every day that the school is open for them and is on time for registration
- Provide medical evidence to the school if the child's absence is due to illness
- Must contact the school should there be difficulties with the above points.

School:

We will only authorise any absence through illness if supported by medical evidence. Alternatively, you can bring _____ into school if they are unwell and allow the school to decide whether _____ is well enough to stay in school. If the school feels that he/she is too unwell, then you will not have to provide medical evidence for that absence.

We will be available for advice and support during the review period. If the pupil named in the agreement does not attend regularly and punctually a referral may be made to the Attendance Support Team at the local authority who may consider:

- Issuing a Penalty Notice of £60.00 to each parent/carer
- prosecution at Magistrate Court
- an Education Supervision Order or
- a Parenting Order.

The pupil's attendance will be reviewed on:

I accept the Attendance Panel agreement decisions above and agree to comply with the requirements.

_____ Signed Pupil (if Present)

_____ Signed Headteacher/ School Attendance Lead

_____ Witness



OFG Education