POLICY TITLE: Student Attendance

STATUS: Statutory

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ROLE/ORGANISATION	NAME	CONTACT DETAILS
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We have high expectations for attendance. The barriers to accessing school are wide and complex and can stem from in school and out of school but we are committed to providing a calm, orderly, safe and supportive environement where students want to attend and feel able to attend. We work endlessly with Students, parents/carers, staff and the local authority to build positive relationships and a positive learning environments to ensure that all students feel safe and a sense of belonging in school and families feel well supported and listened to. Working with students and familes and achieving the best possible attendance is how we believe students get the most out of school life and succeed. There is a clear link between school Attendance and academic outcomes. The school take a 'support first, sanction later' approach to Attendance. Attendance is 'everyone's business'. Our approach that we share with parents/carers is to be professionaly curious and not furious.

As per the DFE guide 'Working together to improve school attendace, we follow their guidance as below:

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.

1. Aims

To be an inclusive, wellbeing-focused school and to promote **consistent, positive attendance** while ensuring every student feels **supported, valued, and able to access learning without barriers**. We balance high expectations with empathy and care.

Key Aims

- **Promote Regular Attendance** Encourage all pupils to attend school consistently, recognising attendance as essential for learning, achievement, and social development.
- **Prioritise Student Wellbeing** Ensure that attendance approaches are sensitive to mental health, emotional needs, and individual circumstances, avoiding punitive responses.
- **Remove Barriers to Attendance** Identify and address factors such as anxiety, health issues, special educational needs, family circumstances, or economic challenges that may prevent attendance.
- **Foster Inclusion and Equity** Ensure all pupils—regardless of background, ability, or vulnerability—have fair access to education and feel a sense of belonging.
- **Build Positive Relationships** Promote strong partnerships between school, families, and external services to support attendance collaboratively.
- **Early Identification and Support** Detect patterns of absence early and provide timely, personalised interventions rather than reactive or disciplinary measures.

- **Encourage Engagement and Belonging** Create a school environment where students feel safe, respected, and motivated to attend.
- **Comply with Legal Requirements** Meet statutory attendance expectations while applying them in a compassionate, flexible, and child-centred way.

1.1 The School is committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos which values good attendance and punctuality, including:

- Promoting good attendance and punctuality
- Reducing absence, including persistent and severe absence
- Ensuring every student 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 ensure students have the support in place to attend school

1.2 The School is committed to ensuring improving attendance is everyone's business. The School understands that improving attendance cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and non-teaching staff in the School, the governing body, the local authority, and other local partners.

1.3 We believe the foundation of securing good attendance is that the School is a calm, orderly, safe and supportive environment where all students want to be and are keen and ready to learn.

1.4 However, the School acknowledges some students find it harder than others to attend school and understands that the barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual students and families. Therefore, at all stages of improving attendance, the school and its partners will work with students and parents and carers with the aim of removing any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

1.5 Securing good attendance will not be seen in isolation, and effective practices for improvement will involve close links with the school's focus on the curriculum, behaviour, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including the Pupil Premium.

2. Legislation and Guidance

2.1 This policy meets the requirements of the Department for Education's (DfE), working together to improve school attendance and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of The Education Act 1996
- Part 3 of The Education Act 2002
- Part 7 of The Education and Inspections Act 2006
- The Education (Student Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

3. Strategies for Promoting Attendance

3.1 At the School, we believe in developing good patterns of attendance and we set high expectations for the attendance and punctuality for all our students from the outset. It is a central part of our school's ethos and values. We recognise the connections between attendance, attainment, safeguarding and wellbeing. We take absence very seriously, so support will start to be offered when a student's attendance has fallen below 96% but we encourage parents to contact the school with any concerns or requests for support at the earliest opportunity. We are always here to help and support.

3.2 To help us all to focus on this we will implement a range of strategies to promote good attendance and punctuality, for example:

- We promote attendance weekly through form data that we share with Tutors weekly – Tutors celebrate those that have achieved 96% or higher with public praise.
- We celebrate House and Form attendance in assemblies once a Term.
- We run a House competition linked to attendance with a Cup presented at the end of the Year in our whole school assembly.
- Celebrating excellent attendance by displaying and reporting individual, class and House attendance levels
- Rewarding individuals and groups for good or improving attendance
- Giving parents and carers information about the importance of good attendance and punctuality in our newsletters
- Reporting attendance levels to parents and carers on progress tracking reports
- Contacting all parents listed on School admissions forms should their child's attendance fall below the School's target for attendance

4. Roles and Responsibilities

4.1 The Governing Body

The Governing Body is responsible for:

- Promoting the importance of school attendance across the School's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole School
- Making sure staff receive adequate training on attendance
- Holding the Principal to account for the implementation of this policy

4.2 The Principal

The Principal is responsible for:

- Recognising the importance of good attendance and, alongside good behaviour, make it a central part of the school's vision, values, ethos, and day to day life
- Making sure all staff know the importance of good attendance, are consistent in their communication with students and parents, and receive the training and professional development they need
- Implementation of this policy at the School
- Monitoring school-level absence data and reporting it to Governors
- Supporting staff with monitoring the attendance of individual students
- Monitoring the impact of any implemented attendance strategies

4.3 The Designated Senior Leader Responsible for Attendance

The Designated Senior Leader is responsible for:

- Set a clear vision for improving and maintaining good attendance

- Establish and maintain effective systems for tackling absence
- Have a strong grasp of absence data
- Regularly monitor and evaluate progress
- Evaluating and monitoring expectations and processes
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents and carers to discuss attendance issues
- Delivering targeted intervention and support to students and families
- Provide EBSA support
- Monitor student level absence daily/weekly
- Provide absence data analysis and reports to relevant staff to support and promote good attendance

4.4 The Attendance Officer/Manager

The school Attendance Officer/Manager 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 School staff and reporting concerns about attendance to the Designated Senior Leader responsible for attendance
- Working with the Designated Senior Leader to tackle persistent absence
- Monitoring punctuality
- Record calls/emails/texts from parents/carers about absence on a day-to-day basis and record it on the School attendance recording
- Contact parents/carers regarding absence where no information has been received

4.5 Teachers

Teachers are responsible for recording attendance via their registers on Compass on a daily basis at the start of all lessons and Personal Development sessions, using the correct codes (present/absent or late).
Recognising absent patterns and reporting to Attendance for further investigations

4.7 Parents/Carers

Parents/Carers are expected to:

- Make sure their child attends School every day on time
- Contact the School to report their child's absence before 8.00am on the day of the absence and each subsequent day of absence, with the reason for the absence and advise when they expect their child to return
- Provide the School with more than 2+ emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the School day, but in the event that this is not possible, inform the School of the child's appointment in advance so the School is able to permit the student to leave
- Contact the school early with any concerns or if Attendance support is needed.

Ensuring your child regularly attends school is your legal responsibility.

4.8 Students

All Students are expected to:

- Arrive at School on time (8.25am) Once Registers are closed, students arriving after this time will see this affect their attendance negatively and this may result in parents/Carers being contacted to discuss lateness.

- Attend every timetabled session on time. Students will be ‘logged’ with a behaviour point for arriving late to lesson and multiple lates will result in detentions.
- For Sixth Form students, sign in and out according to their timetables
- Take an active part in monitoring their own attendance.

Lateness means missing vital lesson time and teaching. This also disturbs the class and ruins their routine and structure.

Good Attendance builds confidence and resilience.

4.9 School

4.9.1 Other

The Latimer Arts College are committed to offering continued interventions and support

Pupils with SEND- we understand that students with SEND needs may require extra support. We identify barriers into school whether that be Anxiety (EBSA), Sensory overload, Poor peer relationships, Curriculum access difficulties, transport or family issues, negative school experiences or medical needs. From this, we would look at what support is needed to support, this may include access to the established LS support base, soft starts, Comfort passes, provisions during social times as needed, a trusted adult to check in and curriculum interventions. We also ensure that our staff are upskilled in understanding students SEND needs and know how to support them in lesson with the student’s profile linked to their Compass dashboard, training on EBSA and SEMH needs, Scaffolding lessons for SEND learners, Communication strategies, Managing dysregulated behaviours and building positives relationships.

Medical Conditions- Latimer have a dedicated well-trained team of first aiders and medical support workers in Pastoral and student services. Students who require medication or medical support in school can attend student services for this. When a student requires support coming into school like a slightly later start to miss crowds, access to the medical room, teachers to be made aware of support needed for class or when to get student medical support or any other support, then the school will endeavour to provide all support needed. We understand that attendance for medical appointments and unwell days may be more difficult for these students, so the school will show compassion and understanding when analysing attendance data.

Mental Health needs including EBSA. We have a specialist pastoral team who offer wellbeing support including Calm starts, teaching Calming/grounding techniques, check ins, AM meets and referrals to external agencies as needed. We work with our sixth form students to offer mentoring and support and have a dedicated student mental health champions group who help support us in determine what else the school could offer to support our students. EBSA/Anxiety is met with compassion and understanding, working together with the family to offer support and a reintegration plan that removes barriers and builds trust, and a sense of safety for the student without urgency or pressure to proceed too quickly.

Looked After Children (LAC) Including virtual school heads role.

We regularly audit LAC Attendance and analyse areas of concern to help support our students. We regularly meet with students to get their voice and work with them to support their attendance. To help support, we can offer daily/weekly check ins with key worker in school, a safe space within school, Pastoral or mentoring support, rewards and incentives for improved or good attendance, trauma informed classroom strategies for staff, pre-warnings of certain materials and calm sessions or trips.

5. Recording Attendance

5.1 Attendance register

5.1.1 The School will keep an electronic attendance register, and place all students onto this register.

5.1.2 The School will take the attendance register at the start of the first session of each school day and once during the second session.

5.1.3 The register for the first session will be taken at 8.30am and will be kept open until 9.00am. The register for the second session will be taken after the start of P4 1:00PM and will be kept open until 1.30pm.

5.1.4 It will mark whether every student is:

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

5.1.5 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

(See Appendix 2 for the DfE attendance codes)

5.1.6 The School will also record:

- For students of compulsory school age whether the absence is authorised or not
- The nature of the activity if a student is attending an approved educational activity
- The nature of circumstances where a student is unable to attend due to exceptional circumstances

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

5.2 Unplanned Absence

5.2.1 A student's parent/carer must notify the School of the reason for the absence on the first day of an unplanned absence by **8.00am** or as soon as practically possible by one of the following communication methods:

- **Send an email to: absence@latimer.org.uk**
- **Add an Attendance Note on the Compass Application**

5.2.2 A parent/carer needs to state the child's name, tutor group, reason for absence and expected date of return and contact the school at the start of each subsequent day of illness.

5.2.3 Where parents/carers do not notify the school of the child's absence, the School's safeguarding procedures require us to try and contact parents/carers via message and phone call to ascertain the reason for absence. If contact cannot be made, the school may visit the home address to conduct a safeguarding visit.

5.2.4 The School will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

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

5.2.6 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.

5.2.7 If a student becomes unwell during the school day, and needs to be sent home, Parent/Carer will be contacted, and the expectations will be that the student is picked up by someone who is already on the system. The school will not send unwell students home alone for their own safety and wellbeing.

5.3 Planned Absence

5.3.1 Attending a medical or dental appointment will be counted as authorised as long as the student's parent/carer notifies the School in advance of the appointment.

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

5.3.3 The student's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Section 5 indicates which term-time absences the School may authorise.

5.3.4 The School expects all correspondence about absences to be directed to Student Services. Where written communication is sent into the School, the student should hand this in at the Student Services Reception at the start of the School day.

5.3.5 Where there is a need for a student to leave the School site during the day, the School must have notification of this from a parent or carer. A student will not be permitted to sign out without prior notification. Whilst the School will do the best to try to contact a parent or carer, if they are unable to do this, a student will not be permitted to leave.

5.3.6 Parents and carers do need to understand that should the School not have been made aware that a student has an appointment, this may result in a delay in them leaving.

5.3.7 The School will not accept a text message on a student's phone as notification.

5.4 Lateness and Punctuality

5.4.1 Students who arrive late to registration are recorded as L (late before registration closes). First registration takes place at the start of Lesson 1 at 8.30am. Students are expected to be on the School site by 8.25am to avoid them being late for registration.

5.4.2 Staff will supervise the entrances to the School ("late gate") and record students who arrive late. Students who are late will receive a late to learning detention in line with the School Behaviour for Learning Policy and parent/carers will be notified. Persistent late arrival will be challenged by form tutors and could result in parents/carers and students being asked to attend an attendance meeting with the Attendance Manager. Persistent lateness affecting attendance may result in the school taking actions and referring to EIPT (Local Authority) which may result in prosecution.

5.4.3 The School operates a Late Gate Monitoring System from 8.30am to 8.45am. The member of staff on duty at Late Gate will note the details of any student who is late, sign them in and then the student will report to their lesson. If a student arrives after this time, they must sign in at

Student Services Reception and will be challenged about their reason for their late arrival: this will be followed up with contact to parents and carers.

5.4.4 Students are expected to be punctual to all lessons and if they are late for a lesson twice in one day, will receive a late to learning detention in line with the School Behaviour for Learning Policy and parents/carers will be notified.

5.5 Following Up Unexplained Absence

5.5.1 Where any student we expect to attend School does not attend, or stops attending, without reason, the School will:

- Message/call the student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the School cannot reach any of the student's emergency contacts, the school may contact the police, MASH, other external services working with the family.
- Identify whether the absence is 'approved' or 'authorised'
- 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
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If the absence continues, the School will consider involving the Education Inclusion Team (EIPT).

5.6 Reporting to Parents/Carers

5.6.1 The School will regularly inform parents about their child's attendance and absence levels in the following ways:

- Attendance data is available daily via the Compass Application.
- Attendance updates are sent on School reports
- Attendance Letters

5.6.2 **Staff training on Attendance**

Here at Latimer, we understand that Attendance and safeguarding is everyone's responsibility and staff need specific training to understand and support Attendance. Improving Attendance requires knowledge and understanding of systems, procedures and regulations whilst also understanding the importance of Attendance, the barriers to attending, and how to work with families and outside agencies to support our students.

All staff are given training on our Attendance procedures, the importance of attendance, the legalities on attendance including the importance of timely accurate registers, and how to support students who have barriers attending school.

Staff who specialise in Attendance will receive training on analysing and interpreting data, how to work with families and external agencies to offer support to students, parent/carers and families and strategies to support increasing attendance.

6. Authorised and Unauthorised Absence

6.1 Approval for Term-Time Absence

6.1.1 All schools can grant a leave of absence when a student needs to be absent from school with permission. All schools are expected to restrict leaves of absence to the specific circumstances set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024, these circumstances are:

- Taking part in a regulated performance or employment abroad: in line with a licence issued by a local authority or Justice of the Peace or a body of persons approval (BOPA)
- Attending an interview: for entry into another educational institution or for future education
- Study leave: for public examinations
- A temporary time-limited part-time timetable (between 2-6 weeks): for exceptional reasons and have agreed times and dates when the student will be expected to attend School as part of that timetable

6.1.2 The Principal will only grant a leave of absence to a student during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the Principal's discretion, including the length of time the student is authorised to be absent for.

6.1.3 The School considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

6.1.4 Any request should be submitted as soon as it is anticipated. A Leave of Absence request form can be obtained from Student Services. The Principal may require evidence to support any request for leave of absence.

6.1.5 Valid reasons for **authorised absence** may include:

- Illness and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parent/carers belong. If necessary, the School will seek advice from the parent/carers' religious body to confirm whether the day is set apart.
- Traveller students 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 student is attending educational provision.

6.2 Holiday Absence in Term-Time

6.2.1 The DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance. Parents/carers do not have the right to take their child out of School for holidays. Such holidays will be counted as an unauthorised absence, other than in exceptional circumstances.

6.2.2 If a parent/carer feels there are exceptional circumstances that support a request for leave of absence in term time, they must put the request in writing to the Principal. Each case will be considered individually and the decision communicated to the parents/carers.

6.2.3 Where 5 consecutive days or more holiday are taken without the Principal's authorisation, cases will be referred to the Local Authority.

6.2.4 If the Local Authority takes action, an initial fixed penalty notice can be issued to each parent/carer for each child. The monies collected do not go to the School.

6.3 Children Missing in Education

6.3.1 Where a child is not attending School, has moved without a forwarding address or school, or cannot be traced, or contact cannot be made with the parent/carer, the School is required to inform the Local Authority that the child is missing.

6.3.2 The School will carry out a home visit and refer the family to social care and the police to ensure any concerns for the child's welfare have been thoroughly investigated.

6.3.3 The student will not be removed from the School roll until notified by the Local Authority that their enquiries are complete.

6.3.4 A referral will be made to Local Authority if no contact has been made with parents by the 10th day of absence (or sooner if deemed appropriate), at which point the child will be considered to be "missing from education."

6.4 Education Off Site

6.4.1 The School can also allow students to be absent from the school site for certain educational activities or to attend other schools or settings that include:

- To attend an offsite approved educational activity
- To attend another school at which the student is registered (dual-registration)
- To attend provision arranged by the local authority. e.g. alternative provision or as part of an education, health and care plan
- To participate in an approved sporting activity
- To attend an educational visit or trip arranged by the school
- To attend work experience

6.5 Attendance Legal Sanctions

6.5.1 **An Attendance Contract**

- Is a formal written agreement between a parent and the School to address irregular attendance, it allows a more formal route to secure engagement with support where a voluntary Attendance Support Plan has not worked or is not deemed appropriate. An attendance contract is not a punitive tool, it is intended to provide support and offer an alternative to prosecution.
- Where a parent fails to attend the Attendance Contract meeting without good reason or notification, further attempts will be made to make contact and arrange another meeting all attempts at support will be recorded.

6.5.2 **Non-Compliance with an Attendance Contract**

- Where a parent does not comply with the requirements set out in the attendance contract, the School will contact the parent and seek an explanation and decide whether it is reasonable. Where no explanation is given, or an unsatisfactory explanation is given the School will serve the parent with a warning to explain that the attendance contract is not working and may be terminated, and another course of action will be pursued.
- All non-compliance with the attendance contract is recorded so that it can be presented in court if necessary.
- The student's attendance monitoring will continue. If the student's irregular attendance continues or escalates to the point where prosecution is deemed appropriate, any failure or refusal with the Attendance Contract will be presented as evidence in the case.

6.5.3 **Education Supervision Orders**

- Where a voluntary early help plan, or formal attendance contract has not been successful, an Education Supervision Order (ESO) may be an alternative to provide formal legal intervention without criminal prosecution.
- The ESO give the local authority a formal role in advising, helping and directing the student and parent(s) to ensure the student receives an efficient, full-time, suitable education.
- The Local Authority will decide whether to progress to an ESO for a parent.

- The Local Authority will determine the requirements the parent must adhere to whilst the order is in force (usually a Year): They requirements may include:

    - Requiring the parent(s) to attend support meetings
    - Requiring the parent(s) to attend a parenting programme or counselling
    - Requiring the parent(s) to access support services
    - Requiring an assessment by an educational psychologist
    - Review meetings involving all parties (including the school) will be held every 3 months throughout the period the ESO is in force. At these meetings the actions and directions will be discussed and added or amended.

6.5.4 **Non-Compliance with an ESO**

- Where parents persistently fail to comply with the directions given under the ESO, they may be guilty of an offence. Local authorities can prosecute in the Magistrates Court for persistent non-compliance with the Order and parents (upon conviction) will be liable to a fine of up to £1,000.
- The lead officer will also raise persistent failure to comply with children's social care services and work together to investigate the circumstances of the student and decide whether it is appropriate for any further action to be taken (including statutory social care involvement) to secure their welfare.

6.5.5 **Attendance Prosecution**

- If a child of compulsory school age fails to attend regularly at a school at which they are registered, or at a place where alternative provision is provided for them, their parents may be guilty of an offence and can be prosecuted by the local authority.

- Prosecution in the Magistrates Court is the last resort where all other voluntary and formal support or legal intervention has failed or where support has been deemed inappropriate in the circumstances of the individual case.

- Local authorities have the power to prosecute:

    - Parents who fail to comply with a school attendance order issued by the local authority to require a parent to get their child registered at a named school (under section 443 of the Education Act 1996). This may result in a fine of up to level 3 (£1,000).
    - Parents who fail to secure their child's regular attendance at a school, for which there are 2 separate offences: section 444(1) where a parent fails to secure the 53 child's regular attendance; and section 444(1A) where a parent knows that the child is failing to attend school regularly and fails to ensure the child does so. The section 444(1) offence may result in a fine of up to level 3 (£1,000) and the section 444(1A) offence my result in a fine of up to level 4 (£2,500), and/or a community order or imprisonment of up to 3 months.
    - Parents who fail to secure the regular attendance of their child at a place where the local authority or governing body has arranged alternative provision (under sections 444 and 444ZA). This may result in a fine of up to level 3 (£1,000), or if the parent is found to have known the child was not attending regularly and failed to ensure that they did so, a fine of up to level 4 (£2,500), and/or a community order or imprisonment of up to 3 months.
    - Parents who persistently fail to comply with directions under an Education Supervision Order (under Schedule 3 to the Children Act 1989) or breach a Parenting Order or directions under the order (under section 375 of the Sentencing Act 2020). These may result in a fine of up to level 3 (£1,000).

6.5.6 **Parenting Orders**

- Parenting orders are an ancillary order that can be imposed by the Court following conviction for non-attendance alongside a fine and/or community order. Parents' agreement is not required before an order is made. They may be appropriate where the parent has not engaged in support to improve their child's attendance and where compulsion to do so would help change parental behaviour.
- The order requires a parent to comply with the arrangements specified in the order by the Court which can include a requirement for parents to attend counselling or guidance sessions (e.g. parenting education or parenting support classes) where they will receive help and support to enable them to improve their child's attendance for up to 3 months.
- All parenting orders will specify a 'responsible officer' which will be named on the order. This should be the most appropriate lead practitioner working with the family.
- Any breach of the order could lead to a fine of up to level 3 (£1,000).

6.5.7 **National Framework for Penalty Notices**

6.5.7.1 **Purpose of 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 where they are registered or, in certain cases, at a place where alternative provision is provided.
- Penalty notices can be used where the student's absence has been recorded with one or more of the unauthorised codes and that absence(s) constitutes an offence.
- 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 fixed period or permanent exclusion. The school must have notified the parents of the days the student must not be present in a public place.

6.5.7.2 **National Threshold**

- All cases will be assessed on an individual basis with the local authority.
- The National threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term)
- The National Framework does not prevent a penalty notice from being used in other cases where an offence has been committed. If in an individual case the local authority believes a penalty notice would be appropriate, they retain the discretion to issue one before the threshold is met. This might apply for example:

    - where parents are deliberately avoiding the national threshold by taking several term time holidays below threshold
    - or for repeated absence for birthdays or other family events

6.5.7.3 **Notices to Improve**

- A Notice to Improve is a final opportunity for a parent to engage in support and improve attendance before a penalty notice is issued.
- Where a Notice to Improve is used, it will be issued in line with processes set out in the NCC Code of Conduct.
- Where it is clear that improvement is not being made, it may be appropriate to issue a penalty notice before the improvement period has ended.

6.5.7.4 **Two penalty notice limit and escalation in cases of repeat offences**

- Only 2 penalty notices can be issued to the same parent in respect of the same child within a 3-year rolling period and any second notice within that period is charged at a higher rate:
- The first penalty notice issued to a parent in respect of a particular child will be charged at £160 if paid within 28 days.
- This will be reduced to £80 if paid within 21 days.
- A second penalty notice issued to the same parent in respect of the same child is charged at a flat rate of £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 issue of the first. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action will be taken instead.
- The alternative action will include considering prosecution, but may include other tools such as one of the other attendance legal interventions.
- In cases where a student has moved school or local authority area in the previous 3 years an additional check will be made to try and ascertain whether previous penalty notices have been issued to the parent in respect of the child.

6.5.7.5 **Penalty Payments**

- The payment must be paid directly to the local authority.
- If the penalty is not paid by the end of the 28-day period, the local authority will decide either to prosecute for the original offence to which the notice applies.
- There is no right of appeal by parents against a penalty notice.

7. Sharing Attendance Data

- The School has granted the flow of attendance data to be accessed by the DFE automatically and Fisher Family Trust, this will also enable the School to use the National Attendance Tools to analyse local and national data
- The School will work jointly with the local communities and partners (including voluntary and community groups) and share data on individual cases where it is of benefit to the student
- The School will work with the feeder Primary schools and local secondary schools to gather attendance data to supporting transition and in year admissions.
- The law allows local authority officers access to the attendance and admission registers of the School to carry out their functions under the Education Acts to support joint working between the School and local authority. These officers are also permitted to take digital or physical extracts.
- The School will share the following data with the Local Authority:
    - New Pupil and Deletion returns
    - Attendance returns
    - Sickness returns
- To facilitate effective working across the local authority the School will inform a student's social worker and/or youth offending team worker if there are unexplained absences from school.
- The School will also inform a student's social worker and/or youth offending team worker if their name is to be deleted from the school register.

8. School Attendance Monitoring

8.1 Procedural Overview

- **High Expectations**
  The School will expect high standards of attendance from all students and parents/carers and build a culture where all can, and want to, be in School and ready to learn by prioritising attendance improvement across the School.

- **Monitoring**
  The School will 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, the appropriate School staff will discuss with students and parents and carers to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

- **Facilitate Support**
  The School will aim to remove barriers in school and help students and parents and carers 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, the School will work with local partners (including external agencies) to explain the consequences clearly and will ensure support is also in place to enable families to respond.

- **Enforce**
  Where all other avenues have been exhausted and support is not working or not being engaged with, the School will enforce attendance through statutory intervention or prosecution to protect the student's right to an education.

8.2 Monitoring Attendance

8.2.1 The School will:

- Monitor attendance at student level daily and produce absence data termly and yearly across the school and at an individual student level.
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

8.2.2 Student-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases including FFT data.

8.2.3 The underlying school-level absence data is published alongside the national statistics. The School will compare attendance data to the national average, and share this with the Governing Body on a termly basis.

8.3 School Attendance Monitoring

8.3.1 The School will listen and understand and facilitate support prior to any formal procedures being implemented.

8.3.2 Students may be subject to a formal attendance monitoring process for any of the following: where attendance falls **below 96%**; where there are a high number of frequent absences each term; where there are frequent minor medical absences; or where a student is persistently late.

8.3.3 The following steps will be initiated:

Voluntary Support

- Email from the Attendance Manager to offer support
- Phone call from the Attendance Manager to offer support

- **Stage 1: Letter 1 - Attendance Concern Letter**
  Parent and carers will receive a Stage 1 Letter when a student's attendance falls below 96%. Parents and carers can contact the Attendance Officer to discuss this and if a support plan is required, it will be started

Formal Support

- **Stage 2: Letter 2 – with invite to Informal meeting**
  If there is no improvement following the Stage 1 letter, parent and carers will be requested to attend a Voluntary Early Help Plan meeting with a member of the Attendance Team. The meeting will be an opportunity to identify barriers to securing good attendance and offer support. An improvement target will be set over a monitored period of 2 weeks.

- **Stage 3: Letter 3 - Attendance Contract Meetings (AC)**
  If no improvement is recorded in spite of the ASP process, parent and carers will be requested to attend a Parent Contract Meeting with the Attendance Officer to discuss further strategies to improve attendance and identify barriers. An improvement target will be set over a monitored period of 4 weeks will be set.

  If parents and carers fail to attend the scheduled attendance monitoring meetings, the meetings will take place in their absence, with the student, to ensure a support plan is put in place and the monitoring period will commence. The Local Authority will take account of any lack of parental engagement if the process reaches the stage of legal proceedings.

Attendance Prosecution

- **Stage 4: Refer to North Northamptonshire Council**
  If attendance has not improved or there is a decrease in attendance, legal proceedings will be initiated by the local authority. (See section 6.6)

8.4 Analysing Attendance

8.4.1 The School will:

- Analyse attendance and absence data regularly to identify students or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these students and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.5 Using data to improve attendance

8.5.1 The School will:

- Provide regular attendance reports to form tutors, house leaders and other School leaders/appropriate non-teaching staff to facilitate discussions with students and families

- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

8.6 Reducing persistent and severe absence

8.6.1 Persistent absence is defined as when a student misses 10% or more of school sessions, and severe absence is when a student misses 50% or more of school.

8.6.2 The School will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents/carers of students who the School (and/or Local Authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services (new Assistant Attendance officer) to remove the barriers to good attendance

9. Working with Local Partners

- The School will work collaboratively with the local authority and local schools to share best practice and effective strategies
- The School will proactivity work with Primary partner schools to initial early help and support where required

10. Monitoring Arrangements

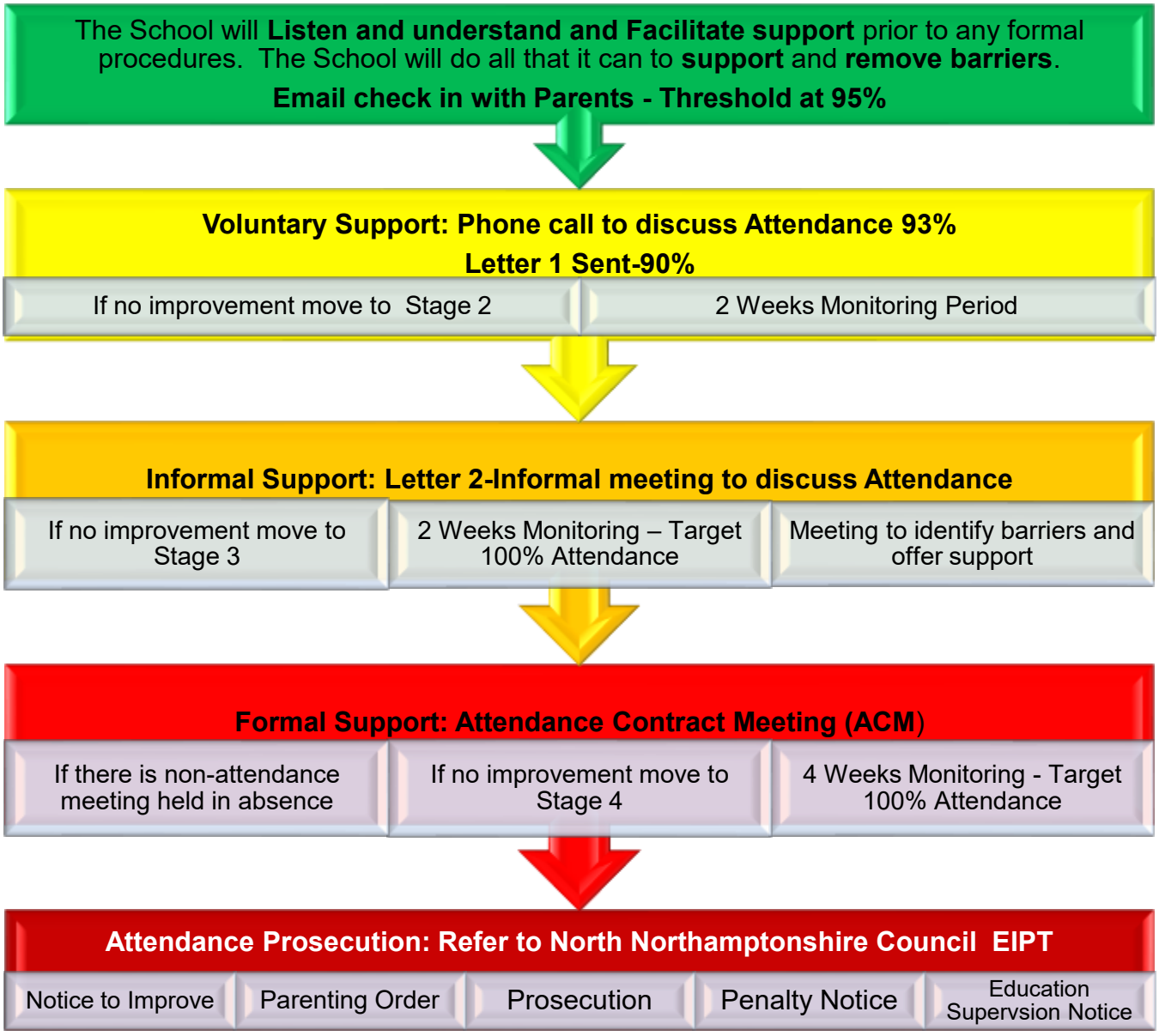
10.1 This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by the designated senior leader for attendance. At every review, the policy will be approved by the full governing body.

11. Links with other Policies

11.1. This policy links to the following policies:

- Child Protection and Safeguarding Policy
- Behaviour for Learning, including Anti-Bullying Policy
- Supporting Students with Medical Conditions Policy
- Children with Health Needs Who Cannot Attend School Policy

Appendix 1: School Attendance Monitoring Stages



Appendix 2: Attendance and Absence Codes

**Code / **	Present at the school / = morning session \ = afternoon session
Code L	Late arrival before the register is closed
Code K	Attending education provision arranged by the local authority A pupil attending provision arranged by the school must be recorded using Codes P or B
Code V	Attending an educational visit or trip
Code P	Participating in a sporting activity
Code W	Code W: Attending work experience
Code B	Attending any other approved educational activity
Code D	Dual registered at another school
Code C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
Code J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
Code X	Non-compulsory school age pupil not required to attend school
Code C2	Leave of absence subject to a part-time timetable
Code C	Leave of absence for exceptional circumstance

Appendix 3: 'DfE Statutory guidance Summary table of responsibilities for school attendance. August 2024'

All pupils

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

Pupils at risk of becoming persistently absent

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

Persistently absent pupils

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

Severely absent pupils

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

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance

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

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort. Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes. Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it. Through the work of Virtual School Heads, they should: • Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. • Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance. Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • Monitor, report on, and evaluate the education outcomes of this cohort, including their attendance, as if they attended a single school- whenever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Schools regularly update parents on their child's attendance. (If parents feel the school and or local authority have not not delivered what they are expected to they should difscuss the case with the school and/or local authority's attendance support team.)	The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures. The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance. Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils. Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.	DfE Regions Group monitors local authority efforts as part of regular interaction. Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services. Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.