Attendance Policy

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1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the statutory guidance on Working together to improve school attendance from the Department for Education (DfE). We aim to achieve this through our whole-school culture and ethos that values good attendance, which includes:

- Setting high expectations for the attendance and punctuality of all pupils
- Developing and maintaining a whole school culture that promotes the benefits of high attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to understand and remove barriers to attendance
- Ensuring our academy is a calm, orderly, safe and supportive environment.

We will also promote and support punctuality in attending school.

DfE: Expectations of Schools

"Attendance is the essential foundation to positive outcomes for all pupils including their safeguarding and welfare and should therefore be seen as EVERYONEs responsibility in school. That starts with the senior attendance champion on the school's leadership team but includes all staff."

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.

Our academy aims to meet its obligations with regards to school attendance by:

- Celebrating improved attendance for individual pupils
- Ensuring every pupil has access to bespoke timetables appropriate to their needs
- Allocating a senior attendance champion
- Utilising Local Authority formal intervention where attendance requires further external support to improve.

2. Legislation and guidance

This policy is based on the DfE's statutory guidance on Working together to improve school attendance, Children missing education: statutory guidance for local authorities and schools, and School attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 7 of the Education and Inspections Act 2006
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

- The Equality Act 2010

It also refers to:

- School census guidance
- Keeping Children Safe in Education (KCSIE)
- Mental health issues affecting a pupil's attendance: guidance for schools
- Ofsted's 2026 State-funded Schools Inspection Toolkit

3. Parental responsibility

We will also support parents to perform their legal duty to ensure their children of compulsory school age attend the agreed timetable and will promote and support punctuality in attending lessons and sessions.

Attendance is vital for progress as many pupils who attend our academy have had large gaps in their learning, low attendance in previous educational settings and have become disengaged in education. Positive attendance will enable pupils to take full advantage of our education offer and result in positive outcomes.

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 the timetable that the school has put in place. 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.

4. Working together 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 in partnership with, not against families. All partners should work together to:

Expect

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

Monitor

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

Listen and understand

When a pattern is spotted, discuss with pupils and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

Facilitate support

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

Formalise support

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.

Enforce

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education

5. Roles and responsibilities

5.1 The governing committee is responsible for:

Ensuring this policy meets the expectations outlined in the DfE's statutory guidance and is published and publicised regularly so that it is easily accessible to pupils, parents/carers and staff.

Actively supporting and prioritising attendance improvement, and working together with school leaders to establish a whole school attendance culture.

Setting high expectations of all school leaders, staff, pupils and parents/carers.

Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, including:

- Making sure the academy records attendance accurately in the register, and shares the required information with the DfE and local authority (LA)
- Making sure the academy 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 academy's policies and ethos.

Recognising that improving a pupil's attendance is part of improving the pupil's overall welfare. This can be achieved by prioritising attendance in strategies around attainment, behaviour, bullying, special educational needs (SEN) support, supporting pupils with medical needs or disabilities, safeguarding, wellbeing and support for disadvantaged pupils.

Making sure the academy's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources, including ensuring the academy engages and works effectively with the LA school attendance support team and wider local partners and services.

Making sure high aspirations are maintained for all pupils, but that processes and support are adapted to the individual needs of particular pupils including:

- Those with long-term illnesses, or special educational needs and/or disabilities (SEND)
- Pupils with a social worker
- Pupils who are young carers

- Pupils from cohorts with historically lower attendance (e.g. those eligible for free school meals).

Regularly reviewing, discussing and challenging attendance data and trends, and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most.

Repeatedly evaluating the effectiveness of the school's processes and improvement efforts to ensure they are meeting the needs of pupils as experiences and barriers to attendance evolve.

Regularly reviewing attendance data at governing body meetings including a thorough examination of recent and historic trends at a school level, as well as benchmarking to comparator schools within the local authority area, region and nationwide.

Paying particular attention to attendance of pupil cohorts within the school that have historically had poor attendance or that face entrenched barriers to attendance based on the school's specific context.

Working with school leaders to set goals or areas of focus for attendance and providing support and challenge around delivering against those focus areas.

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, which is evaluated and reviewed regularly.

Making sure training on attendance is included in the school's continued professional development offer for all staff so that, as a minimum, all staff understand:

- The importance of good attendance and that absence is almost always a symptom of wider circumstances
- The law and requirements of the school, including on the keeping of registers
- The school's strategies and procedures for tracking, following up and improving attendance
- The processes for working with other partners to provide more intensive support to pupils who need it.

Making sure dedicated training is provided to staff with a specific attendance function in their role, including administrative, pastoral or family support staff and senior leaders. This will also include:

- The skills needed to interpret and analyse attendance data
- Any additional training that would be beneficial to support pupils and pupil cohorts overcome commonly seen barriers to attendance.

Making sure, as part of staff induction, that staff are aware of the school's safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.

Make sure that appropriate safeguarding arrangements are in place to respond to children absent from education, repeated absence and prolonged absence.

Holding the Executive Headteacher to account for the implementation of this policy.

5.2 The Executive Headteacher

The Executive Headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and ensuring that this is reported to the governors
- Supporting staff with monitoring the attendance of individual pupils/groups of pupils
- Monitoring the impact of any implemented attendance strategies

- Issuing penalty notices
- Monitoring the role of the Senior Attendance Champion.
- Ensuring that the Attendance Champion works with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers.
- Communicating the academy's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels.

Ensuring that the Attendance Champion shares information from the school register with the local authority, including:

- Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times.
- Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days.
- Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness.
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs.

5.3 The Designated Senior Leaders also known as the Senior Attendance Champion

They are responsible for:

- Leading, championing and improving attendance across the academy
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed, including to explain the consequences of persistent and severe absence, and the potential need for legal intervention in the future where engagement in support is proving challenging
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Ensuring that we create intervention or reintegration plans in partnership with pupils and their parents/carers
- Ensuring that the academy can deliver targeted intervention and support to pupils and families
- Ensuring that we participate in regular 'targeting support meetings' with the local authority school attendance support team to review data, discuss and agree multi-agency action plans for persistently and severely absent pupils.

The academy Senior Attendance Champion is Janine Dix 07548 837342.

Jdix@esteemsouthacademy.co.uk

5.4 The Academy Attendance Officer

The academy attendance officer is responsible for:

- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the Executive Headteacher when to issue fixed-penalty notices
- Supporting the senior Attendance Champion with whole academy attendance culture
- Ensuring that all staff have the knowledge that they need to support and advise parents and to drive our attendance culture.

The academy Attendance Lead is Vikki Donson 07512 330090
vdonson@esteemsouthacademy.co.uk

Parents can contact Vikki at any time to discuss their child's attendance.

5.5 The Head of School

- Monitor attendance data at their site and individual pupils
- Report concerns about attendance to the Designated Safeguarding Lead (DSL)
- Hold other academy colleagues such as form tutors, teachers and STLAs accountable for following this attendance policy
- Work with the DSL to tackle persistent absence
- Ensure that parents are made aware of their legal responsibilities at induction
- Arrange calls and meetings with parents to discuss attendance issues
- Attend weekly attendance meetings to discuss persistent absentees, attendance concerns and safeguarding issues linked to attendance. All meetings are recorded.
- Carry out safe and well visits if required.

5.6 Form Tutors

- Form Tutors are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information into Arbor
- Communicate with pupils in their form to praise pupils where attendance has improved
- Communicate with parents where attendance is a concern
- Liaise with the pastoral team and site lead to express concerns about absence
- Carry out safe and well visits where appropriate and agreed.

5.7 Admin Staff

Admin staff are expected to:

- Take calls from parents about absence and record this communication
- Input attendance codes onto the MIS
- Ensure that daily registers are completed and there are no gaps

- Make first contact should a pupil be absent
- Add pupils who have been absent for 4 days to the academy safe and well tracker

5.8 Parents/Carers

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

All natural parents, whether they are married or not

All those who have parental responsibility for a child or young person

Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents/carers are expected to:

- Make sure their child attends every session on time
- Contact the academy to report their child's absence on the first day and each subsequent day of absence and advise when they are expected to return
- Work with the academy to improve their child's attendance
- Provide the academy with more than one emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the academy day
- Take holidays in the school holidays and not in term time
- Work together with the academy to achieve high attendance, including attending meetings with the academy to discuss attendance and engagement
- Keep to any attendance contracts that they make with the academy and/or local authority

5.9 Pupils

Pupils are expected to:

- Attend their timetable and be punctual.

6. Academy procedures

6.1 Attendance register

We will keep an electronic attendance register and place all pupils on this register.

We will take our attendance register twice per day for each child morning and afternoon. The attendance register will be kept open for a maximum of 30 minutes for each child's timetabled session start. We have wide registration periods due to our bespoke timetables and varied start and finish times per pupil. Our academy registration periods are open from 8.40am- 12pm and 12pm – 3.30pm. Registers will be completed within 30 minutes of the start of a pupil's timetable. The academy day varies per age range. See our academy website for primary and secondary site times.

Pupils who are being educated on an academy site must arrive in school by either 8.40 or 13.40.

It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present at the school
- Attending a place other than school
- Absent – leave of absence

- Absent – other authorised reasons
- Absent – unable to attend school because of unavoidable cause
- Absent – unauthorised absence

The attendance register is a record of the pupil's presence at the time it was taken. It will only routinely be amended if the reason for absence isn't known at the time it is taken, and it is subsequently necessary to correct the entry. 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 of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

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

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

The register will be kept open until for 30 minutes after the session begins after which the pupil will be recorded as absent.

For pupils attending off site commissioned alternative provision (AP), the school will verify attendance daily with the AP and review placement safety and attendance at least half-termly.

6.2 Unplanned absence

Parents must notify the academy on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – as soon as practically possible.

Parents can notify the site by phoning in the absence and informing a member of the staff team. Some parents may choose to communicate via email or text message. Parents can email admin@esteemnorthacademy.co.uk.

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

If the authenticity of the illness is in doubt, the academy may ask parents 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. If an illness continues, we will request medical evidence to continue using the illness attendance code.

If the academy 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.

6.3 Planned absence

We encourage parents to make routine medical and dental appointments out of school hours. Where this is not possible, or may be an emergency, the pupil should be out of school for the minimum amount of time necessary. Appointments will be authorised as medical. However, medical appointments will count as an absence.

Parents can notify the academy by contacting the site office via phone or email.

Applications for other types of absence in term time must also be made in advance. Information relating to whether the school can authorise such absences can be found in section 7.

6.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

If pupils who travel by commissioned Local Authority taxi arrive late, this is not the pupil's fault and this will not be to their detriment. They will not be marked as late as punctuality is not the pupil's concern. We will however address this with the transport company.

For pupils who arrive after their allocated tutor time, and who make their own way to the academy, they will be marked as late.

Our academy utilises various timetables to meet the needs of pupils. Pupils receive bespoke timetables with various start and finish times. A pupil's attendance will be recorded in accordance with their agreed timetable.

6.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Contact the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. Contact is made using our academy texting service via our MIS. If the academy cannot reach any of the pupil's emergency contacts, the academy may visit the home, call the police/social worker especially if the child has already identified safeguarding concerns.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Contact the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the academy will consider involving the Local Authority attendance support team
- Where relevant, report the unexplained absence to the pupil's youth offending team officer/social worker
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention as appropriate.

Where a child has not attended, we have not physically seen the child for 4 days, and the parent has not responded to contact, our academy will carry out a home visit to physically see the child. This is called a “safe and well check”. Our academy will do this in order to safeguard the child. If a child is not seen, a letter will be left at the home requesting that the parent contact us. We will attend daily until the child is seen.

The academy reserves the right to undertake an earlier welfare visit where safeguarding concerns exist, where there is a history of poor attendance, where contact cannot be established, or where the pupil is considered vulnerable.

If following further visits and the child has not been seen by day 7 then we record this as a safeguarding concern with the Designated Safeguarding Lead. We may then also involve Local authority safeguarding teams if they are not already involved with this family and/or the police where relevant.

The academy recognises that poor attendance may be an indicator of safeguarding concerns, child exploitation, neglect, mental health needs, family difficulties or other vulnerabilities. Attendance data will therefore be reviewed alongside safeguarding information, behaviour records, SEND information and welfare concerns. Any unexplained absence will be treated as a potential safeguarding matter until the child's welfare is confirmed

The school recognises that children missing education are at significant risk of underachievement, abuse, neglect, child sexual exploitation (CSE), child criminal exploitation (CCE) and other safeguarding concerns. The school will:

- Take all reasonable steps to identify pupils at risk of becoming children missing education
- Investigate unexplained absence
- Undertake appropriate welfare enquiries
- Work with the local authority and other agencies
- Comply with statutory pupil registration requirements
- Ensure that no pupil is removed from the school roll unless the lawful grounds for deletion are met and all required notifications have been made.

Where a pupil's whereabouts cannot be established and the academy has exhausted reasonable enquiries, procedures will be followed in accordance with Derbyshire County Council Children Missing Education (CME) procedures.

The academy will notify Derbyshire County Council where a pupil is to be deleted from the admission register in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024. Reasonable enquiries will be completed before removal from roll. For example where a child has moved out of county, we will liaise with the CME team to ensure the new Authority are informed and that a new school roll is found.

6.6 Reporting to parents

Attendance reports are formally provided for parents 6 times per year via review of their child’s Individual Leaning Plan (ILP). These are issued electronically and directly from our MIS. However, if a pupil’s attendance is decreasing then parents will be informed accordingly in an attempt to support an increase in attendance. We analyse attendance patterns per pupil half termly as a minimum. Parents will be issued with intervention letters depending on their child’s attendance. They are reminded of their legal responsibilities as a parent to ensure their child engages in education. Parents may also be issued with positive progress letters where improvements have been made.

Every parent receives a formal letter from our academy reminding them of the importance of attendance every half term. The letters inform parents about absence and the number of unauthorised sessions missed.

7. Authorised Absence

7.1 Approval for term-time absence

The Headteacher will allow pupils to be absent from their timetable for certain educational activities, or to attend other schools or settings.

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

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Visiting another school
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the Headteacher's discretion, including the length of time the pupil is authorised to be absent for. Time absent should be kept to a minimum.

We define '**exceptional circumstances'** as an event that is rare and unexpected that are unlikely to reoccur. Examples include:

Medical emergencies

Family emergencies (e.g. death of a relative)]

- If a parent is service personnel and is 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

In difficult family situations the Headteacher may use their discretion in granting leave and each case should be addressed on its individual merits, taking into account the overall welfare of the child.

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

7.2 Holidays

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday or other leisure or recreation. The school cannot grant a leave of absence retrospectively. If the parent/carer does not apply in advance, a leave of absence will not be granted. If a family go on holiday during term time without informing the Headteacher in advance, then the Headteacher can issue an instant penalty with the Local Authority. All parents that the child lives with can be fined for their child's absence from school.

However, if the family complete the holiday request form and provide this to the Headteacher prior to the holiday, then the Headteacher can use their discretion about whether to issue a fine to parents. See appendix 4. Parents can request a paper copy of this by contacting the site office.

Any requests for term time leave should be made on the leave of absence request form available from the school office or at the end of this policy in appendix 4 and handed in to the office before the holiday or leave of absence begins. You must have received written authorisation before your child can be absent from school.

Parent/carers may be issued with a penalty notice fine or prosecution should leave of 5 days or more be taken which is not authorised by the Headteacher, or where repeated incidents of leave in term time for less than 5 days occur or where the unauthorised absence contributes to wider poor attendance that meets the legal threshold. Absence deemed for the reason of unauthorised leave in term time will be marked in the register with the Attendance code G.

Headteachers can request a fine for unauthorised leave. You may be issued with a Penalty Notice should leave be taken which is not authorised. If unpaid this could lead to prosecution under section 444(1) of The Education Act 1996.

Headteachers may not grant any leave of absence to pupils during term time unless they consider there to be 'exceptional circumstances'. Regardless of whether leave is granted, any leave is marked as an absence and the child's attendance will be negatively affected.

The academy considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. A leave of absence is granted entirely at the Headteacher's discretion.

The academy considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request. The school will not apply a blanket policy or automatic approval/refusal.

Any request should be submitted as soon as it is anticipated and, where possible, at least one week before the absence, and in accordance with any leave of absence request form. Holiday leave request forms can be requested from our office or from admin@esteemnorthacademy.co.uk.

The Headteacher may require evidence to support any request for leave of absence. Leave can be requested by a parent they normally live with.

7.3 Part timetables

In very exceptional circumstances, and if it is in the pupil's best interests, a temporary part-time timetable may be arranged. We are commissioned for at least 18 hours per week and therefore part time is less than 18 hours per week. Any part-time timetable in use will be short term and have a defined end point. Plans for supporting a pupil's return to full-time education will be clear and appropriate. Part-time timetables will not be used to manage a pupil's behaviour. Due to the availability of different blended pathways in our academy, it is very unlikely that we would require a part timetable. If these were in use, these would be reported to the Local Authority.

7.4 Other reasons for authorised absence

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments. The academy recognises that mental health difficulties can significantly affect attendance. Where attendance concerns are linked to emotional wellbeing, anxiety, SEMH needs or mental health difficulties, the academy will work collaboratively with families and relevant professionals to develop an appropriate support plan and maintain educational engagement wherever possible
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart. The school considers 'a day exclusively set apart for religious observance' to be a day when the pupil's parents would be expected by the religious body to which they belong to stay away from their employment. Pupils should attend school on the days surrounding those set apart for religious observance
- Parent(s) travelling for occupational purposes – a pupil is a mobile child if their parent is travelling in the course of their trade or business and the pupil is travelling with them. In these circumstances, a pupil will be considered as a mobile child, provided they are of compulsory school

age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place

- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

7.5 Absences from your academy timetable (which are not classified as absences)

The Headteacher will allow pupils to be absent from their timetable for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons include (but are not limited to):

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

8. Supporting pupils with poor attendance

The academy will always work with other local partners to understand the barriers to attendance and provide support. Where that is not successful, or the support is not engaged with, our academy will make use of the full range of support and 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 academy will make use of the full range of legal interventions rather than relying solely on penalty notices or prosecution. The academy will decide whether to use each legal intervention after considering the individual family circumstances.

8.1 Attendance contract

We use attendance contracts as a form of attendance support.

An attendance contract is a formal written agreement between a parent and the academy to address irregular attendance at school. An attendance contract is not legally binding, but it provides a more formal route to secure engagement with support where a voluntary early help plan has not worked or is not deemed appropriate. Where attendance falls below 90%, the academy may implement an Attendance contract which will include:

- Identified barriers
- Agreed actions
- Family responsibilities
- Academy responsibilities
- Review dates
- Success measures

Parents cannot be compelled to enter an attendance contract, and the academy cannot agree an attendance contract in a parent's absence.

Where an attendance contract would be an appropriate form of support, the academy will arrange a meeting with the parent (and pupil if they are old enough to understand) to explain the purpose of an attendance contract and why using one would be beneficial in the family's circumstances. The parent will be asked to outline their views on the pupil's attendance, any underlying issues and how they believe these should be addressed. The meeting will allow them to share their views on the idea of an attendance contract and what type of support they think would be helpful.

Where a parent fails to attend the meeting without good reason or notification, further attempts will be made to contact them and arrange another meeting.

The school may enter into 1 attendance contract with all parents, or it may have separate attendance contracts for each parent.

Where parents fail to comply with an agreed attendance contract, the academy may seek an alternative course of action. In the first instance, this will include discussions with the parent(s) to seek explanations and determine whether the attendance contract remains useful.

If a parent cannot comply with the attendance contract through no fault of their own, a meeting will be arranged with them to review and adjust it. If the parent fails to engage without a valid reason, the academy will issue a warning that the contract may be terminated and alternative action taken.

If there are further instances of non-compliance, the academy will arrange a meeting with the parent to review the attendance contract and discuss how it can be made to work. Following this meeting, the academy will decide whether the non-compliance is undermining the contract to the extent that it is no longer useful, in which case an alternative course of action will be decided upon.

The academy will keep a record of its decision-making and any non-compliance by the parent in respect of the attendance contract.

8.2 Education supervision order

In cases where voluntary early help plans and attendance contracts have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but not a criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be guilty of an offence. The local authority can prosecute for persistent non-compliance with the order, and parents will be liable to a fine of up to £1,000, upon conviction.

8.3 Notice to improve

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

The national threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least 1 school session. This can be met with any combination of unauthorised absence. These sessions can be consecutive or not. The period of 10 school weeks can also span different terms or school years.

A notice to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

It will include:

Details of the pupil's attendance record and of the offences

The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996

Details of the support provided so far

Opportunities for further support or to access previously provided support that was not engaged with

A clear warning that a penalty notice may be issued, or prosecution considered, if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis

A clear timeframe of between 3 and 6 weeks for the improvement period

The grounds on which a penalty notice may be issued before the end of the improvement period.

8.4 Penalty notices

Penalty notices are issued to parents as an alternative to prosecution where they have failed to ensure that their child of compulsory school age regularly attends the school or, in certain cases, at a place where alternative provision is provided and the national threshold has been reached.

The Headteacher, local authority or the police can issue a penalty notice in line with the Education (Penalty Notices) (England) Regulations 2007, as amended, and the Local Codes of Conduct maintained by the local authority.

Penalty notices will only be used where it is deemed likely to change parental behaviour and support to secure regular attendance has been provided and has not worked or been engaged with, or would not have been appropriate in the circumstances of the offence (e.g. an unauthorised holiday in term time).

If the school issues a penalty notice, we will check with the local authority before doing so and send the local authority a copy of any penalty notice issued.

The school will consider whether a penalty notice for absence is appropriate in each individual case where a pupil reaches the national threshold. We do not have a blanket rule for issuing or not issuing penalty notices.

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

Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)

Whether a penalty notice is the best available tool to improve attendance for that pupil and change parent behaviour for the particular family

Whether further support, a notice to improve or another legal intervention would be a more appropriate solution

Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate.

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence (regardless of which parent has applied for a leave of absence).

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a first penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a second penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

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). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process in the case of repeat offences for non-attendance.

In these cases, the parent must pay £60 within 21 days, or £120.

If the pupil has moved school or local authority area in the previous 3 years, a check will be made to try and ascertain whether previous penalty notices have been issued to the parent/carer in respect of the pupil. If the previous local authority is not known or the information cannot be, or is not, provided, it will be assumed that the parent has not previously received a penalty notice.

9. Supporting pupils who are absent or returning to school

9.1 Pupils absent due to complex barriers to attendance

If the school becomes aware of barriers that relate to the pupil's needs, we will inform the local authority.

Where a parent expresses an intention to educate a child at home, the school will meet with the parent and any relevant professionals before a final decision is made to ensure that the best interests of the child have been considered. As an AP academy we specialise in educating children with complex barriers. We have a variety of curriculum pathways that can be blended and involved home tutoring from our Bespoke Pathways Team. We have pathways available that do not require a pupil to attend the academy site. We will always work in conjunction with families to identify barriers and aim to remove them where possible.

9.2 Pupils absent due to mental or physical ill health

The academy recognises that worries about friendships, schoolwork, or examinations can cause attendance anxiety. However, regular attendance remains mandatory. Staff will communicate to parents that pupils are still expected to attend school regularly. Staff will work with families to mitigate anxious feelings in school as much as possible and remove barriers to attendance.

The academy maintains high expectations for all pupils. For those facing complex barriers, including pupils with SEND or long-term health conditions, appropriate additional support will be provided to secure regular attendance.

In cases of both long-term physical or mental ill health, the academy will:

- Facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible while supporting the underlying health issue
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making reasonable adjustments where a pupil has a disability
- Consider whether a time-limited phased return to ana academy site school would be appropriate
- Make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness, or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days

Where a pupil has special educational needs and/or disabilities (SEND) the academy will:

- Work in partnership with the parents to develop specific support approaches for attendance including, where applicable, ensuring the provision outlined in the pupil's education, health and care (EHC) plan is accessed
- Work in partnership with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day
- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments where a pupil has a disability
- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to an academy site would be appropriate.

In some cases, the academy will not be able to fully support a pupil without the assistance of a range of other agencies. The academy will:

- Make use of school nursing services and mental health support teams where they are available
- Consider whether additional support from other external partners (including the local authority, children and young people's mental health services, GPs or other health services) would be appropriate and make referrals. Where external support is provided, work together with those services to deliver any subsequent support.

If a pupil has an education health and care (EHC) plan, the academy will:

- Communicate with the local authority if a pupil's attendance falls or they become aware of barriers to attendance that relate to a pupil's needs
- Where possible, agree adjustments to its policies and practices that are consistent with the special educational provision set out in the education health and care (EHC) plan in collaboration with the parents
- Where needed, work with the local authority to review and amend the education health and care (EHC) plan to incorporate the additional or different attendance support identified.
- The academy will work in partnership with Derbyshire Education Welfare Service and follow Derbyshire County Council's attendance procedures, graduated response model and local code of conduct regarding attendance enforcement

Parents should consult the NHS guidance Is my child too ill for school? when deciding whether to keep their child home due to illness. We will share this guidance with parents, and provide support in understanding it, in order to promote school attendance wherever appropriate. **However, our academy has a team of professionals who can educate pupils off site and in their homes. There always needs to be an understanding of whether a pupil can be educated, or not attend a school setting, and these are different aspects to consider.**

9.3 Pupils absent due to other barriers to attendance

Particular attention will be given to attendance of vulnerable groups, including:

- Pupils with EHCPs

- Children in Care
- Previously Looked After Children
- Pupils known to Children's Social Care
- Young carers
- Pupils eligible for Free School Meals
- Pupils open to Youth Justice Services
- Pupils at risk of Child Criminal Exploitation or Child Sexual Exploitation

Being an AP academy, all of our pupils are vulnerable and complex children, and can each fall into many of the categories above. Therefore, our academy places great emphasis on the importance of attendance and reducing perceived or actual barriers where possible.

Having Special Educational Needs and Disabilities (SEND): The academy acknowledges that pupils with SEND and those with Education, Health and Care Plans may face additional barriers to attendance. The academy will work jointly with parents, Derbyshire County Council, health professionals and other agencies to identify and remove barriers to attendance. Reasonable adjustments will be considered in accordance with the Equality Act 2010 such as:

- attendance support plans
- phased reintegration plans
- anxiety-based school avoidance support
- transport reviews
- curriculum adaptations
- sensory considerations

Where a pupil has an education health and care (EHC) plan and their attendance falls, the school will inform the local authority.

9.4 Pupils returning to school after a lengthy or unavoidable period of absence

Our approach to supporting pupils back into education after a lengthy or unavoidable period of absence would be based on discussions with the child and family and accurate knowledge of the reasons behind the absence. We would utilize our professional judgement as to allocation of the most appropriate academy learning pathway. This may well utilise the Bespoke Pathways Team offer which involves home tutoring. Our pathways are fluid and so this pathway could help to build stamina and confidence and develop into a site pathway at a suitable point.

9.5 Pupil absent due to Elective Home Education (EHE) consideration by parent

Where parents express an intention to Electively Home Educate, the academy will notify Derbyshire County Council and follow local authority procedures. The academy will continue to promote full engagement in education whilst discussions are ongoing. The Headteacher will continue to offer education and maintain attendance expectations until they are satisfied that the parent/carer has acknowledged their legal responsibilities for EHE and has formally declared this in writing. Only at this point will the Headteacher remove the child from the school roll and inform Derbyshire County Council.

10. Strategies for promoting attendance

We want our pupils to succeed and develop their skills. To do this, pupils need to avoid missing lessons and days of school as much as possible. As a school, we want to reward high attendance and not just penalise pupils for poor attendance.

Our academy will reward positive attendance with certifications, rewards e.g. trips and gift cards. Attendance contributes to our half termly whole academy rewards policy.

Our aim is to work with parents and carers to support pupils to make the right choice regarding attendance. Timetables are bespoke and can be flexible to suit the needs of the pupil to support engagement and attendance. Parents/carers and pupils will receive half termly formal reports providing data about their child's attendance.

All pupils will have their attendance monitored from their incoming attendance at their previous school. This will be used as a baseline. Where attendance improves, this is celebrated half termly through written reports and the rewards policy. Pupils who achieve gold rewards are displayed at their site to celebrate success. Form groups are rewarded weekly for the most improved attendance as a class. Pupils can also receive a reward for attending for 10 sessions.

Pupils may also receive positive phone calls, emails or texts home from their form tutor to praise for improved attendance.

11. Attendance monitoring

11.1 Monitoring attendance and analysing attendance data

The academy will monitor and analyse weekly attendance and punctuality data to identify emerging trends across cohorts, year groups, form groups and individual pupils. This will enable early identification of attendance concerns and the delivery of targeted support.

Regular individual attendance analysis will be carried out to identify pupils needing early support across all absence levels, including persistent and severe, and deliver targeted intervention before absence patterns become embedded.

The academy will conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends. This will include analysis of:

- Pupils and cohorts, and identifying patterns in uses of certain codes
- Days of poor attendance and, where appropriate, subjects which have low lesson attendance

The academy will use its analysis to provide regular attendance reports to form tutors to facilitate discussions with pupils and school leaders (including the special educational needs co-ordinator (SENCO), designated safeguarding lead (DSL) and pupil premium lead).

The academy will:

- Devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher than average absence or pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers
- Monitor the impact of school wide attendance efforts, including any specific strategies implemented or specific cohorts that we have sought to target. The findings will be used to evaluate approaches or inform future strategies
- Benchmark its attendance data at whole school, year group and cohort level against local, regional and national levels or performance of similar schools to identify areas of focus for improvement (where this is available for an AP)
- Record young carers in the academy census and, where a pupil's caring role may be contributing to absence, the academy will work in partnership with the pupil and their parents to understand barriers to attendance and to put appropriate support in place. Where needs extend outside of school, we will

work with the local authority to facilitate access to support through local early help arrangements and other relevant organisations

- Ensure data is regularly monitored for pupils with long term illnesses and/or special educational needs and/or disabilities including governing committee meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Provide data and reports to the governing committee to support its work

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

The academy has granted the DfE access to its management information system (MIS) so the data can be accessed regularly and securely. Data will be submitted to the DfE and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

11.2 Using data to improve attendance

The academy 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 we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families
- Provide regular attendance reports to form tutors to facilitate discussions with pupils and families, and to the governing committee and school leaders (including special educational needs co-ordinators (SENCOs), designated safeguarding leads (DSLs) and pupil premium 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 other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate
- Work with parents, the Virtual School Head and any other relevant professionals to monitor and support the attendance of disadvantaged pupils, those with SEND, pupils known or previously known to children's social care, and pupils who may face other barriers to their learning and/or wellbeing.

To facilitate timely collaborative working across partners, the academy will share information from its registers with the local authority. This will include:

- New Pupil and Deletion returns
- Attendance returns
- Sickness returns

Where a pupil has a social worker and/or youth offending team worker, the academy will inform the social worker and/or youth offending team worker if there are unexplained absences from school.

11.3 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 academy's strategy for improving attendance. The vast majority of pupils enter with an attendance below 90% and typically 40-45% enter with an attendance below 50%.

The academy will:

- Make patterns of both persistent and severe absence a focus of the academy's regular data monitoring and identify pupils and cohorts who need targeted attendance support as quickly as possible
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education. If all avenues of support have been facilitated and the appropriate educational support or placements have been provided but severe absence for unauthorised reasons continues, it is likely to constitute neglect. The academy will be especially conscious of any potential safeguarding issues in these cases and where these remain, conduct a full children's social care assessment
- Hold regular meetings with the parents of pupils who the academy considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement in education
  - 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
- Work together with the local authority to put additional targeted support in place to remove any barriers to attendance and re-engage the pupil
- The academy will sensitively explore the reasons for absence, recognising school as a safe, supportive space and prioritising early help over immediate sanctions
- The academy will prioritise support for severely absent pupils. Where necessary to remove barriers to attendance, this will include tailored attendance strategies, whole-family interventions, education, health and care (EHC) plan referrals, or commissioned alternative educational provision, amendments to transport arrangements or timetable changes
- Continue to make parents/carers aware of the legal responsibilities as a parent to ensure their child receives education
- Inform parents/carers of their child's attendance via formal letter including the number of unauthorized absence sessions
- Implement sanctions, where necessary.

12. Policy monitoring arrangements

This policy will be reviewed every 2 years or before as guidance from the local authority and/or DfE is updated. It will be updated by the Executive Headteacher. At every review, the policy changes will be shared with the full governing committee.

13. Links with other policies

This policy is linked to:

- Child Protection and Safeguarding policy
- Behaviour policy
- Pupil Wellbeing policy
- Rewards policy
- DCC Child Missing Education policy.
- Equality policy

- SEND policy
- Medical Needs policy (found in the Esteem SEND Operating Procedures)
- Exclusions policy
- Online safety

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

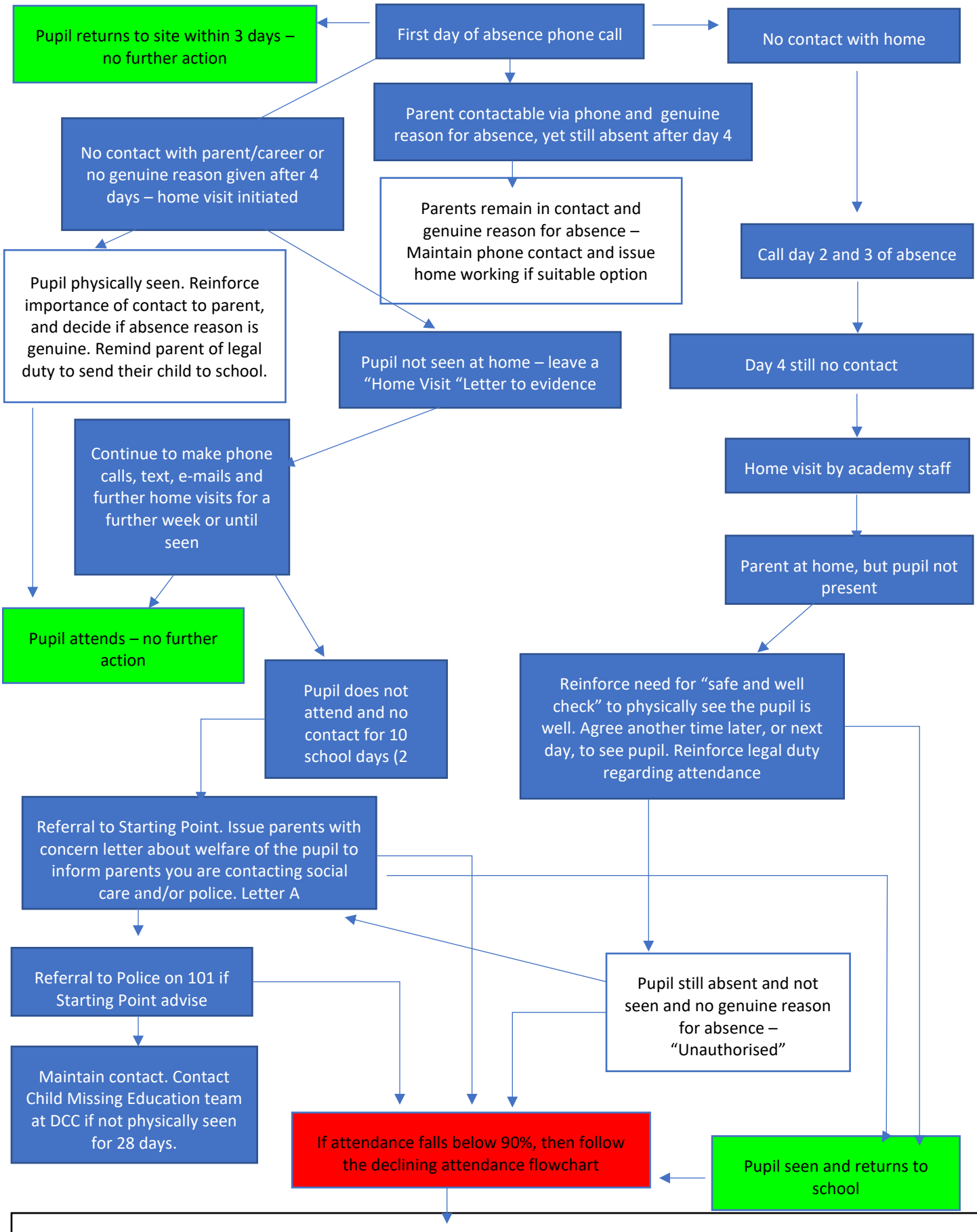
Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	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

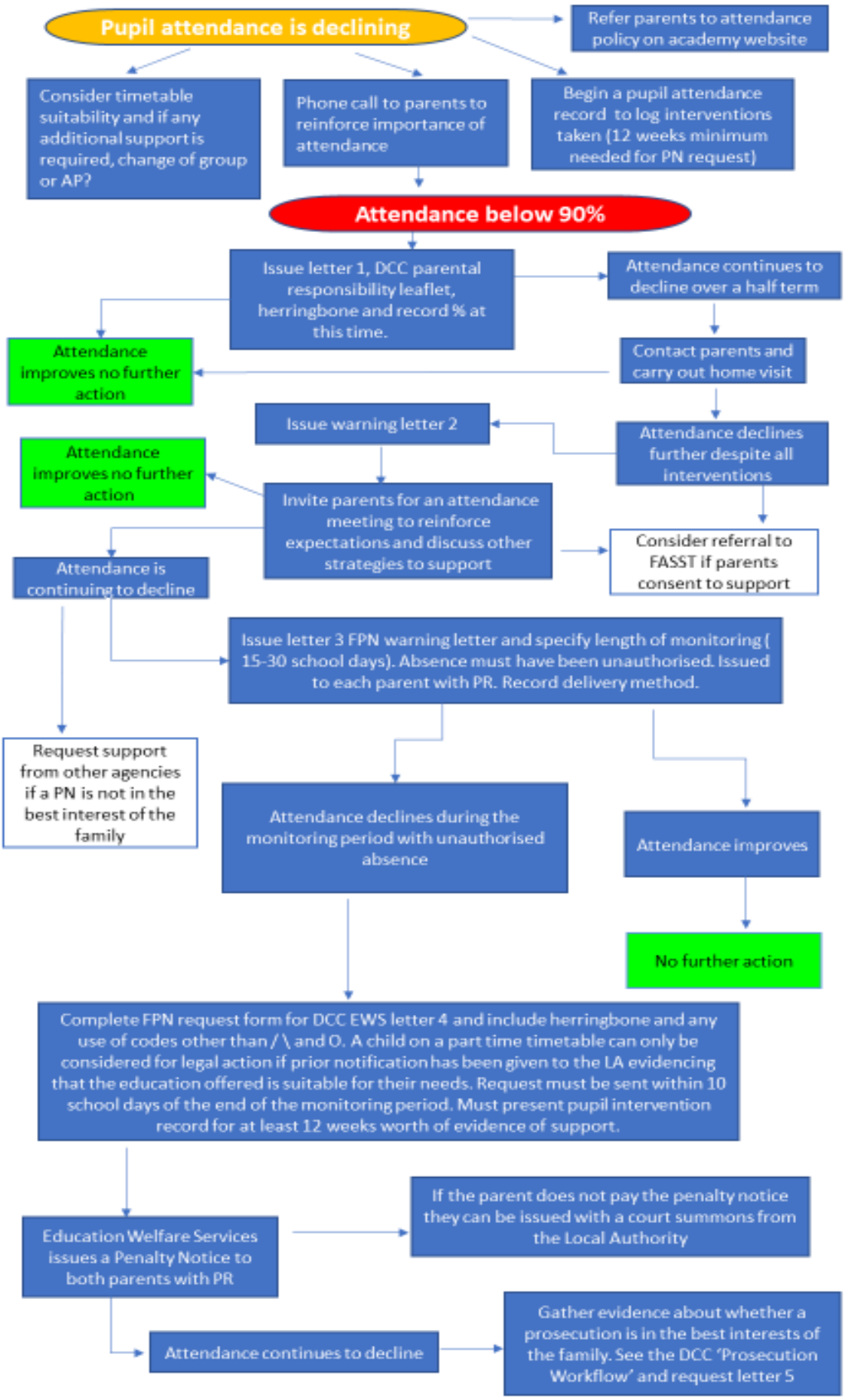
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence 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

Pupil Absence Procedures

Appendix 2



Appendix 3


Pupil attendance is declining
Refer parents to attendance policy on academy website
Consider timetable suitability and if any additional support is required, change of group or AP?
Phone call to parents to reinforce importance of attendance
Begin a pupil attendance record to log interventions taken (12 weeks minimum needed for PN request)
Attendance below 90%
Issue letter 1, DCC parental responsibility leaflet, herringbone and record % at this time.
Attendance continues to decline over a half term
Attendance improves no further action
Contact parents and carry out home visit
Issue warning letter 2
Attendance declines further despite all interventions
Attendance improves no further action
Invite parents for an attendance meeting to reinforce expectations and discuss other strategies to support
Consider referral to FASST if parents consent to support
Attendance is continuing to decline
Issue letter 3 FPN warning letter and specify length of monitoring (15-30 school days). Absence must have been unauthorised. Issued to each parent with PR. Record delivery method.
Request support from other agencies if a PN is not in the best interest of the family
Attendance declines during the monitoring period with unauthorised absence
Attendance improves
No further action
Complete FPN request form for DCC EWS letter 4 and include herringbone and any use of codes other than / \ and O. A child on a part time timetable can only be considered for legal action if prior notification has been given to the LA evidencing that the education offered is suitable for their needs. Request must be sent within 10 school days of the end of the monitoring period. Must present pupil intervention record for at least 12 weeks worth of evidence of support.
Education Welfare Services issues a Penalty Notice to both parents with PR
If the parent does not pay the penalty notice they can be issued with a court summons from the Local Authority
Attendance continues to decline
Gather evidence about whether a prosecution is in the best interests of the family. See the DCC 'Prosecution Workflow' and request letter 5

Appendix 4

HOLIDAY REQUEST FORM/Leave of Absence Request

Parents do not have an automatic right to withdraw their child from school during term time for a holiday. In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, the Headteacher may only grant a leave of absence where an application is made in advance and the Headteacher is satisfied that there are **exceptional circumstances**. The Headteacher will determine whether the circumstances are exceptional and the length of any authorised absence. Family holidays will not normally be authorised and will be marked with a G code which is for an unauthorised holiday. Unauthorised leave of absence may result in a referral to Derbyshire County Council for consideration of a Penalty Notice.

Name of Child(ren) …… Year Group ……..

…….. Year Group ……..

…….. Year Group ……

Childs Address

……

……

Name of Applicant(s) and Address (if different)……

……

……

I / We wish to apply for my/our child(ren) to be absent from school for EXCEPTIONAL CIRCUMSTANCES on the following dates.

From…….. To……..

Total number of days our child(ren) will be absent from school ……..

Please supply in as much detail as possible the reason for your request and why you feel it is **exceptional circumstances**. Please include the names of the adult(s) who will be with your child(ren) during their absence from school.

Continue over the page if necessary

Signed (both parents/carers if applicable) Date ……

…… ……

IF THE REQUEST FOR A FAMILY HOLIDAY IS NOT SUBMITTED BEFORE THE ABSENCE, THEN AN INSTANT FINE WILL BE ISSUED BY THE LOCAL AUTHORITY.

Where advance notice of leave from school is given using this form, it is at the Headteacher's discretion whether to issue a fine. For the vast majority of cases there are no justifiable reason to take a holiday in term time and prevent a child from receiving their education.