



## ST BEDE'S RCP SCHOOL

# ATTENDANCE POLICY AND PROCEDURES

Relevant roles held and by whom (correct at the time of publishing)	
Safeguarding/Attendance Link Governor(s):	Grant Denny
School Attendance Officer:	Lucy Cook

Approved by <sup>1</sup>	
Name:	FRAN WINTER
Position:	Head teacher
Signed:	
Date:	September 2025
Proposed review date <sup>2</sup> :	September 2026

<sup>1</sup> Non-attendance at school is undesirable behaviour and if the Policy on attendance is separate from the Behaviour Policy, it can be approved in line with the Behaviour Policy e.g. by the Head teacher only if they so choose.

<sup>2</sup> "...barriers to attendance evolve quickly, the Policy should be reviewed and updated as necessary...(and) schools should seek the views of pupils and parents" (p11 [Working together to improve school attendance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444444/Working_together_to_improve_school_attendance.pdf)).



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***Please note - Links below are to documents available from the KAHSC website or external websites and are for school use only.***

[Model Attendance Letters to Parents](#)

[Model Attendance Panel Meeting Letters to Parents](#)

[Model Lateness Letter to Parents](#)

[CCC Attendance Panel Parents/Carers Guide](#)

[CCC Notification of a Child Missing in Education Form \(CME 1\)](#)

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## 1.AIMS

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Ensure the safeguarding, child protection and welfare of all pupils.
- Celebrating and rewarding good attendance.
- Reducing absence, including persistent and severe absence.
- Ensuring every pupil has access to the full-time education to which they are entitled.
- Raise awareness among parents, carers, and pupils of the importance of uninterrupted attendance and punctuality at every stage of a child's education.
- Ensure that our Policy applies to nursery and reception aged children so that we promote good habits at an early age.
- Acting early to address patterns of absence.
- Building strong relationships with families to ensure pupils have the support in place to attend school.
- Promote a positive and welcoming atmosphere in which pupils feel safe, secure, and valued, and encourage in pupils a sense of their own responsibility.
- Establish a pattern of monitoring attendance and ensure consistency in recognising achievement and dealing with difficulties.
- Recognise the key role of a Senior Attendance Champion (SAC) on the school's leadership team and the role of all staff, but especially class teachers, in promoting good attendance
- In addition, we will promote and support punctuality in attending lessons.

### EFFECTS OF NON-ATTENDANCE

The table below indicates how what might seem like just a few days absence can result in children missing a significant number of lessons.

Attendance during school year	Days lost in a year	Which is approximately	Approximate number of lessons missed
95%	9.5 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons

## 2.LEGISLATION and GUIDANCE

Some pupils find it harder than others to attend school so at all stages of improving attendance, we are committed to working with pupils and parents to remove any barriers by building strong and trusting relationships and working together to put the right support in place. This Policy seeks to explain how, and it has due regard for relevant legislation, and statutory and non-statutory guidance including, but not limited to:

- The [Education Act 1996](#)
- The [Education Act 2002](#)
- The [Equality Act 2010](#) and the [Human Rights Act 1998](#) (HRA) which sets out the fundamental right and freedoms that everyone is entitled to, and the [UN Convention on the rights of the child](#)
- [The Anti-social Behaviour Act 2003](#)
- The [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2024](#)
- [The Education \(Information about Individual Pupils\) \(England\) \(Amendment\) Regulations 2024](#)
- Statutory guidance on [School behaviour and attendance: parental responsibility measures](#)
- Statutory guidance [Keeping children safe in education](#)
- Statutory guidance [Working together to improve school attendance](#)
- [Statutory guidance Arranging education for children who cannot attend school because of health needs](#)

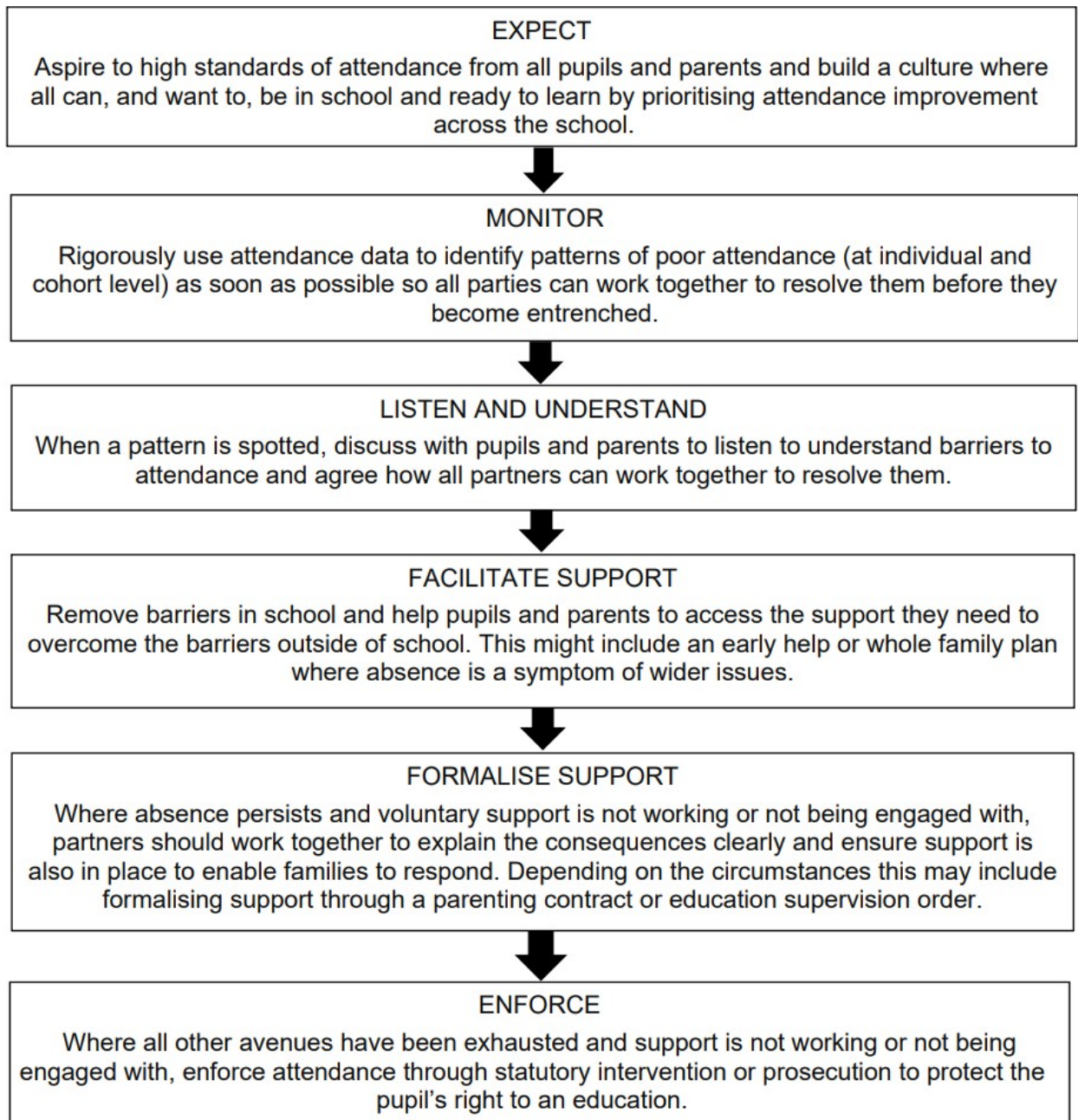
- Non-statutory guidance [Behaviour in schools: advice for Head teachers and school staff](#)
- Non statutory guidance [Supporting pupils at school with medical conditions](#)

This Policy and procedures should be read alongside other school Policies and procedures as follows:

- Child Protection Policy and associated Policies and procedures
- Behaviour Policy and procedures
- Supporting Pupils with Medical Conditions Policy and procedures
- Single Equality Scheme/Objectives
- Special Educational Needs Policy/Information Report
- Admissions Arrangements
- First Day Calling procedures
- Missing Child procedures (whilst in the care of the school)
- Complaints procedure
- Code of Conduct for Staff and other Adults

### **3.PROCEDURES**

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



An effective whole school culture of high attendance is underpinned by clear expectations, procedures, and responsibilities. To ensure all leaders, staff, volunteers, pupils, parents, and carers understand these expectations, we have developed this Policy and procedures.

#### **4.ROLES AND RESPONSIBILITIES**

## 4.1 Governors

Our Governors are 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 headteacher to account for the implementation of the policy
- Nominating a Governor responsible for the monitoring of attendance

## 4.2 Head teacher

Our Head teacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary
- Making parents and carers aware of the school Attendance Policy and procedures by making them available on the school website, on request from the school office, or through an attendance leaflet/poster for parents.

## 4.3 Senior Lead responsible for attendance (Attendance Champion):

- Our Senior Lead on attendance is responsible for:
- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Building relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Will regularly feedback to Senior Leadership Team
- The designated senior leader responsible for attendance is Lucy Cook and can be contacted via the school.

## 4.4 Staff taking registration

Teachers and other staff who take the register in the morning or afternoon are required to:

- Provide an accurate record of the attendance of each pupil in their class. On each occasion they must record whether every pupil is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstances. Details of codes to be used are provided at Table 1 below.
- Respond promptly to any issue raised in the weekly analysis of registers by admin staff.
- Arrange for appropriate work and resources to be sent home to pupils who have missed lessons and who are expected to be absent for an extended period of time.
- Record the reasons for absence given to them on the appropriate record.
- Raise any attendance or punctuality concerns (in line with the escalation of intervention described in Flowcharts 1 and 2 at the end of this document) to the Senior Lead with responsibility for monitoring attendance.

## 4.5 Administrative staff



Our administrative staff are responsible for:

- Recording pupils arriving late or leaving early on a daily basis.
- Preparing, managing, and coordinating use of the SIMS.
- Monitoring and tracking attendance patterns for all pupils and preparing relevant attendance reports when necessary, using attendance register coding, which may include statutory reporting to the DfE in consultation with the Senior Lead.
- Contacting any parent who has not told us why their child is absent on the first day of their absence.
- Using the Short Messaging Service (SMS) system to request the reason for an absence from parents.
- Ensuring that a satisfactory reason for every absence has been established for each pupil by the end of each week.
- Ensuring that the attendance register is preserved for 6 years from the date the data was entered.

#### 4.6 Local Authority Access and Inclusion Officer

Our LA provides us with an Access and Inclusion Officer, whose job it is to:

- Enforce the law regarding school attendance.
- Support our whole school response to attendance through regular meetings, monitoring of individual pupil's attendance, and support with specific attendance, access, or inclusion issues as they arise.
- Access and Inclusion Officer is Jacqueline Campbell – Jacqueline.Campbell@cumberland.gov.uk

### 5. REGISTRATION PROCEDURES

Pupils are registered every morning and afternoon. Gates open at 8.50am and pupils are expected to arrive at this time so registers can be taken punctually each day by 9am and at 1pm (1.15pm for Y5/Y6).

When the attendance register has been taken it remains open until 9.30am in the morning and 1.30pm in the afternoon.

Pupils will be marked absent or late by teachers using our attendance system. Admin staff will record whether an absence is authorised or unauthorised (see Table 1 at the end of this document for current school registration codes).

Registers are legal records and we will preserve every entry in the attendance or admission register for 3 years from the date of entry. It will only ever be amended where the reason for absence cannot be established at the time it is taken and it becomes necessary to correct the entry. Where amendments are made, we will ensure the register shows the original entry, the amended entry, the reason for the amendment, the date on which the amendment was made, and the name and title of the person who made the amendment.

### 6. ABSENCE PROCEDURES AND INTERVENTION

Absence is often a symptom of wider issues a family is facing, and we are committed to working with our local partners to understand the barriers to attendance and provide the right support.

Where that is not successful, or is not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents. Attendance legal intervention can only be used for pupils of compulsory school age and decisions will always be made on an individual case by case basis.

**Statutory Children's Social Care  
Involvement**

Where there are safeguarding concerns and an Education Supervision Order is not appropriate or has not been successful, the case should be considered for s.17 or s.47 statutory social care involvement.

If the school register closes (for either morning or afternoon sessions) causing a pupil to be marked as absent when there is no authorised absence agreed for them (see Definitions on p1), we will take the following action:

1. Implement our First Day Calling procedure to find out where the child is.
2. Follow our Escalation of Intervention Procedure (see Flowchart 1 at the end of this document) where a pattern of non-attendance is emerging.
3. Routinely send letters for information to all parents about their child's termly school attendance and specially send a letter home when we have identified absences leading to attendance below 96%.
4. When termly attendance monitoring identifies persistent absentees (below 90%), we will send a letter home advising parents or carers that their child's attendance will be closely monitored during the following half term. Parents will be invited to attend an informal meeting to offer support to overcome barriers if needed to improve attendance. If there is no improvement, they will be invited to an Attendance Panel Meeting with the Head teacher and the Attendance Governor to discuss any further support and next steps.
5. Conduct the Attendance Panel Meeting and develop an appropriate action plan will be jointly agreed and may involve external partner agencies.
6. Conduct a review after six weeks, and if there has been no improvement in attendance, we will consult with our LA Access and Inclusion Officer to determine the next course of action. This may be an Early Help Assessment, a referral to another agency, or an agreement to formally refer the matter to our Access & Inclusion Officer for official involvement and the consideration of legal action/ penalty notice as per the new guidelines given.
7. We will keep a detailed chronology of all interventions and action taken to improve attendance.

## **7. ATTENDANCE MONITORING PROCEDURES**

To properly monitor and manage attendance this school has in place:

- A First Day Calling protocol.
- Follow up phone calls and other methods of communication like SMS, email, app notifications etc.
- Weekly attendance reports and individual attendance reports for analysis for patterns and trends.
- Close monitoring of our identified disadvantaged pupils' attendance for comparison with their non-pupil premium counterparts.
- A regular attendance section in the school newsletter.
- RAG (red, amber, or green) attendance letters issued at the end of every term.
- Pupil premium incentives such as all pupil premium children get free access to the breakfast club.

## **8. LATENESS PROCEDURES**

Lateness to school can affect a child's wellbeing and their education by disrupting their routines and learning opportunities. It can also be disruptive for teaching staff and the rest of the class as latecomers arrive.

### Late Arrivals

If a pupil arrives after 9:00 am they are late for school.

If school has been secured for the day, (school will be secured at 9 00am) late pupils must use the front entrance and should let Mrs Palmer know they have arrived.

If a parent or carer is present when a late pupil arrives, they will be asked to enter their child's details and reason for lateness on **the sign in app which is positioned outside the school office.**

### Persistent Lateness

It is to be expected that *very occasionally* a pupil will be late for a genuine reason. We are concerned when late arrivals become often and/or regular (persistent), especially if the reasons given seem repetitive and avoidable.

We will monitor lateness regularly and, where necessary, will implement our Escalation of Intervention: Lateness process (see Flowchart 2 at the end of this document) at the Head teacher's discretion as follows:

- If a pupil is late once after their lateness has been identified as a concern, admin staff recording the late arrival will remind the parents or carers who are with their child of the importance of punctuality and support strategies available for tackling it. If a parent or carer is not present with the late pupil, the reminder should be given to them as soon as possible on the day of lateness e.g. our template slip, email, SMS, or app notification.
- If lateness continues, the Senior Lead on attendance will contact parents or carers informally for a discussion about avoiding persistent lateness.
- If lateness continues, the Head teacher will write a formal letter to parents or carers about improving punctuality.
- Any unexplained absence will be followed up.

### EFFECTS OF LATE ARRIVAL AT SCHOOL

When a child arrives late to school, they miss important events like assembly, teacher instructions and introductions. Children often also feel embarrassed at having to enter the classroom late.

The table below indicates how frequent lateness can add up to a considerable amount of learning being lost. This can seriously disadvantage children and disrupt the learning of others.

Minutes late per day	Days of teaching lost in one year	This means number of lessons missed
5 mins	3 days	15 lessons
10 mins	6 days	30 lessons
15 mins	9 days	45 lessons

### 9.MEDICAL and DENTAL APPOINTMENTS

Missing registration for a health-related, medical, dental, therapy, hospital etc. appointment is an authorised absence. Advanced notice to school is required to get our authorisation for these absences. Parents or carers can tell us about these appointment in advance by telephone, email, letter, or verbally in person (although we may provide pen and paper and ask for the date, time, place, and reason for the appointment to be written down for us).

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

## **10. CHILDREN MISSING EDUCATION AND SCHOOL ROLL PROCEDURES**

All children, regardless of their circumstances, are entitled to an efficient, full- time education which is suitable to their age, ability, aptitude, and any special educational needs they may have.

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation, or radicalisation, and becoming NEET (not in education, employment, or training) later in life.

Effective information sharing between parents and carers, schools, local authorities, and other safeguarding children partners is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

Our attendance monitoring procedures allow us to quickly identify pupils at risk of missing vital education so that we can take prompt action to address issues, lower a child's risks, and improve their outcomes.

### **Updating the School Roll**

We must notify our local authority when we are about to remove a pupil name from our School Admission Register under any of the 15 grounds listed in the [Children Missing in Education Regulations 2016 annex A](#).

We must also notify our local authority within 5 days of adding a pupil's name to our Admissions Register.

We must complete the 'Pupils Gains and Losses Information Sheet' and send it to the local authority at the end of each week if gains or losses occur in the school.

If a pupil leaves our school and their destination is not known to us then we must complete the CME1 form and forward it to our LA Child Missing Education (CME) officer as soon as possible (see section 8.2 below).

We must enter pupils on our Admission Register at the beginning of the first day on which we agreed, or were notified, that the pupil will attend our school. If a pupil fails to attend on the agreed or notified date, we will undertake reasonable enquiries to establish the pupil's whereabouts and consider notifying our Local Authority about a potential child missing education at the earliest opportunity.

### **What happens when a school thinks a child is missing education**

This school understands that we have a duty of care to ensure we have conducted 'reasonable enquires' to locate a child missing education before it is reported to the Local Authority CME officers.

Where a pupil leaves without advance notice or their destination is unknown, we will:

- Check possible whereabouts with staff.
- Contact parents using their last known telephone number, email address, app accounts or other reasonable route.
- Contact any other emergency contacts held for the pupil.
- Make a home visit to the last known address.
- Check with neighbours and any known friends.
- Contact any agencies known to be involved.
- If the pupil is statemented or has SEND check with SEND services.
- If the pupil or family is known to Social Services inform their named social worker in accordance with the child's plan and previously agreed arrangements.

- Ask the pupil's friends and their parents if they are aware of the pupil's whereabouts.
- Check any social media sites e.g. Facebook.

**If the pupil's whereabouts is still not known**, the school will complete a CME1 referral and email it securely to Jacqueline Campbell. This will enable the LA to make further enquires, as appropriate, to try and locate the pupil.

The pupil should remain on our school roll for **20 school days** and their absence should be recorded.

We will contact the CME officer to **agree the date** that the pupil should be removed from our school roll before we actually remove the pupil from our roll. On this date, the CME officer will forward a CME2 form to us. We will ensure the pupil's attendance data is up to date on that day and remove them from our roll with the correct leaving date.

### **Admission of children from overseas**

These procedures apply to all schools where Cumbria County Council is the admitting authority.

This school understands and will comply with the [Schools Admission Code](#) when dealing with an application for a child who is not a UK National. We cannot refuse a school place simply because of doubts about a child's immigration status, neither can we check the immigration or nationality status of foreign national children as a pre-condition for admission. In addition we must not ask to see passports or other immigration information as a condition of admission. With the exception of children who are Irish nationals, we must not actively recruit foreign national children who are still resident overseas as pupils. For more information, see DfE guidance on [School applications for foreign national children and children resident outside England](#).

Any EEA or Swiss national who arrived in the UK by 31 December 2020 was eligible to apply to the EU Settlement Scheme by 30 June 2021, to continue to be able to live, work and study in the UK if their application was successful. The scheme is still open for joining family members and those who have 'reasonable grounds' for not applying by the 30 June 2021 deadline.

If they are not eligible to apply to the EU Settlement Scheme, EEA and Swiss national children entering the UK after the end of 2020 will be treated the same as other foreign nationals. This means they will not have the right to enter the country to access a state-funded school unless they fall within the categories of children who can enter the UK and attend a school (see following sections).

Those EEA and Swiss citizens already living in the UK have a right to continue to attend a state-funded or independent school in England. State-funded schools must not ask them to prove their right to live in the UK before offering them a place.

Children aged under 18 can enter the UK and attend a school:

- as a dependant of a foreign national parent who has settled status in the UK;
- as a dependant of their parent(s) who are in the UK on a Work visa or Student visa;
- as part of a family entering and residing in the UK under the immigration route for Hong Kong British National (Overseas) (BNO) and their dependents;
- as part of a family entering and residing in the UK under the Ukraine Sponsorship Scheme or Ukraine Family Scheme;
- as part of a family entering and residing in the UK under:
  - the Afghan Citizens' Resettlement Scheme;
  - the Afghan Relocations and Assistance Policy;
  - the Afghanistan Locally Employed Staff Ex-Gratia Scheme.

All these categories of children can study at a state-funded or independent school once in the UK.

Dependent children who do not arrive in the UK at the same time as their parents would need to apply for a visa separately as a dependent child.

## **11.LEAVE OF ABSENCE DURING TERM TIME**

The law does not grant parents an automatic right to take their child out of school during term time and parents or carers must apply to school for a leave of absence.

The Department for Education allows a Head teacher the discretion to consider authorising a leave of absence in term time only in 'exceptional circumstances'. They do not clearly define this for schools, but we are required to consider each application individually taking account of the specific facts and circumstances, and relevant background context behind the request.

Parents and carers must complete a 'Leave of Absence' form outlining in writing the exceptional circumstances for the request. A paper copy of the form can be obtained from Mrs Palmer's office. The form must be returned to school for a decision at least 2 weeks before the first day of leave requested (except for a bereavement or other serious family emergency). The Head teacher may invite you to attend a meeting to discuss your request.

We define exceptional circumstances as an event or problem which a parent or carer cannot control or did not expect.

**No holidays taken during term time will be authorised unless an exceptional circumstance *also* applies.**

Valid reasons for applying exceptional circumstances and allowing an authorised absence *may* include:

- Being too unwell or infectious to be in school, medical or dental appointments, or an absence from school recommended by a health professional as part of a parent or child's rehabilitation from physical or mental ill-health or injury.
- The school site, or part of it is closed due to an unavoidable cause when it should be open.
- Transport provided by the school or a local authority is not available and the pupil's home is not within safe walking distance (2 miles measured by the nearest available safe route for a child aged 7 and under and 3 miles for children aged 8 and over).
- A local or national emergency has resulted in widespread disruption to travel or daily activities which has prevented the pupil from attending school.
- Service personnel close to the family returning from a tour of duty abroad where it is evidenced the individual will not be able to take leave in the near future that coincides with school holidays.
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart.
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers. Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision.
- Bereavement or unexpected and serious personal or family problems.
- To attend the wedding of a person close to the family – up to 1 day.

**Evidence would be required in each case to support any application for leave and that the circumstances are exceptional.**

If a request meets the exceptional circumstances criteria but falls within the following times, the Head teacher must be convinced that absence from school is the only option:

- The first half term of any academic year (applies to all pupils);
- Year Six transition days;
- Year Six SAT's week;
- Year Two – SAT's week (week to be decided by school);
- Any designated teacher assessment period (decided by school and notified in advance);

If a leave of absence is granted, it is for the Head teacher to determine the length of time the pupil can be away from school, and they may not authorise the whole period requested. If a pupil does not return to school on the day after their authorised leave of absence ends, their attendance will be marked as an unauthorised absence.

All unauthorised absences, including holidays that have not been sanctioned by the Head teacher, are cumulative (they are added together with all past periods of absence at this school). Parents who fail to ensure regular attendance of their children at school can be issued with a Fixed Penalty Notice under Section 444 of the Education Act 1996. The first penalty notice issued to a parent in respect of a particular pupil 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 pupil is charged at a flat rate of £160 if paid within 28 days.

## **12.INCENTIVES AND REWARDS**

Pupils will be made aware of the importance of maintaining their attendance at the highest possible level and we will positively encourage and celebrate good and improving school attendance as follows:

- Every day, pupils are celebrated and build up rewards in their own classes for being in school and on time.
- Staff and pupils talk about the benefits of school attendance and punctuality, and we share class attendance percentages weekly with classes, celebrating the range of achievements such as 100% attendance, most improved, or acknowledging pupils who are too unwell to maintain good attendance but who are fully engaged with efforts by staff and their classmates to be as involved in school life as they can be. Classes who have had 100% attendance for a week or have met a particular challenge through an action plan are given certificates where appropriate.
- Every term we reward all pupils who have achieved 100% attendance. We also work inclusively with pupils who need support at school with their medical conditions to ensure a safe learning environment that helps them to manage their health well and stay in school and that helps them feel involved and up to date when they are not able to attend. These pupils may meet other criteria personal to their exceptional circumstances than achieving 100% attendance to be included in these attendance rewards.
- When we work with pupils who are unlikely to achieve 100% attendance but not for health or medical reasons, their attendance Action Plan will describe any incentives or rewards in place for their attendance achievements to build up to participating in the whole school scheme.
- We publish information about the importance of good school attendance and how we celebrate it on the school website and in regular newsletters



# Penalty Notice Fines for School Attendance have changed from 19th August 2024

With the introduction of the new National Framework for Penalty Notices issued by DfE, the following changes will come into force for School Penalty Notice Fines issued **after 19th August 2024**.

From 19 August 2024 there is a single consistent national threshold for when a penalty notice must be considered by all schools in England of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period.

These sessions do not have to be consecutive and can be made up of a combination of any type of unauthorised absence.

The 10-school week period can span different terms or school years.

**Please note:** 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.

## First Offence

The first time a Penalty Notice is issued for unauthorised absence the amount will be:

£160 per parent, per child paid within 28 days.

Reduced to £80 per parent, per child if paid within 21 days.

## Per Parent\*, Per Child

Penalty Notice Fines are issued to each parent\*, for each child that was absent.

For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

## \*Parent

Section 576 of the Education Act 1996 defines "parent" as:

- All natural biological parents, whether they are married or not.
- Any person who, although not a natural parent, has parental responsibility for a child or young person. Prosecution can result in Criminal records and fines of up to £2,500.
- Any person who, although not a natural parent, has care of a child or young person.

## Second Offence (within 3 years)

The Second time a Penalty Notice is issued for unauthorised absence the amount will be: £160 per parent, per child paid within 28 days.

## Third Offence and Any Further Offences (within 3 years)

Cases found guilty in Magistrates' Court may show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.



**Table 1: National School Attendance Codes**

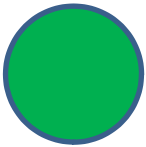
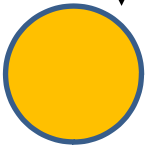
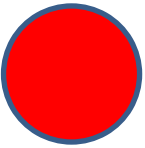
Code	Definition	Scenario (present mark)
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Approved educational activity	Attendance at any other approved educational activity arranged by the school e.g. Alternative provision not arranged through the approved framework (See 'K' below); transition/taster days at other schools; course at college. Record nature. Education provider to notify the school of any absence which must be recorded with the relevant code. Pupils who are absent from school but receiving remote education still need to be recorded as absent using the relevant absence code.
K	Education provision arranged by the LA	Attending education provision arranged by the LA e.g. home tutoring; approved framework for alternative provision; course at college; blended learning. Not provision arranged by the school where codes 'P' or 'B' must be used. Record nature. Education provider to notify the school of any absence which must be recorded with the relevant code.
D	Dual registered	Pupil is attending a session at another setting where they are also registered e.g. PRU; hospital education; education at a secure/residential site; off-site direction/managed move. This code may be used by either setting. All unexpected and unexplained absences must be promptly followed up by school.
P	Sporting activity	Pupil is participating in a physically supervised sporting activity approved by school. Record nature. Provider to notify the school of any absence which must be recorded with the relevant code.
V	Educational trip or visit/off-site educational activity	Pupil is at a school staff supervised off-site educational activity or on an educational visit/trip organised, or approved, by school. Record nature. Relevant code must be used if the pupil does not attend the activity.
Q	Unable to attend	Pupil unable to attend because of a lack of access arrangements i.e. a failure by the LA to make travel arrangements for the pupil to which the pupil was entitled.
W	Work experience	Pupil is on an approved work experience placement provided by the school or LA. Provider to notify the school of any absence which must be recorded with the relevant code.
<b>Authorised absence</b>		
C	Leave of absence granted by the school	Pupil has been granted a leave of absence due to exceptional circumstances. Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school. Schools are expected to act reasonably and grant a sufficient period of leave from schools for pregnant pupils. A leave of absence is granted entirely at the school's discretion. Generally a holiday or other absence for leisure and recreation would not constitute an exceptional circumstance.
C1	As above.	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad under a licence or exemption.
C2	As above.	Leave of absence for a compulsory school age pupil subject to a temporary or permanent part-time timetable.
E	Suspended or Permanently excluded	Pupil has been suspended or permanently excluded on disciplinary grounds but their name is still entered in the admission register and no alternative provision has been made. Alternative provision must be arranged from the sixth consecutive school day of any suspension or permanent exclusion.
J1	Interview	Pupil is attending an interview for employment or for admission to another educational institution

<b>I</b>	Illness (not medical or dental appointment)	School has been notified that a pupil will be absent due to illness (both physical and mental health related). Only where the school has genuine and reasonable doubt about the authenticity of the illness should medical evidence be requested to support the absence.
<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment. Application for leave must be made in advance by parent or pupils over compulsory school age. If a pupil is present at registration but then leaves the school to attend an approved medical or dental appointment during the session, no absence needs be recorded for that session.
<b>R</b>	Religious observance	Pupil is taking part in a day or part day exclusively set apart for religious observance by the religious body the parent(s) belong to (not the parents themselves). If a religious body sets apart a single day and the parent applies for more than one day, only one day should be recorded using this code, any other additional dates should be recorded using the relevant code 'C'.
<b>S</b>	Study leave	Leave of absence for the purpose of studying for a public examination. Must be used sparingly with revision opportunities in school.
<b>T</b>	Parent travelling for occupational purposes accompanied by the pupil (mobile child)	The pupil is a mobile child and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business which requires them to travel from place to place. For a child aged 6 or over, the parent must prove that the child has attended school for at least 200 sessions in the preceding 12 months.
<b>Unauthorised absence</b>		
<b>G</b>	Unauthorised holiday	Pupil is on a holiday or term-time leave that was not granted or approved by school or in excess of the period authorised by the school. The school cannot grant leave of absence retrospectively.
<b>N</b>	Reason for absence not yet established	Pupil is absent for an unknown reason (this code should be amended with the correct absence code as soon as the reason emerges, but no more than 5 school days after the session or replaced with code O if no reason for absence is established within 5 school days).
<b>O</b>	Absent in other or unknown circumstances	School is not satisfied with reason for pupil's absence or are not made aware of the reason for absence within 5 school days.
<b>U</b>	Arrival after registration	Pupil arrived at school after the register closed.
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age who is not required to attend school. If the pupil is absent when timetabled to attend school, the absence must be recorded using the relevant absence code.
<b>Y</b>	Unable to attend due to exceptional circumstances	Unable to attend school because of unavoidable cause or exceptional reasons. 'Y' codes are broken down below.
<b>Y1</b>	Not expected to attend	Unable to attend due to transport normally provided not being available and school is not within walking distance of their home (normal walking distance rules apply).
<b>Y2</b>	As above.	Unable to attend due to widespread (local, national or international emergency) disruption to travel.
<b>Y3</b>	As above.	Unable to attend due to part of the school premises being closed and pupil cannot practicably be accommodated in other open areas of the school.
<b>Y4</b>	As above.	Unable to attend due to the whole school site being unexpectedly closed. For example, extreme weather, damage, no hot water, or heating. Not to be used for planned closure e.g. weekends or holidays.
<b>Y5</b>	As above.	Unable to attend as pupil is in criminal justice detention. For example, in police detention, remanded to youth detention, awaiting trial or sentencing, or detained under a sentence of detention.

<b>Y6</b>	As above.	Unable to attend in accordance with public health guidance or law. Travel to or attendance would be contrary to, or prohibited by, any guidance relating to the incidence or transmission of infection or disease which says they should not attend.
<b>Y7</b>	As above.	Unable to attend because of any other unavoidable cause. For example, an emergency has prevented the pupil from attending, bail conditions prevent attendance or the pupil is legally required to attend Court. The unavoidable cause must be something that affects the pupil, not the parent. The nature of the unavoidable cause must be recorded.
<b>Z</b>	Pupil on admission register (does not attend)	Register set up but pupil has not yet joined the school. This code is not collected for statistical purposes.
<b>#</b>	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day/use of the whole school as a polling station. Not collected for statistical purposes.

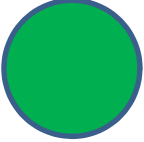
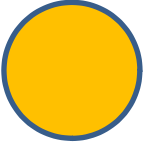
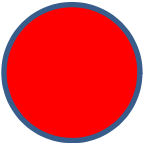
## Flowchart 1: Attendance Escalation of Intervention - ABSENCES

Attendance is monitored weekly to highlight any concerns and to deal with any issues early. Issues with attendance can arise at any time so action on concerns can take place at any time in the school year but may fall in line with monitoring.

% Attendance	Level of Intervention	Responsibility
<p>100%</p>  <p>Lower Green 96 - 99.9%</p>	<p><b>No attendance concerns.</b></p> <ul style="list-style-type: none"> <li>Analyse the end of term monitoring.</li> <li>RAG Attendance Letters to be sent home termly.</li> </ul>	<p>The School Lead on these actions</p>
<p>Upper 94 -95.9%</p>  <p>Lower 90 - 93.9%</p>	<p><b>Attendance concerns.</b></p> <ul style="list-style-type: none"> <li>First day response to be actioned.</li> <li>Speak to the individual in school.</li> <li>Rewards to be given as per the current school strategy.</li> <li>Analyse the end of term monitoring.</li> <li>RAG Attendance Letters to be sent home termly about the impact of poor attendance (Upper or Lower Amber as appropriate).</li> <li>Parents to be invited to come to school voluntarily to learn about Early Help or other support which might improve attendance.</li> </ul>	<p>The School Lead on these actions</p>
<p>Below 90 %</p> 	<p><b>Significant attendance concerns.</b></p> <ul style="list-style-type: none"> <li>Analyse and monitor data weekly.</li> <li>RAG Attendance Letters to be sent home and a meeting will be offered to parents to discuss concerns and offer support where needed.</li> <li>If there is improvement, communicate and celebrate appropriately and continue monitoring.</li> <li>If there is no improvement, convene an Attendance Panel Meeting (with the Head teacher and a Governor present) to enable the school and parents to agree and write down a parent/pupil/school contract and action plan to improve a child's attendance e.g. TAF, Early Help / Plan of Support. Plan to monitor for a further half term and agree a review date with parents.</li> </ul> <p>At the end of the half term monitoring period:</p> <ul style="list-style-type: none"> <li>Invite parents to review the action plan (this meeting will be held, and decisions made in a parents' absence if they fail to attend).</li> <li>If there is improvement, communicate and celebrate appropriately and continue monitoring.</li> <li>If there is no improvement then escalate by referring the pupil to Jacqueline Campbell - LA Access and Inclusion Officer with evidence- this may lead to prosecution.</li> </ul>	<p>School Lead</p> <p>School Lead/LA Officer</p> <p>School Lead/LA Officer</p>

## Flowchart 2: Attendance Escalation of Intervention - LATENESS

Lateness is monitored on a weekly basis and sometimes more often, and the following action triggers are in place.

% Attendance	Level of Intervention	Responsibility
<p><b>No lateness</b></p> 	<p><b>No lateness concerns.</b></p> <ul style="list-style-type: none"> <li>Analyse the end of term monitoring.</li> <li>Celebrate punctuality.</li> </ul>	<p>The School Lead on these actions</p>
<p><b>1 or 2 late arrivals in a week</b></p> 	<p><b>Lateness concerns.</b></p> <ul style="list-style-type: none"> <li>Lateness is to be challenged by the member of staff admitting the late child into school by speaking to the parent where possible and asking them why their child is late.</li> <li>Offer advice or support to parents if necessary.</li> <li>Record it in the school's late system.</li> <li>Send a lateness warning letter to parents outlining concerns and consequences if punctuality does not improve.</li> </ul>	<p>The School Lead on these actions</p>
<p><b>3 or 4 late arrivals in a week</b></p> 	<p><b>Significant lateness concerns.</b></p> <ul style="list-style-type: none"> <li>Regularly monitor the need to issue lateness letters.</li> <li>Issue written warnings (lateness letters) about concerns at the Head teacher's discretion</li> </ul> <p>At the end of monitoring:</p> <ul style="list-style-type: none"> <li>If there is improvement in punctuality, continue monitoring.</li> <li>If there is no improvement in punctuality convene a Lateness Panel Meeting (with the Head teacher and a Governor present) to enable the school and parents to agree and write down a parent/pupil/school contract and action plan to improve a child's punctuality.</li> <li>If lateness continues, escalate the lateness to consideration as unauthorised absence and move over to the attendance escalation procedure.</li> </ul>	<p>School Lead</p> <p>School Lead/LA Officer</p>