

# WLP Attendance and Punctuality Policy

This policy is applicable to: All schools in the Wolds Learning Partnership (WLP) and Longcroft School and Sixth Form College

<b>Important:</b> This document can only be considered valid when viewed on the website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.	
<b>Name of Responsible Committee/Individual:</b>	Board of Trustees
<b>Implementation Date:</b>	September 2022
<b>Review Date:</b>	September 2023
<b>Target Audience:</b>	Staff, Parents, Pupils/Students
<b>Referenced Documents:</b>	Individual school's attendance guidance

School	Named Attendance Lead
Melbourne Primary School	Kelly Foxtton
Pocklington Junior School	Aimee Cave
Stamford Bridge Primary School	Sarah Andrews Nicola Massey
Longcroft School and Sixth Form College	Jonathan Rogers
Woldgate Secondary School and Sixth Form	Janelle Perry
Wolds Learning Partnership Trust	Luke Sloman

This policy meets the requirements of the Working together to improve school attendance – Guidance for maintained schools, academies, independent schools, and local authorities. May 2022 from the Department for Education (DfE), and refers to the DfE’s statutory guidance on school attendance parental responsibility measures.

### Who is this policy for?

- All school and WLP academy Trust staff, headteachers, governors, academy Trustees
- Parents and carers

For the purpose of this guidance, a parent means:

- all natural parents, whether they are married or not;
- any person who has parental responsibility for a child or young person; and,
- any person who has care of a child or young person (i.e. lives with and looks after the child).

### The importance of school attendance:

Wolds Learning Partnership Trust (WLP) recognise the importance of high attendance and the subsequent impact low rates of attendance have on progress and outcomes. We have an ongoing responsibility to proactively manage and improve attendance across the school community. At WLP, improving rates of attendance is seen as everyone’s responsibility but we acknowledge that a culture of high attendance is driven by determined and resolute leadership.

### Aims

The WLP is committed to treating the root causes of absence and removing barriers to attendance, at home and in school. We will therefore work in partnership with families to:

- **Expect** - consistently promote the benefits of good attendance at school, set high expectations for every pupil and communicate these expectations to pupils and parents, building a culture where all can, and want to, be in school and ready to learn.
- **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** - build strong relationships with families and when a pattern is spotted, we will discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.
- **Facilitate support** - we will seek to 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, school will 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 a parenting contract or education supervision order.
- **Enforce** - Where all other avenues have been exhausted and support is not working or not being engaged with, school will enforce attendance through statutory interventions or prosecution to protect the pupil’s right to an education.

Good attendance is a learned behaviour, and the most effective schools recognise the importance of developing good patterns of attendance from the outset. Schools that have good attendance recognise that it is not a discrete piece of work but rather it is an integral part of the school’s ethos and culture. In building a culture of good school attendance, we will:

- articulate a clear vision for attendance improvement
- evaluate and monitor expectations and processes
- oversee data analysis
- communicate messages to pupils and parent
- make sure all teaching and non-teaching staff know the importance of good attendance
- be consistent in our communication with pupils and parents

- ensure that colleagues receive the training and professional development they need
- ensure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding
- where possible this will include attendance or pastoral support staff (either school based or contracted) who can work with families, conduct home visits and work in partnership with school leaders, the local authority's School Attendance Support Team and other partners.
- set high expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents through all available channels. In doing so, our schools will help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development. It will also include clarity on the short and long-term consequences of poor attendance.
- visibly demonstrate the benefits of good attendance throughout school life. This may include in displays, assemblies or in registration periods. This may also include praising and rewarding improvements in attendance at year group, class/form and individual level.
- recognise that attendance is never 'solved' and is a continuous process by regularly reviewing and updating messages, processes, and strategies.
- recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

Each setting will have a **designated senior leader** with overall responsibility for championing and improving attendance in school. The central leads are:-

- **Woldgate School and Sixth Form College:** Janelle Perry
- **Longcroft School and Sixth Form College:** Jonathan Rogers
- **Stamford Bridge Primary School:** Sarah Andrews and Nicola Massey
- **Pocklington Junior School:** Aimee Cave
- **Melbourne Primary School:** Kelly Foxton

### **The law on school attendance and right to a full-time education**

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. **The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.**

At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%).

At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 4. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%).

For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and

serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study).

### Roles and responsibilities:

#### Leadership and management:<sup>1</sup>

- Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families.
- Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.
- Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance.
- Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance.
- Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.
- Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.
- Make sure staff receive professional development and support to deploy attendance systems effectively.
- Local Governance Committees (LGC's) should have an accurate view of school attendance and engage in escalation procedures where appropriate.

#### School and Trust leaders will:

1. Use clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences. Ensuring these systems are inclusive and appropriate for all pupils.
2. Ensure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.
3. Ensure that every member of staff knows and understands their responsibilities for attendance.
4. Implement robust school systems provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
  - children who have a social worker including looked-after children
  - young carers
  - children who are eligible for free school meals
  - children who speak English as a second language
  - children who have special educational needs and/or disabilities (SEND)
5. Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families.
6. Attendance leads will provide regular reports to school and Trust staff to enable them to track the attendance of pupils and to implement attendance procedures, where necessary.

Our **dedicated attendance lead** is Luke Sloman. He will drive attendance improvement across the Trust, working intensively with schools, as required, and act as a central contact point for schools with attendance queries. As a Trust we may liaise with DfE's regional teams for advice about wider support programmes.

WLP has ultimate responsibility for ensuring due regard to guidance and compliance with the law on school attendance. We will therefore ensure that:

- School leaders fulfil expectations and statutory duties.
- This policy is made available through Trust and school websites so that it is accessible to pupils, parents and staff.
- Effective practice is shared across Trust schools. Support will be tailored to the needs of each individual school

<sup>1</sup> [Improving school attendance: support for schools and local authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Improving_school_attendance_support_for_schools_and_local_authorities.pdf)

and the barriers to attendance pupils experience as identified through detailed analysis of school level attendance data.

- Regularly review attendance data, discuss and challenge trends, and help our school leaders to focus on improvement efforts on the individual pupils or cohorts who need it most.
- Schools will record attendance accurately in the register and share the required information with DfE and local authorities.

We are committed to working effectively with local partners to help remove the barriers to attendance that go beyond the school gates, including building strong links with local statutory services (including social care, health and police) and the voluntary and community sector.

The Trust Board and LGCs will provide support and challenge to our schools around current trends on attendance in the school community, by:

- Regularly reviewing attendance data at board meetings. This will include thorough examination of recent and historic trends at a school level as well as benchmarking to comparator schools within the Trust, local authority area, region and nationwide.
- Pay particular attention to attendance of pupil cohorts within our schools that have historically had poor attendance or that face entrenched barriers to attendance. This will be specific to the school's context, but may include pupils who have a social worker, are from a background or ethnicity where attendance has historically been low, have a long-term medical condition, special educational needs or a disability, or are eligible for free school meals.
- Work with school leaders to set goals or areas of focus for attendance and providing support and challenge around delivery against those focus areas.
- In addition, where a school is struggling with their attendance, the Trust Board/LGC will work with school leaders to develop a comprehensive attendance action plan to improve attendance. This will be evaluated and reviewed regularly. This may form part of a wider school improvement plan, including where appropriate school-to-school support from system leaders.
- Termly attendance review meetings with each individual school may be held or we may ask schools to report on their attendance at defined intervals throughout the academic year.

### **Ensuring school staff receive adequate training on attendance**

Improving attendance requires knowledge of guidance and regulations but also expertise in working with families to remove barriers to attendance and safeguard pupils. Just as those barriers are regularly evolving, so too is the training that school staff require to address them.

The Wolds Learning Partnership will therefore ensure that:

Training on attendance is included in the schools' continued professional development offer for all staff, and that attendance is covered in any Trust wide induction packs. As a minimum this will include all staff understanding:

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

Dedicated attendance training will be provided to any staff with a specified attendance function in their role, including administrative, pastoral or family support staff and senior leaders.

In addition, this should include:

- the necessary skills to generate, interpret and analyse attendance data,
- and any additional training that would be beneficial to support pupils and pupil cohorts overcome commonly seen barriers to attendance.

### Working together to improve attendance

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

#### EXPECT

Aspire to high standards of attendance from all students, 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 understand barriers to attendance and agree how all partners can work together to resolve them.



#### FACILITATE SUPPORT

Remove barriers in school and help student, 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 persist 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 a parenting 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 intervention or prosecution to protect the student/pupil's right to an education.

## Expectations of our schools

### To manage and improve attendance effectively, all schools will:

- develop and maintain a whole school culture that promotes the benefits of high attendance.
- follow the attendance policy which all staff, pupils and parents understand.
- accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence.
- regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.
- share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

### Our schools will develop and maintain a whole school culture that promotes the benefits of high attendance

Good attendance is a learned behaviour, and as a family of effective schools we recognise the importance of developing good patterns of attendance from the outset. Our school leaders understand that good attendance is not a discrete piece of work but rather it is an integral part of the school's ethos and culture. In building a culture of good school attendance, our schools:

- Recognise 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.
- Recognise the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged pupils/students (including use of pupil premium).
- Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school.
- Responsibilities include offering a clear vision for attendance improvement, evaluating and monitoring expectations and processes, oversight of data analysis, and communicating messages to pupils and parents
- Make sure all teaching and non-teaching staff know the importance of good attendance, are consistent in their communication with pupils and parents, and receive the training and professional development they need.
- Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. Where possible this includes attendance or pastoral support staff (either school based or contracted) who can work with families, conduct home visits and work in partnership with school leaders, the local authority's School Attendance Support Team and other partners.
- Set high expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents through all available channels. In doing so, our schools help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development. It will also include clarity on the short- and long-term consequences of poor attendance.
- Visibly demonstrate the benefits of good attendance throughout school life. This will include in displays, assemblies or in registration periods. Where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class/form and individual level.
- Recognise that attendance is never 'solved' and is a continuous process by regularly reviewing and updating messages, processes, and strategies.
- Recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

## Expectations of our Parents

### Parents/Carers should:

- Establish good attendance habits by acting as a role model and showing the children that good attendance and punctuality is important.
- Praise and reward good attendance: even small successes, e.g. getting ready quickly, even if resisting going to school.
- Talk regularly with their child about school and how they feel about it. Children are more likely to want to attend and learn if they feel supported and their anxieties are listened to.
- Contact the school by phone, text, email or letter as soon as possible to say why their child is absent and when they are expected to return.
- To ensure that when the child returns to school after their absence they provide written of explanation for the absence if the individual schools guidance requires this.
- Only grant days at home for genuine illness.
- Make alternative arrangements to take their child to school if unable to do so themselves, e.g. if the child's sibling is unwell.
- Avoid taking holidays in school time unless in line with 'exceptional circumstances' which are:-
  - Service personnel returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays.
  - Where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.
  - The death or terminal illness of a person close to the family.
  - To attend a wedding or funeral of a person close to the family.
  - Where there are exceptional and unforeseen circumstances that fall outside of the above, the Headteacher agrees to consult with the principal education welfare officer prior to any authorisation being given to the parent. The principal education welfare officer will discuss each case with an independent Headteacher and will make a recommendation to the referring school.
- Ensure that wherever possible, medical appointments are made outside of the school day.
- Know routines of the school day to avoid issues, e.g. ensuring children have their PE kits on the right days.
- Establish a good bedtime routine, so that their child can sleep well, get enough sleep and make mornings less of a struggle.

Pupils have a responsibility to themselves and others to play a positive role in the life of the school and to make the most of the education opportunities available. We recognise that this differs, dependent on the age of the pupil.

### Expectations/Role of the pupils (Year N to Year 6)

All pupils will:

- Understand how important attendance is to their learning.
- Arrive at school on time, ready to learn.
- Respect themselves and others.
- Be confident to tell staff when they are feeling unwell.
- Contribute to the smooth running **of the school day through high standards of behaviour.**

### Expectations/Role of the pupils/students (in Years 7 to 13)

All pupils/students will:

- Ensure that they attend school and are on time.
- Be aware of their current attendance record and targets.
- Be aware of the consequences of poor attendance or truancy.
- Arrive to lessons punctually.
- Not leave school without permission.
- Follow correct procedures for known absences.



- Respect themselves and others.
- Encourage friendship and a sense of belonging.
- Inform a trusted adult if they feel that they are being bullied or feel unhappy in school.

### Targets, attendance and punctuality

Targets for overall attendance and punctuality are set on a yearly basis and reviewed each term. They can be found on our school implementation plans (where this is a focus for school improvement). The target for all students/pupils is to achieve 100% attendance and 100% punctuality. The minimum expectation for all students/pupils is attendance over the academic year of 97%.

Attendance during one school year	Equivalent days	Equivalent session	Equivalent weeks	Equivalent lessons missed
95%	9 days	18 sessions	2 weeks	54 lessons
90%	19 days	38 sessions	4 weeks	114 lessons
85%	29 days	58 sessions	6 weeks	174 lessons
80%	38 days	72 sessions	8 weeks	228 lessons
75%	48 days	96 sessions	10 weeks	288 lessons
70%	57 days	114 sessions	11.5 weeks	342 lessons
65%	67 days	134 sessions	13.5 weeks	402 lessons

### The impact of poor attendance on academic progress

If your child misses school on a regular basis, they are damaging their future life choices. Nationally, it has been proven that children with poor attendance in primary school miss out on making the expected progress in vital literacy and numeracy skills, and find it difficult to catch up. In secondary school, 19 days' absence correlates, on average, to a grade at GCSE in all subjects.

### Procedures

All our academies have in place a coherent system of rigorously monitoring pupil/student attendance. Class teachers, subject tutors, form tutors, middle leaders, senior leaders, home link officers and the Education Welfare Officer all play key roles in this system and SIMS is used to manage this information.

If a telephone call from parents/carers is not forthcoming, then the absence will be treated as unauthorised. If no contact has been made by the parents/carers by day 3 (at the very latest) of the absence, the Home Link Officer, the Education Welfare Officer or a member of staff will visit the home of the pupil/student. This will be an opportunity to explain the possible consequences of a fine if attendance does not improve. If there is a history of poor attendance, the visit may be earlier.

Children's Social Care will be contacted by a member of the Safeguarding team on the first day of an unexplained absence for any child with a Child Protection Plan.

If a pupil/student is absent for three consecutive days (and contact has been made from home), contact will be made with home to gauge when the pupil/student will be returning to the academy and to arrange for missed work to be sent home, if appropriate.

At the end of the week, an unauthorised absence report is generated and a letter/email asking for an explanation will be sent home. The list of pupils/students with unauthorised absences is also printed and passed to the middle leader/year group leader/key stage leader with responsibility for the cohort.

If there is a suspected pattern developing in the absences of a particular pupil/student, or group of pupils/students, then a registration certificate can be printed from SIMS. This is a record of attendance for the whole year, and it is sent home periodically in the pupils/student's annual report for parents' information. It is a confidential document and, therefore,

should be kept carefully and only shown to the pupil/student (at secondary schools) and/or their parents/carers.

### **Medical and dental appointments**

Every effort should be made for these to be outside school hours. Any urgent medical and dental appointments must be authorised by completing the 'Request for Medical Leave of Absence' form which is available from the school office (attached as **Appendix A**) If the absence is authorised, parents / carers must ensure they collect the student/pupil from visitors' /main reception as no student/pupil will be allowed out of the school unaccompanied. Parents/carers of secondary aged students/pupils must also ensure that their child is aware of the appointment and is ready waiting at the authorised time. It is not the responsibility of the school to inform pupils/students of appointments. In emergency situations, we will ensure the student/pupil is aware of the appointment. In any other circumstances, the student/pupil has to make their own way to reception at the authorised time.

If analysis of pupil absence identifies repeated medical/dental appointments, without just cause, leaders may request copies of medical appointments before authorising the absence.

### **Students/pupils who are late**

Late to school is defined as pupils/students not being in registration when the register is taken. At Secondary, if a student/pupil arrives after 9.30am then an unauthorised absence code of 'U' will be applied to the register. At Primary the same code will be issued if the child arrives after 9am (difference in time due to registration times). We ask that all students/pupils are in the school building no later than 10 minutes before the official start time so that they can get prepared and organised for the learning that day.

The Attendance Officer will send a text message or make a phone call to parents/carers informing them when their child is late. In our secondary schools, lateness results in a same-day correction in line with the behaviour policy.

### **Persistent Absence (PA)**

Any student/pupil who has an overall attendance of **below 90%** is considered to be in the persistent absence category **(for whatever reason)**.

Any student/pupil who is persistently absent (PA) will be monitored and placed on an action plan. This will be co-constructed with parents/carers.

Where students/pupils miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year), the school and local authority is expected to work together to put additional targeted support in place to remove any barriers to attendance and reengage these students/pupils.

An Education Welfare Officer will be assigned and meet with students/pupils, and their families whose attendance causes concern. Where necessary, home visits will be made. In situations of persistent truanting, a parent / carer may be fined.

Trust school pay due regard to their statutory duties, as set out in [Keeping Children Safe in Education](#). Where absence is linked to safeguarding concerns, a timely referral will be made to the Local Authority so that safeguarding actions can be completed.

In all cases, schools and local authorities are expected to make patterns of both persistent and severe absence a focus of their regular data monitoring and identify pupils and cohorts who need targeted attendance support as quickly as possible. Both persistent and severe absence should also be central to school, Trust, and local authority level strategies for improving attendance.

### **Religious leave of absence**

For a day set aside exclusively for religious observance, students/pupils will be granted one day for each occasion of religious observance with a maximum of 3 days over one academic year. These absences, if granted, must be

exclusively set apart for religious observance by the religious body to which the parents belong. They will be recorded as authorised using the 'R' code on SIMS and will be authorised.

## Registers

The attendance register is a legal document which must be completed fully and on time at AM and PM registration and then for every lesson throughout the day. Should a student/pupil not be in registration, they should be marked absent; however, if form tutors are aware of any appointments elsewhere, in or out of academy, these should be recorded using the relevant code. All academies follow the Department for Education guidance on the use of attendance codes and do not deviate from this.

## Understanding type of absence

Every half-day absence from school has to be classified by the school, as either **AUTHORISED** or **UNAUTHORISED**. This is why the cause of absence is always required, preferably in writing. It is the Headteacher's discretion as to whether a student/pupil's absence is recorded as authorised or unauthorised.

### Authorised absence

- An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent or carer. For example, if a child has been unwell, medical/dental appointments or emergencies which unavoidably fall in school time. In these instances, the parent/carers should write a note/email or telephone the school to explain the absence.
- Only the school can make an absence authorised. Parents and carers do not have this authority. Consequently, not all absences supported by parents/carers will be classified as authorised.

### Unauthorised absence

Unauthorised absences are those that the Trust school does not consider reasonable and for which no 'leave' has been given. This type of absence can lead to the Local Authority using sanctions and/or enforcement proceedings. This includes:

- Parents/carers keeping children off school unnecessarily.
- Truancy during the school day.
- Absences which have never been properly explained.
- Children who arrive at school too late to get a registration mark or who fail to sign in.
- Shopping, looking after other children or birthdays.
- Day trips and holidays during term time.
- Absence from individual lessons – should your child be present for registration but then fail to attend subsequent lessons (without permission) school reserves the right to amend the register code for the school session to unauthorised to reflect lesson absence. In the event of this happening parents/carers would be notified on the same school day.

## Absence Procedures

### If your child is absent, you must:

- Contact us (telephone/email) as soon as possible on the first day of absence; **preferably by 8:30am**, and each subsequent day unless your child is admitted to hospital, or has a long-term medical condition that is already documented by the school.

### If your child is absent for 5 consecutive days, you must:

- **Consult with a medical practitioner** and provide evidence. This can include a practitioner note, appointment card and/or labelled medication.

### If your secondary aged child is absent we will:

- Text you on the first day of absence if we have not heard from you by 9.30am. If there is no response from

home, we will then telephone to establish the reason for the absence.

- Telephone you again the following day if the absence persists. If we are unable to contact you by telephone, we will write to you.
- Parents/carers at risk of receiving a Fixed Penalty Notice will be asked to attend an attendance meeting to try to prevent further absence leading to prosecution.

**If your primary aged child is absent we will:**

- Telephone you on the first day of absence if we have not heard from you by 9am. If there is no response from home, we will then email to establish the reason for the absence.
- Telephone you again the following day if the absence persists. If we are unable to contact you by telephone, we will write to you.
- Parents/carers at risk of receiving a Fixed Penalty Notice will be asked to attend an attendance meeting to try to prevent further absence leading to prosecution.

**We may:**

- Visit your home if your child has historically low rates of attendance or we hold safeguarding concerns, to establish the reason for absence. A home visit will be made for all students/pupils if there has been no contact and the unauthorised absence has exceeded three days.
- Invite you into an Attendance Meeting to discuss the situation with the Attendance Officer. Should your child's absence remain a concern, you will be invited in to meet with your child's Head of Lower, Upper or Sixth Form/Year Leader/ Assistant Headteacher/Attendance Officer in charge of Attendance (whichever is appropriate to the school setting)
- Refer the matter to our Designated Senior Leader and/or the Local Authority if attendance moves below **90%**.

**Escalation System**

Parents are expected to contact school at an early stage and to assist the staff in resolving any problems together. The Attendance Officer, Pastoral Heads of Year/Care and Achievement (Secondary) and a Designated Senior Leader who will always be happy to meet with you to discuss any concerns you have or that have been identified by school staff.

Where there are concerns regarding attendance the school will use the staged escalation system highlighted below.

- **Stage one** – A letter will be sent to inform parents/carers informing parents of our concerns and making clear that we are applying stage one of the attendance policy due to concerns about attendance of the child. A short timeframe will be allowed for attendance concerns to be rectified. This will be instigated if a pupil is at risk of becoming a persistent absentee, i.e. attendance at or below 95%.
- **Stage two** – Attendance has not improved – a phone call from the school will be made and will followed by a formal letter to parents/carers. This will outline the school's major concerns in relation to the absence of the child. Advice will be given at this point that further absences will result in further interventions. Parents/carers made aware of our systems and how we can support to try to solve the problem. The importance of medical evidence will be discussed to allow us to authorise any absence.
- **Stage three** – A third letter is sent informing the parents/carers offering an attendance meeting with at school. At this meeting, an attendance contract will be completed and signed by all. A process of further monitoring will ensue.
- **Stage four** – Attendance has not improved, a follow up meeting will be arranged after a fourth letter is sent, we will also offer Early Help via Children's Social Care at this stage.
- **Stage five** – If Early Help is refused or attendance does not improve with further support, a referral to the Local Authority will be completed by the school.

If difficulties cannot be resolved in this way, the school may refer the child, firstly to our Attendance Officer before the Education Support Services (ESS), a statutory intervention service.

## **Punctuality**

Poor punctuality is not acceptable and is also an offence in law if your child attends school after the close of register. If your child is late at the start of the school day, they can miss valuable learning time. They are prevented from spending time with their tutor/teacher which can result in vital information and news for the day not being received.

Late arriving students/pupils also disrupt lessons. This can be embarrassing for the student/pupil and can, in our experience, also encourage absence.

Good routines within the home are essential to assist students/pupils in establishing and maintaining punctuality, we rely on parents/carers to assist their children in formulating routines and any difficulties that parents/parents have should be brought to the school's attention.

## **How we manage lateness**

The school day starts at

- Woldgate School: **8:50am**
- Longcroft School: **8.45am**
- Stamford Bridge Primary School: **8.30am**
- Pocklington Junior School: **8.30am**
- Melbourne Primary School: **8.30am**

We expect your child to be in class at that time.

At **09.00am** the registers will be closed. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site, but this will **not** count as a present mark, and it will mean they have an **unauthorised absence**.

If your child has a persistent late record the following deterrents will be escalated. You will be asked to meet with a member of school staff and/or Attendance Officer to resolve the problem, but please contact us at any time if you are having problems getting your child to school on time.

## **Secondary Schools operate the following procedures as a deterrent to students/pupils**

**At Woldgate:** Pupils arriving after 8:45am must sign in at Pupil Reception with the Attendance and Wellbeing Coordinator. Pupils arriving late without a reasonable excuse, verifiable by their parent or carer, will receive a 1-hour detention after school at the next available session.

**At Longcroft:** Pupils who arrive after 8:45 are recorded as late and issued with a C1 comment on ClassCharts.

## **Managing illness during the school day:**

If a student/pupil is unwell or has an accident and is considered unfit to continue in lessons, they will go to the main reception for their condition to be assessed. Where necessary parents/carers will be contacted and asked to make arrangements to collect their child.

Only in exceptional circumstances and where authorised by a parent/carers, students/pupils will be allowed to make their own way home.

We will still require parents to contact school the following day if their child is still absent.

If a child needs to leave school to attend a medical appointment, they need to sign out/by signed out at the main office. This will only be allowed with prior acknowledgement by parent/carers.

### **Missing from Class**

If a student/pupil is missing (pupils who register at school in the morning and then go missing during the school day without a satisfactory explanation).

### **Missing – Definition**

When a pupil's whereabouts cannot be established and/or where the circumstances are out of character, or the context suggests the person may be the subject of a crime or at risk of harm to themselves or another.

### **Immediate Class Teacher Action**

On discovering a child is not in your lesson and (for Secondary) where there is indication that they were in previous lessons and there is no indication on the register that they are somewhere else, or there is no email record of a school event taking place in which the child is taking part.

### **The class teacher should:**

Contact/Email Attendance Officer and Assistant Headteacher in charge of Attendance and cc Head of Year/Headteacher as appropriate in the individual school.

### **Attendance Officer will: (as appropriate to the individual school)**

- Check medical staff to see if the child has reported there.
- Check if the child has been signed out.
- Contact senior member of staff.

### **Senior member of staff will:**

Co-ordinate a search of the school site.

### **Missing**

Once a student/pupil is identified as missing (the child is no longer on site), the Designated Safeguarding Lead and Senior member of staff (Headteacher/Deputy/Assistant Head) will be informed.

Safeguarding staff will use professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the students'/pupil's whereabouts before notifying the police. Timeframe should be on a case by case basis.

Attendance Officer will contact home and report the child missing from site. Staff should inform parents/guardians that it is school protocol to inform the police.

School staff should urge parents/guardians to contact the pupil via their mobile phone and report information back to the school.

### **Notifying the Police**

Safeguarding Leads will contact the Police to assist in locating and the returning the pupil to a safe environment. While the search is ongoing, the school will continue to liaise with the Police.

### **Holidays in Term Time**

Taking holidays in term time will affect your child's learning as much as any other absence and we expect parents to help us by not taking pupils/students out of school during the academic year.

Remember that any savings you think you may make by taking a holiday in school time are offset by the cost to your child's education.

There is **no** automatic entitlement in law to time off in school time to go on holiday. The Education (Student Registration) (England) (Amendment) Regulations 2013 No 756 Clarification state that leave of absence shall not be

granted by schools unless there are 'exceptional circumstances'.

WLP operates a '**no leave**' policy. All applications for leave in the school year will only be authorised for special/exceptional circumstances (at the discretion of the Head teacher). All applications must be made in writing to the Head Teacher at least five school days prior to the requested leave date.

Where the decision is made not to authorise leave in term time, school will inform parents/ carers in writing.

On any occasion that a school refuses a request for leave in term time, should parent/ carers proceed with the leave it will be recorded as a **G** (family holiday not agreed or in excess of agreement), on school's register. Failure to notify and/ or request leave of absence in term time, providing at least five-day notice will result in all absence being recorded as **O** (unauthorised absence not covered by any other description).

Should parents proceed with a term time holiday contrary to this policy, the absence will be recorded as unauthorised holiday and will result in referral to the local authority for their consideration to issue enforcement proceedings.

### **Managing Reintegration**

From time to time, it is necessary to reintegrate students/pupils who have been experiencing problems, school staff will identify if and when this is appropriate.

Where this is agreed with parent/carer and student/pupil, the Pastoral and possibly the SEND team will play an integral part in managing such practice.

Where a reduced timetable is agreed with parents/carers as a solution to absence and/or truancy, an agreement will be drawn up which will require the signatures of all parties. Any period of the school day that a student/pupil is identified as not being required to attend will be recorded as authorised absence, however where a student/pupil fails to attend the required session, the whole day will be recorded as unauthorised absence and the Attendance Officer will be informed.

Schools reserve the right to withdraw any reintegration programme at any time.

### **Education off school site**

On occasion, students/pupils may be involved in educational activities off the school site.

Any provision agreed that requires attendance at another site will still be reflected within schools register.

Failure to attend any other educational activity will result in an absence on the school register. The coding of the absence will depend on the explanation provided by parents.

### **Summary**

Schools have a legal duty to publish its absence figures to parents/carers and to promote attendance. Equally, parents/carers have a duty to make sure that their children attend.

All Trust/school staff are committed to working with parents/carers and students/pupils as the best way to ensure as high a level of attendance as possible and that every child's welfare and life opportunities are promoted.

### **Related Policies**

- Anti-Bullying Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- SEND Policy

### **Retaining and amending registers**

Effective and timely use and sharing of register data is critical to improve attendance. Schools are expected to use an electronic management information system to keep their attendance and admission registers to improve accuracy, speed up the process of sharing and analysing information, and make returns to local authorities and DfE easier.

Registers are legal records and all schools must preserve every entry in the attendance or admission register for 3 years from the date of entry. As the attendance register is a record of the pupils present at the time it was taken, the register should only routinely be amended where the reason for absence cannot be established at the time it is taken and it is subsequently necessary to correct the entry. Where amendments are made, all schools must 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.

### **Granting leaves of absence**

Only exceptional circumstances warrant a leave of absence. Schools should consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request.

If a leave of absence is granted, it is for the Headteacher to determine the length of the time the pupil can be away from school.

As Headteachers should only grant leaves of absence in exceptional circumstances it is unlikely a leave of absence will be granted for the purposes of a family holiday.

### **Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them**

Schools should treat all pupils and parents with dignity and staff should model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance. In communicating with parents, schools should discuss the link between attendance and attainment and wider wellbeing, and challenge parents' views where they have misconceptions about what 'good' attendance looks like. Where a pupil or family needs support with attendance, it is important that the best placed person in the school works with and supports the family and wherever possible the person should be kept consistent.

Where a pattern of absence is at risk of becoming, or becomes, problematic schools should draw on these relationships and listen to and understand the barriers to attendance the pupil or family is experiencing. In doing so, schools should take into consideration the sensitivity of some of the reasons for absence and understand the importance of school as a place of safety and support rather than reaching immediately for punitive approaches.

In the first instance, all schools are expected to:

- Support pupils and parents by working together to address any in-school barriers to attendance.
- Where barriers are outside of the school's control, all partners should work together to support pupils and parents to access any support they may need voluntarily. As a minimum, this should include meeting with pupils and parents at risk of persistent or severe absence to understand barriers to being in school and agreeing actions or interventions to address them. This may include referrals to services and organisations that can provide support. These actions should be regularly discussed and reviewed together with pupils and families.

Where absence intensifies, so should the support provided, which will require the school to work in tandem with the local authority and other relevant partners:

- If the needs and barriers are individual to the pupil this may include provision of mentoring, careers advice, college placements, 1-2-1 tuition or out of hours learning, or where appropriate an education, health and care plan or alternative provision.



- Where the needs are wider and a whole family response is more appropriate, this is likely to include a voluntary early help assessment.
- Where engagement in support is proving challenging, schools should hold more formal conversations with the parents (and pupil where they are old enough to understand). This is likely to be led by the senior leader responsible for attendance and may include the school's point of contact in the local authority School Attendance Support Team. These meetings should clearly explain the consequences of persistent and severe absence to the pupil and family and the potential need for legal intervention in future, but should also be an opportunity to continue to listen to and understand the barriers to attendance and explain the help that is available to avoid those consequences.

Where voluntary support has not been effective and/or has not been engaged with all schools should work with the local authority to:

- Put formal support in place in the form of a parenting contract or an education supervision order.
- Issue a fixed penalty notice where support would not be appropriate or has not been successful or engaged with and it is likely to change the parents' behaviour.
- Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).
- Prosecute parents where all other routes have failed or are not deemed appropriate. This could include making the case for a community or parenting order where the parent is convicted to secure engagement with support.

In all cases, the school should monitor the impact of any intervention(s) and make adjustments where necessary in discussion with the pupil, parents and any other partners involved as part of any whole family plan or team around the family. Where interventions are failing, all parties should work together to identify the reasons why and either adjust or change the approach.

### **Pupils with medical conditions or special educational needs and disabilities**

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as they are for any other pupil. That said, in working with their parents to improve attendance, schools should be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education. This should include:

- Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed. Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
- Working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed. In addition, schools should work with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day. Please see further details on [SEN support](#).
- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance.
- Ensure data is regularly monitored for these groups including at board and governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.

Pupils with long term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education. Please see further information on [supporting pupils with medical conditions at school](#).

In all cases, schools should be sensitive and avoid stigmatising pupils and parents and they should talk to pupils and parents and understand how they feel and what they think would help improve their attendance to develop individual approaches that meet an individual pupil's specific needs.

### **Part-time timetables**

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable should not be used to manage a pupil's behaviour.

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

### **Share information and work collaboratively with other schools in the area, local authorities and other partners when absence is at risk of becoming persistent or severe**

All schools should work with the local communities (including voluntary and community groups) to help remove the barriers to attendance that families experience. In some cases, families will experience the same or similar barriers to attendance for multiple children who attend different schools in the area. As such, it is of mutual benefit for such schools to work together where possible. This will be particularly beneficial in supporting transition between feeder schools.

Schools of all types, local authorities and other local partners should work jointly and share data on individual cases where it is of benefit to the pupil (e.g. health services where there are medical conditions or the police where there are extra-familial harms). Local authorities and schools (of all types) are expected to have a regular Targeting Support Meetings at least termly. Further, to facilitate timely collaborative working across partners, all schools are also legally required to share information from their registers with the local authority. As a minimum this includes:

Every time a pupil's name is to be added to, or deleted from, the school admission register outside of standard transition times (including the statutory reason for deletion). For deletions this must take place before the deletion, and for additions it must be no later than 5 working days after the addition.

The name and address of any pupil who fails to attend school regularly or has missed school for 10 days or more without the absence being recorded as authorised. Local authorities should agree the frequency this must be shared with all schools in their area. This should be no less frequently than once per calendar month.

### **Expectations of local authorities**

Please [click here](#) to take you to the East Riding of Yorkshire website for further details on School Attendance.

### **Code of conduct for issuing fixed penalty notices**

Every local authority must draw up and is expected to publish on their website a Code of Conduct for issuing fixed penalty notices which must be adhered to by all schools, the police and any local authority officer issuing a penalty notice. In producing or amending the Code of Conduct the local authority consult with schools and the police.

To further underpin the principle of support first and improve the consistency of approach for pupils and parents across the country, subject to Parliament, the Secretary of State intends to introduce a national framework to replace individual codes of conduct ahead of the 2023-24 academic year. Until then, each local authority's Code must continue to set out the situations where a fixed penalty notice is appropriate. These should include: a number of unauthorised absences, one off instances of irregular attendance (such as holidays taken during term time without the school's permission) and where an excluded child is found in a public place during school hours without a justifiable reason. The code must also specify the maximum number of penalty notices that may be issued to an individual parent in any 12-month period.

### **Payment of penalties**

The penalty is £60 if paid within 21 days of receipt, rising to £120 if paid after 21 days but within 28 days. The payment must be paid direct to the local authority regardless of who issued the penalty notice.

If the penalty is not paid by the end of the 28-day period, the local authority must decide either to prosecute for the original offence to which the notice applies, or withdraw the notice. Parent(s) can only be prosecuted if 28 days have expired, and full payment has not been made.

There is no right of appeal by parents against a fixed penalty notice.

Monies collected through fixed penalty notices can only be used for the administration of the fixed penalty notice system or for prosecuting for the original offence in cases of non-payment. Any surplus at the end of the year must be returned to the Secretary of State.

### **Pupil Information**

Schools will record personal details of every pupil at the school in the admission register. The register includes the following information for every pupil:

- full name;
- sex;
- the full name and address of each of the pupil's parents;
- which of the pupil's parents the pupil normally lives with and at least one telephone number by which each parent who the pupil normally lives with can be contacted in an emergency. DfE's advice is that where reasonably practicable, schools should hold an emergency contact number for more than one person for each pupil;
- day, month and year of birth;
- day, month and year of admission or re-admission to the school;
- name and address of the school last attended, if any.

### **Pupils with a new address and/or school**

Where a parent of a pupil informs the school that the pupil will live at another address, whether in addition to or instead of the address at which the pupil currently lives, the school will ensure that the admission register contains:

- the full name of the parent the pupil will normally live with;
- the address; and
- the date when the pupil will start normally living there.

Where a parent of a pupil informs the school that the pupil is registered at another school or will be attending a different school, the school must ensure that the admission register contains:

- the name of the other school;
- the date when the pupil began or will begin attending that school.

## Maintaining the Admission Register

The admission register is to be kept up to date. Schools will encourage parents/carers to inform them of any changes whenever they occur and ensure the admission register is amended as soon as possible.

## Deletion of names from Admission Register

A pupil's name can only be deleted from the admission register for a reason set out in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended. A pupil's name must not be removed for any other reason and doing so would constitute off-rolling.

In accordance with [regulation 12\(6\)](#) of the Education (Pupil Registration) (England) Regulations 2006 as amended, a school will notify the local authority when a pupil's name is to be deleted from the admission register under any of the reasons set out in regulation 8, as soon as the pupil's name is to be deleted. This does not apply where the pupil's name is deleted after they have completed the school's final year (for example, pupils who leave primary school at the end of Year 6), unless the local authority requests such information.

When a school notifies the local authority that a pupil's name is to be deleted from the admission register, as set out in [regulation 12\(7\)](#), the school will provide the local authority with the following information:

- the full name of the pupil;
- the full name and address of any parent the pupil normally lives with;
- at least one emergency telephone number of any parent the pupil normally lives with;
- if applicable, the full name and address of the parent who the pupil is going to live with, and the date the pupil will start living there;
- if applicable, the name of the pupil's other school and when the pupil began or will begin to attend the school;
- the reason set out in [regulation 8](#) under which the pupil's name is to be deleted from the admission register.

## Deleting the name of a pupil of compulsory school age

The only reasons where a pupil's name shall be deleted are:

### **Ground A - a pupil has a School Attendance Order which has been changed to name another school or revoked - [regulation 8\(1\)\(a\)](#)**

Where the pupil is registered at the school as a result of a school attendance order, but another school has now been named on that order or the order is revoked because arrangements have been made for the child to receive suitable full-time education for their age, ability and aptitude somewhere other than at a school.

Where a school attendance order remains in force, the pupil's name must not be deleted for other reasons until the order is revoked or the name of the school amended. This includes a request to electively home educate. If a parent has had their child registered at the school to comply with an order but the pupil does not attend, the school should discuss the case with the local authority and where appropriate take steps to secure the regular attendance of the child as they would with any other case of non-attendance.

### **Ground B - a pupil has been registered at another school - [regulation 8\(1\)\(b\)](#)**

Where a pupil has been registered at another school, unless:

- a school attendance order naming the school is in force in relation to the pupil;
- the pupil is a child of no fixed abode and the school is their main school (see further details below); or
- the school has agreed that the pupil should be a registered pupil at more than one school.

## Transfer between schools

Where a pupil is transferring to another school, the original school must delete a pupil's name from the admission register on the first day they are entered on the admission register of the new school. The new school must enter the pupil's name on the admission register on the first day that it has agreed the pupil will attend the school. For example, if a pupil is due to leave school A on 28 March and start at school B on 29 March they would be added to the admission

register of School B and deleted from that of School A on 29 March.

**School A will:**

- record the pupil's attendance and absence up to and including the 28 March;
- delete the pupil's name from the admission register on 29 March;
- transfer the appropriate pupil information via the [S2S system](#) within 5 school days, in line with KCSiE 2022.

**School B will:**

- enter the pupil's name on the admission register on 29 March;
- record the pupil's attendance and absence from 29 March;
- follow up any unexpected absence on or after the 29 March; and
- request the transfer of the pupil information within 5 school days, in line with KCSiE 2022.

There are a small number of exceptions, these are:

**School Attendance Order (SAO)**

If a school attendance order is in place for the pupil, and the name of the school has been replaced by the relevant local authority with that of another school, their name can be deleted from the admission register under the reason for deletion at ground A ([regulation 8\(1\)\(a\)](#)) but not under ground B.

**Child of no fixed abode**

Where a child of compulsory school age has no fixed abode because their parent's trade or business requires that parent to travel from place to place, they can temporarily attend another school without the need for the main school to remove their name (see [regulation 9](#)).

'Main school' in this context means the school that, during the last 18 months, the child has attended during periods when their parent was not travelling in the course of their trade or business, or, if there is more than one school, the school that most recently fulfils those criteria ([regulation 9](#)).

**Dual registration**

In circumstances, where it has been agreed that the pupil will be registered at more than one school, the pupil's name will remain on the admission register. The main examples of dual registration are pupils who are attending another school on a temporary basis, such as a pupil referral unit, a hospital school or a special school.

**Ground C - pupil is also registered at one or more other schools and the other schools have agreed the deletion - [regulation 8\(1\)\(c\)](#)**

Where a pupil is registered at one or more other schools, and:

- the pupil has ceased to attend the school;
- each school where the pupil is registered has given consent to the deletion; and
- none of the following apply:
  - the pupil is a child of no fixed abode, and the school is their main school; or
  - the pupil has died (in this case the pupil's name is deleted under [regulation 8\(1\)\(j\)](#)); or
  - the pupil has been permanently excluded from the school (in this case the pupil's name is deleted under [regulation 8\(1\)\(m\)](#)).

**Ground D - the parent of a pupil has notified the school in writing that a pupil is receiving education otherwise than at a school - [regulation 8\(1\)\(d\)](#)**

Where a pupil has ceased to attend the school and the pupil's parent has informed the school in writing that the pupil is receiving education otherwise than at a school, unless a school attendance order naming the school is in force in relation to the pupil.

### **School Attendance Order (SAO)**

If a SAO has been revoked because arrangements have been made for the child to receive suitable full-time education for their age, ability and aptitude somewhere other than at a school, the pupil's name can be deleted from the admission register under the reason for deletion at [regulation 8\(1\)\(a\)](#).

### **Ground E - a pupil no longer lives a reasonable distance from the school - regulation 8(1)(e)**

Where a pupil has ceased to attend the school and no longer normally lives a reasonable distance from the school, and the pupil is not a boarder at the school.

In circumstances where parents are withdrawing their child but are unable to say how their child will continue with their education, for example, the family are relocating but have not been able to secure a place at a new school in advance, once the pupil has completed their final day at school and moved out of the area, the school must delete the pupil's name from the admission register and the pupil's information should then be transferred to the Lost Pupil Database via the [S2S system](#).

### **Ground F - a pupil has not returned following a leave of absence - regulation 8(1)(f)**

Where a pupil has been granted a leave of absence (under [regulation 7](#)) and the pupil has not attended school within the ten school days immediately after the end of the period granted, and:

- the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause; and
- the school and the local authority have jointly made reasonable efforts to find out the pupil's location, but they have not succeeded.

DfE's guidance on [Children Missing Education](#) sets out the expectations for schools and local authorities in respect of making reasonable enquiries.

### **Ground G - a pupil is unlikely to return to school before ceasing to be of compulsory school age due to health reasons - regulation 8(1)(g)**

Where a pupil is certified, by the school medical officer, as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither the pupil nor their parent has indicated to the school of any intention to continue attending the school after the pupil ceases to be of compulsory school age.

#### **School medical officer**

Regulations do not define who the school medical officer is. DfE would expect the school medical officer to be a person who is suitably qualified to make a professional medical judgement about whether a pupil is likely to be in a fit state of health to attend the school before ceasing to be of compulsory school age.

### **Ground H - a pupil has been continually absent from school for 20 school days - regulation 8(1)(h)**

Where a pupil has been continuously absent from the school for a period of 20 school days or more and:

- at no point has the absence been authorised by the school (under regulation 6(2));
- the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause; and
- the school and the local authority have jointly made reasonable efforts to find out the pupil's location, but they have not succeeded.

DfE's guidance on [Children Missing Education](#) sets out the expectations for schools and local authorities in respect of making reasonable enquiries.

### **Ground I - a pupil is in custody and detained for a period of more than 4 months - regulation 8(1)(i)**

Where a pupil is detained in pursuance of a final order made by a court or of an order of recall made by the Secretary of State, and:

- that order is for a period of more than 4 months; and
- the school does not have reasonable grounds to believe the pupil will return to the school at the end of that period.

**Ground J - a pupil has died - regulation [8\(1\)\(j\)](#)**

Where a pupil has died.

A pupil's name should only be deleted from the admission register when the school is informed of the death. This would normally come from the pupil's parent but it is possible that notification comes from another source, such as relatives or the police.

Once the school receives the information it should immediately delete the pupil's name to prevent inadvertent and unnecessary contact with the family about the child.

**Ground K - pupil will cease to be of compulsory school age and will not continue into the sixth form - regulation [8\(1\)\(k\)](#)**

Where a pupil will no longer be of compulsory school age by the next time the school meets, and:

- the pupil's parent has indicated that the pupil will no longer attend the school; or
- the pupil does not meet the academic entry requirements for admission to the school's sixth form.

**Compulsory school age**

A pupil ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16.

**Ground L - a pupil has ceased to be a pupil at an independent school or non- maintained special school - regulation [8\(1\)\(l\)](#)**

Where a pupil has ceased to be a pupil and the school is not maintained by a local authority, an academy, a city technology college or a city college for the technology of the arts.

**Ground M - a pupil has been permanently excluded from the school - regulation [8\(1\)\(m\)](#)**

Where a pupil has been permanently excluded from the school.

A pupil's name cannot be deleted from the admission register until the outcome of any consideration of reinstatement and independent review (in the case of a maintained school, pupil referral unit, or academy) or appeal (in the case of a city technology college or city college for the technology of the arts) is known.

**Ground N - a pupil has not continued at the school following completion of nursery - regulation [8\(1\)\(n\)](#)**

Where a pupil has been admitted to the school to receive nursery education and on completing such education has not transferred to reception or a more senior class at the school.

**Deleting the name of a pupil of compulsory school age from a special school - Regulation [8\(2\)](#)**

Where a pupil is registered at a special school under arrangements made by a local authority, the pupil's name cannot be deleted without the consent of the local authority or, if the local authority refuses to give consent, without a direction from the Secretary of State, unless:

- the pupil is registered at the school as a result of a school attendance order, but school has now been named on that order or the order is revoked because arrangements have been made for the child to receive suitable full-time education for their age, ability and aptitude somewhere other than at a school, and the pupil's name is deleted under [regulation 8\(1\)\(a\)](#); or
- the pupil has died, and the pupil's name is deleted under [regulation 8\(1\)\(j\)](#); or
- the pupil has been permanently excluded from the school, and the pupil's name is deleted under [regulation 8\(1\)\(m\)](#).

### **Deleting the name of a pupil not of compulsory school age**

The only reasons where the name of a pupil not of compulsory school age shall be deleted are:

#### **Ground A - a pupil has ceased to attend or ceased to be a pupil at the school - regulation [8\(3\)\(a\)](#)**

Where a pupil has ceased to attend the school, or, in the case of a boarder, that the pupil has ceased to be a pupil at the school.

#### **Ground B - a pupil has been continually absent from school for 20 school days - regulation [8\(3\)\(b\)](#)**

Where a pupil has been continuously absent from the school for a period of 20 school days or more and:

- at no point has the absence been agreed by the school;
- the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause; and
- the school has made reasonable efforts to find out the pupil's location, but they have not succeeded.

#### **Ground C - a pupil has died - regulation [8\(3\)\(c\)](#)**

Where a pupil has died.

- A pupil's name should only be deleted from the admission register when the school is informed of the death. This would normally come from the pupil's parent but it is possible that notification comes from another source, such as relatives or the police.
- Once the school receives the information it should immediately delete the pupil's name to prevent inadvertent and unnecessary contact with the family about the child.

#### **Ground D - a pupil has not continued at the school following completion of nursery - regulation [8\(3\)\(d\)](#)**

Where a pupil has been admitted to the school to receive nursery education and on completing such education has not transferred to a reception or more senior class at the school.

#### **Ground E - a pupil has been permanently excluded from the school - regulation [8\(3\)\(e\)](#)**

Where a pupil has been permanently excluded from the school.

A pupil's name cannot be deleted from the admission register until the outcome of any consideration of reinstatement and independent review (in the case of a maintained school, pupil referral unit, or academy) or appeal (in the case of a city technology college or city college for the technology of the arts) is known.

### **Contents of the attendance register**

All schools must keep an attendance register in accordance with [regulation 6](#) of the Education (Pupil Registration) (England) Regulations 2006 as amended.

Schools must take the attendance register at the beginning of each morning session and once during each afternoon session. On each occasion they must record whether every pupil is:

- Present;
- Absent;
- Attending an approved educational activity as defined in regulation 6(4); or
- Unable to attend school due to exceptional circumstances as defined in regulation 6(5).

Schools must record whether the absence of a pupil of compulsory school age is authorised or not. There is no requirement for schools to record whether the absence of pupils not of compulsory school age is authorised or not, but where possible schools should use the national attendance and absence codes to help them monitor their attendance and to form good attendance habits.

Schools must record the nature of the activity where a pupil of compulsory school age is attending an approved



educational activity.

Schools must also record the nature of the circumstances where a pupil is unable to attend due to exceptional circumstances.

Schools cannot delete a pupil's name from the attendance register unless they have a reason (as set out in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended) to delete the pupil's name from the admission register; the pupil's name must be deleted from both registers at the same time.

## Attendance and Absence Codes

The national codes enable schools to record and monitor attendance and absence in a consistent way and are used to collect statistics through the School Census system. The data helps schools, local authorities and the government to gain a greater understanding of the level of, and the reason for, absence and the delivery of education.

### Present

Relevant regulation: [6\(1\)\(a\)\(i\)](#)

#### Code / \: Present in school / = am \ = pm

Pupils must not be recorded as present if they are not in school during registration. If a pupil were to leave the school premises after registration, they will still be counted as present for statistical purposes.

#### Code L: Late arrival before the register is closed

Schools should actively discourage late arrival and be alert to patterns of late arrival. All schools are expected to set out in their attendance policy the length of time the register will be open, after which a pupil will be marked as absent. This should be the same for every session and depending on the structure of the school day not longer than either 30 minutes after the session begins, or the length of the form time or first lesson in which registration takes place. A pupil arriving after the register has closed should be recorded as absent using code U, or another absence code that it is more appropriate.

### Absent

#### Authorised Absence from School

Relevant regulation: [6\(1\)\(ii\)](#), [6\(1\)\(b\)](#), [6\(2\)](#), [7\(1\)](#) and [7\(2\)](#)

Authorised absence means that one of a specific set of circumstances applies, as set out below:

#### Code C: Leave of absence granted by the school

Only exceptional circumstances warrant granting a leave of absence. Wherever referred to in this guidance a leave of absence should not be, and from certain types of school must not be, granted unless it has been applied for in advance by the parent who the pupil normally lives with and the headteacher believes the circumstances to be exceptional. Schools must consider each application for a leave of absence individually taking into account the specific facts and circumstances and relevant background context behind each request. Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school. A leave of absence is granted entirely at the headteacher's discretion.

Specific leaves of absence may also be granted where:

#### A pupil is participating in a performance

A school maintained by a local authority or a special school not maintained by a local authority can grant leave of absence for a pupil to undertake employment during school hours for the purpose of taking part in a performance,

within the meaning of section 37 of the Children and Young Persons Act 1963 if the local authority have given the pupil a licence for that performance.

Legislation sets out that a local authority licence must be obtained before a child can take part in a performance. There are some exemptions, including the granting of Body of Persons Approval (BOPA). BOPAs can be issued by the local authority where a performance is to take place, or by the Secretary of State (generally only if there are to be many children involved and a number of different locations, but legislation does not limit this to those situations).

Schools should be sympathetic to requests for leave of absence that are supported by a licence or a BOPA; as long as the school remains satisfied that this will not have a negative effect on a pupil's education. Where the licence specifies the dates that a pupil is to be away from school to perform, the school should record the absence for those days as if a leave of absence had been applied for and granted. However, where the terms of the licence or BOPA do not specify dates, it is at the discretion of the headteacher to grant leave of absence.

### **A pupil is subject to a temporary part-time timetable**

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable should not be used to manage a pupil's behaviour.

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

### **A pupil is pregnant**

Leave for maternity is treated like any other leave of absence. We would expect schools to act reasonably and grant a sufficient period of leave from school, taking into consideration the specific circumstances of each case. Ultimately it is at the headteacher's discretion how much leave to grant.

### **Code H: leave of absence for the purpose of a family holiday granted by the school**

Parents should plan their holidays around school breaks and avoid seeking permission from schools to take their children out of school during term time unless it is absolutely unavoidable.

An application for leave of absence should (and from certain schools must) not be granted unless it is made in advance by a parent the pupil normally lives with and the school is satisfied that there are exceptional circumstances based on the individual facts and circumstance of the case which justify the leave. Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school. A leave of absence is granted entirely at the headteacher's discretion.

### **Code E: Excluded but no alternative provision made**

If no alternative provision is made for a pupil to continue their education whilst they are suspended from school or excluded from school, but their name is still entered in the admission register.

When a pupil of compulsory school age is suspended or permanently excluded from a maintained school, pupil referral unit, academy, city technology college, or city college for the technology of the arts, alternative provision must be arranged from the sixth consecutive day of any suspension or exclusion. Where alternative provision is made schools should record this using the appropriate code for attending an approved educational activity.

### **Code I: Illness (not medical or dental appointment)**

Schools should advise parents to notify them on the first day the child is unable to attend due to illness. Schools must

record absences as authorised where pupils cannot attend due to illness (both physical and mental health related).

In the majority of cases a parent's notification that their child is ill can be accepted without question or concern. Schools should not routinely request that parents provide medical evidence to support illness. Schools are advised not to request medical evidence unnecessarily as it places additional pressure on health professionals, their staff and their appointments system particularly if the illness is one that does not require treatment by a health professional. Only where the school has a genuine and reasonable doubt about the authenticity of the illness should medical evidence be requested to support the absence.

Pupils with long term illness or other health needs may need additional support to continue education, such as alternative provision arranged by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education. This applies whether or not the child is registered at a school and whatever type of school they attend. The education must be full-time or as close to full-time as the child's health allows. DfE's [statutory guidance on ensuring a good education for children who cannot attend school because of health needs](#) sets out that local authorities should provide education as soon as it is clear that the child will be away from school for 15 days or more, whether consecutive or cumulative. Local authorities should have a named officer responsible for the education of children with additional health needs.

### **Code M: Medical or dental appointment**

Schools should encourage parents to make appointments out of school hours. Where this is not possible, they should get the school's agreement in advance and the pupil should only be out of school for the minimum amount of time necessary for the appointment.

If a pupil is present at registration but has a medical appointment during the session in question, no absence needs be recorded for that session.

### **Code R: Religious observance**

Schools must record absence as authorised when it falls on a day that is exclusively set apart for religious observance by the parents' religious body (not the parents).

As a general rule, we would interpret 'a day exclusively set apart for religious observance' as a day when the pupil's parents would be expected by the religious body to which they belong to stay away from their employment in order to mark the occasion. If in doubt, schools should seek advice from the parent's religious body about whether it has set the day apart for religious observance.

If a religious body sets apart a single day for a religious observance and the parent applies for more than one day, the school may only record one day as authorised on this basis; the rest of the request would be a leave of absence, and this is granted at the school's discretion as set out under Code C.

Schools and local authorities may seek to minimise the adverse effects of religious observance on a pupil's attendance and attainment by considering approaches such as:

- Setting term dates around days for religious observance;
- Working with local faith groups to develop guidance on absence for religious observance;
- Schools taking INSET days that coincide with religious observance days; and
- Providing individual support for pupils who miss sessions on days exclusively set apart for religious observance.

### **Code S: Study leave**

Study leave should not be granted by default once tuition of the exam syllabus is complete, it should be used sparingly and only granted to Year 11 pupils during public examinations. If schools do decide to grant study leave, provision must still be made available for those pupils who want to continue to come into school to revise.

As study leave is unsupervised it must be recorded as absence.

### **Code T: Traveller absence**

A number of different groups are covered by the generic term traveller – Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers.

This code should not be used for general absences by those groups. It must only be used when the pupil's parent(s) is travelling for occupational purposes and the school has granted a leave of absence following a request from the parent. This code should not be used to record any other types of absence by these groups.

Pupils from these groups whose parent(s) do not travel for occupational purposes are expected to attend school as normal. They are subject to the same rules as other pupils in terms of the requirements to attend school regularly once registered at a school.

Where a pupil has no fixed abode because their parent(s) is engaged in a business or trade that requires them to travel, there is an expectation that the pupil attends at least 200 sessions per year. The pupil must attend school as regularly as the business permits and therefore, if the business or trade permits the pupil to attend for more than 200 sessions per year, they should do so.

To help ensure continuity of education for pupils, when their parent(s) is travelling for occupational purposes, it is expected that the pupil should attend school elsewhere when their parent(s) is travelling and be dual registered at that school and their main school.

### **Unauthorised Absence from School**

*Relevant regulation: [6\(1\)\(ii\) and 6\(3\)](#)*

Unauthorised absence is where a pupil's absence is not one of the types of absence listed as authorised in regulation 6(2) or where the reason for a pupil's absence has not been provided and cannot be established.

### **Code G: Holiday not granted by the school or in excess of the period determined by the school**

Where the school has not granted a leave of absence for the purpose of a holiday but the parents still take the child out of school, or the child is kept away longer than the period of leave granted.

A school cannot grant a leave of absence retrospectively. If the parent did not apply in advance, leave of absence should not (and from certain types of school cannot) be granted.

### **Code N: Reason for absence not yet provided**

Schools must follow up all unexplained and unexpected absence in a timely manner.

Every effort should be made to establish the reason for a pupil's absence. When the reason for absence has been established the school should record the pupil's absence using the relevant code.

Where absence is recorded as unexplained in the attendance register, the correct code should be inputted as soon as the reason is ascertained, but no more than 5 working days after the session. Code N should not therefore be left on the pupil's attendance record indefinitely; if a reason for absence cannot be established after 5 working days, schools should amend the pupil's record to Code O.

### **Code O: Absent without authorisation**

Where no reason for absence is established or the school is not satisfied that the reason given is an authorised absence.

### **Code U: Arrived in school after registration closed**

Where a pupil has arrived late after the register has closed and the school is not satisfied that the reason for lateness is an authorised absence.

Schools should actively discourage late arrival, be alert to patterns of late arrival and seek an explanation from the parent. All schools are expected to set out in their attendance policy the length of time the register will be open, after which a pupil will be marked as absent. This should be the same for every session and depending on the structure of the school day not longer than either 30 minutes after the session begins, or the length of the form time or first lesson in which registration takes place.

### **Attending an approved educational activity**

*Relevant regulation: [6\(1\)\(a\)\(iii\)](#), [6\(1\)\(c\)](#), and [6\(4\)](#)*

An approved educational activity is where a pupil is attending another school at which they are registered or taking part in off-site activity such as field trips, educational visits, work experience or unregistered alternative provision.

Pupils can only be recorded as attending an off-site activity if it is approved by the school, of an educational nature and supervised by someone authorised by the school. Ultimately, schools are responsible for the safeguarding and welfare of pupils taking part in an off-site educational activity so it would be reasonable to expect that the school would only authorise someone who was answerable to the school to supervise an activity.

The activity must take place during the session for which it is recorded and for pupils of compulsory school age the school must record the nature of the activity.

### **Attending another school at which the pupil is registered**

*Relevant regulation: [6\(1\)\(a\)\(iii\)](#) and [6\(4\)\(b\)](#)*

### **Code D: Dual registered at another school**

The law allows for a pupil to be registered at more than one school. This code is used to indicate that the pupil was not expected to attend the school in question because they were scheduled to attend the other school at which they are registered. The main examples of dual registration are pupils who are attending a pupil referral unit, a hospital school or a special school on a temporary basis.

Each school should only record the pupil's attendance and absence for those sessions that the pupil is scheduled to attend their school. Schools should ensure that they have in place arrangements whereby all unexpected and unexplained absence are promptly followed up.

### **Attending an educational activity that takes place outside the school**

*Relevant regulation: [6\(1\)\(iii\)](#), [6\(1\)\(c\)](#) and [6\(4\)\(a\)](#)*

### **Code B: Off-site educational Activity**

Attending an off-site educational activity that has been approved by the school and supervised by someone authorised by the school.

For pupils of compulsory school age, schools must also record the nature of the activity, examples are:

- attending taster days at other schools;
- attending courses at college;
- attending unregistered alternative provision arranged or agreed by the school.

The educational activity must take place during the session for which it is recorded.

Ultimately schools are responsible for the safeguarding and welfare of pupils educated off-site. Therefore, by using code B, schools are certifying that the education is supervised, and measures have been taken to safeguard the pupil. Schools should ensure that they have in place arrangements whereby the provider of the educational activity notifies the school of any absences by the pupil. The school should record the pupil's absence using the relevant absence code.

This code must not be used for any unsupervised educational activity i.e., when a pupil is at home doing some schoolwork.

**Code J: At an interview with prospective employers, or another educational establishment**

Attending an interview with prospective employers or another educational establishment. Schools should be satisfied that the interview is linked to employment prospects, further education, or transfer to another school.

This must take place during the session for which it is recorded.

**Code P: Participating in a supervised sporting activity**

Taking part in a sporting activity that has been approved by the school. If schools have concerns about the appropriateness of an activity, they can seek advice from the sports' national governing body. However, the final decision on approving the activity rests with the school and they should take the effect on the pupil's general education into account.

The sporting activity must take place during the session for which it is recorded.

Approved educational activity must be supervised by a person authorised by the school. Schools should ensure that they have in place arrangements whereby the provider of the sporting activity notifies the school of any absence by the pupil. The school should record the pupil's absence using the relevant absence code.

**Code V: Educational visit or trip**

Attendance at an organised visit or trip, including residential trips organised by the school, or attendance at a supervised trip of a strictly educational nature arranged by an organisation approved by the school.

The educational visit or trip must take place during the session for which it is recorded.

Approved educational activity must be supervised by a person authorised by the school. Schools should ensure that they have in place arrangements whereby the organiser of the visit or trip notifies the school of any absence by the pupil. The school should record the pupil's absence using the relevant absence code.

**Code W: Work experience**

Work experience is for pupils in the final 2 years of compulsory school age.

The work experience must take place during the session for which it is recorded.

Approved educational activity must be supervised by a person authorised by the school. Schools should ensure that they have in place arrangements whereby the provider of the work experience notifies the school of any absence by the pupil. The school should record the pupil's absence using the relevant absence code.

**Unable to attend due to exceptional circumstances**

*Relevant regulation: [6\(1\)\(iv\)](#), [6\(1\)\(d\)](#), [6\(5\)](#), [6\(7\)](#) and [6\(2\)\(b\)\(i\)](#)*

**Code Y: Unable to attend due to exceptional circumstances**

Where a pupil is unable to attend school because:

- the school site or part of it, is closed due to an unavoidable cause at a time when pupils are due to attend; or
- the transport provided by the school or a local authority is not available and the pupil's home is not within

safe walking distance; or

- a local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending school.

Schools must also record the nature of the circumstances in which a pupil is unable to attend school.

### **Walking distance**

In relation to a child under the age of 8, means 2 miles, and for a child of 8 or above, means 3 miles. In each case measured by the nearest available safe route.

### **Pupil in custody**

Code Y is also used where the pupil is in custody; detained under a court order for a period of less than 4 months or is returning to the school at the end of their custodial period.

### **Administrative codes**

#### **Code X: Non-compulsory school age pupil not required to be in school**

Where a pupil not of compulsory school age is attending school part-time.

For example, where parents have chosen for their 4-year-old child to attend part-time until later in the school year but not beyond the point at which the child reaches compulsory school age.

#### **Code Z: Prospective pupil not on admission register**

To enable schools to set up registers in advance of pupils joining the school to ease administration burdens.

Schools must enter a pupil's name on the admission register from the first day that the school has agreed, or been notified, that the pupil will attend the school.

In the normal admissions round, when parents have accepted the school place offered, the local authority can inform schools on behalf of the parents and notify the school when the parent has agreed that the pupil will attend school. This can also be the case where the local authority co-ordinates in-year applications for school places.

If a pupil fails to attend on the agreed starting day, the school must establish the reason and record the pupil's absence using the relevant absence code.

#### **Code #: Planned whole or partial school closure**

Whole school closures that are known and planned in advance such as:

- days between terms;
- half terms;
- occasional days (for example, bank holidays);
- weekends (where it is required by the management information system);
- up to 5 non-educational days; and
- use of school as a polling station.

Partial school closures that are known and planned in advance such as:

- 'staggered starts' or 'induction days' where different term dates have been agreed for different year groups - this code is used to record the year group(s) that is not due to attend; and
- Use of part of the school as a polling station.

## **Other relevant legislation and guidance**

### **Relevant legislation**

[The Education Act 1996](#) [The Children Act 1989](#)

[The Crime and Disorder Act 1998](#) [The Anti-social Behaviour Act 2003](#)

[The Education and Inspections Act 2006](#) [The Sentencing Act 2020](#)

[The Education \(Pupil Registration\) \(England\) Regulations 2006](#)

[The Education \(Parenting Contracts and Parenting Orders\) \(England\) Regulations 2007](#) [The Education \(Penalty Notices\) \(England\) Regulations 2007](#)

### **Relevant government guidance**

[Parental responsibility measures for attendance and behaviour](#) [Children missing education](#)

[Keeping children safe in education](#) [Working together to safeguard children](#) [Elective home education](#)

[Alternative provision: statutory guidance for local authorities](#)

[Exclusion from maintained schools, academies and pupil referral units in England](#) [Supporting pupils at school with medical conditions](#)

[Ensuring a good education for children who cannot attend school because of health needs](#) [Promoting and supporting mental health and wellbeing in schools and colleges](#) [Approaches to preventing and tackling bullying](#)



### Appendix A: Absence from School for Exceptional Circumstances Request Form

<b>School Name:</b>					
<b>Student/Pupil Details</b>					
Name:		Date of birth:		Class/Form:	
Address:					
Contact Numbers:					
<b>Sibling Details of Compulsory School Age (or other children living in the household)</b>					
Name:		Date of birth:		School:	
Name:		Date of birth:		School:	
<b>I request permission for my child to be absent from school between: -</b>					
Date of First Day School Absence:		Date of Return to School:		Total of Absent School Days:	
Please detail below the reason for your request for absence from school in term time and include any supporting information. The Headteacher <u>will not</u> be able to consider your request without your <u>supporting documents</u> . <i>Please read carefully the Absence from School for Exceptional Circumstances Information for Parents attached.</i>					
<b><sup>2</sup>Parent’s Declaration:</b>					
<i>I have read the Absence from School for Exceptional Circumstances Information for Parents and understand I/we may receive a penalty notice if my/our child receives unauthorised school absence as a result of this request. <b>Please note the school day is divided into 2 registration periods, for example if your child is absent for one day this equals 2 sessions and a five-day absence equals 10 sessions.</b></i>					
Signed: (Parent/Carer) Full Name:			Date:		

**Please note:**

- We advise that you do not plan for your child to be absent from school without gaining prior agreement from their school first. Headteachers cannot retrospectively authorise absence from school under any circumstance.
- Any disagreement between estranged parents should be resolved prior to submitting this request to your child’s school.

**For School Use Only**

The school has considered your request for leave of absence and your child’s absences will be recorded as follows: -

<sup>2</sup> Parent: In this Act, unless the context otherwise requires, “parent”, in relation to a child or young person, includes any person— (a) who is not a parent of his but who has parental responsibility for him, or (b) who has care of him. (Education Act 1996 sec.576)

Number of Authorised Sessions:		Number of Unauthorised Sessions:		Number of Unauthorised sessions to date:	
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Signed: Position:	Date:
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***Original signed and completed forms to be retained with pupil's records.***

***Copy should be returned to the parent/carer of the pupil to confirm authorised or unauthorised absence prior to the intended absence period.***

## Absence from School for Exceptional Circumstances - Information for Parents

You are required under the Education Act (1996) to ensure your child attends school regularly. There is, however, a discretionary power held by Headteachers to authorise absence in exceptional circumstances. Please note this is **not an entitlement**. The Headteacher will only authorise absence in line with the East Riding Behaviour & Attendance Partnership 'Absence from School for Exceptional Circumstances' Policy. Headteachers will not authorise absences if they believe it is to the detriment of a child's education. **Please note that supporting documents to aid decision making must be submitted at the time of your request for absence.**

There is no longer a provision in law for Headteachers to authorise an absence for the purpose of a term time holiday.

If your request is authorised, you are required to ensure your child catches up on any missed school work. This is your responsibility and school are not obliged to provide work for your child to complete. Any unauthorised absence will be recorded on your child's attendance records. This may result in legal proceedings against you, either through a Penalty Notice or the Magistrates' Court.

### Penalty Notices

Under the Anti-Social Behaviour Act (2003) the local authority and schools have statutory powers to tackle poor school attendance and/or unauthorised absences. An unauthorised absence is any absence that the Headteacher has not given permission for or where an explanation has not been provided by the parent. If your child accrues 10 sessions of unauthorised absence you may be liable for a penalty notice (one day's absence equals two sessions and a five-day absence is equal to 10 sessions etc.).

Penalty Notices will be used as a deterrent to prevent a pattern of unauthorised absences developing. They will be issued by post direct to the home of a parent after possibly just one warning, or in the case of absences without acceptable cause, warnings may not be given. This includes pupils caught on truancy sweeps, persistent late arrival after the close of registration **or unauthorised absence that has not been authorised as an absence from school for exceptional circumstances**. In these cases, the warning is given on the absence request form and detailed within this information leaflet and no written warning will be given. Where parents do not follow school procedures of submitting a request and simply remove their child without seeking prior approval, a warning may not be given. Parents must complete a request for exceptional leave form and submit this to the school, allowing for sufficient time to enable the school to consider the request and inform the parent of the decision.

Fines are issued for unauthorised absence of 5 or more days and each school day is divided into 2 registration periods. **For example, if your child is absent for one day this equals 2 sessions and a five-day absence is equal to 10 sessions.**

If your request is declined and you still take your child out of school each parent within your household may be issued with a £60 penalty notice for each child you have taken out of school. If a penalty notice remains unpaid after 21 days it will increase to £120. If after 28 days it remains unpaid you may be summonsed to appear before Magistrates to explain why your child has unauthorised school absences and you may be liable for a fine of up to £1000.

Support and guidance on attendance is always available and if you have any questions about this, or if you need help to achieve an improvement, please contact your child's school to discuss this.

**We advise that you do not plan for your child to be absent from school without gaining prior agreement from their school first. Headteachers cannot retrospectively authorise absence from school under any circumstance.**

## Appendix B: Template Letters – All letters should be sent on individual school letterhead

### 100% Letter template

Dear

Pupil Name and Form/Class

Congratulations - Your Child's Attendance to date is 100%

I am writing to congratulate both **(name of child)** and yourself in achieving 100% attendance at school since the start of the school year. Good attendance at school can have a huge impact on pupils' progress and attainment in school and we really appreciate all your support in ensuring that your child makes the most of their potential.

Thank you again and please contact me if you like to discuss this further.

Yours sincerely

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### Stage 1 letter

Dear

Pupil Name and Form/Class

Pupil's Attendance to date: **(percentage attendance)**

School Days missed to date: **(number of days)**

Teaching Hours missed: **(number of teaching hours)**

I am writing in order to draw your attention to the fact that **(name of pupil)'s** attendance for the year to date is currently at or below 95%. At this point in the academic year, this means that **(name of pupil)** has missed a total of approximately **(number of days)** days, which equates to **(number of hours)** hours of teaching since the beginning of September, which is of great concern.

In order for **(name)** to make progress in all subjects and to reach **(his/her)** full potential, it is essential that **(he/she)** is in school every day. I am concerned that **(name of pupil)'s** absences are having a negative impact on **(his/her)** progress. We would really appreciate your support in ensuring **(name)** attends school regularly. If there is any support that you think the school can offer, please let us know **(insert contact details of staff member to contact here)**.

Yours sincerely

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## Stage 2 Letter

Dear

Pupil Name and Form/Class

Pupil's Attendance to date: **(percentage attendance)**  
School Days missed to date: **(number of days)**  
Teaching Hours missed: **(number of teaching hours)**

Further to our telephone conversation, I am writing in order to draw your attention to the fact that **(name of pupil)**'s attendance for the year remains a significant concern. At this point in the academic year, this means that **(name of pupil)** has missed a total of approximately **(number of days)** days, which equates to **(number of hours)** hours of teaching since the beginning of September, which is a serious concern. I am concerned that **(name of pupil)**'s absences are having a negative impact on **(his/her)** progress.

In order for **(name)** to make progress in all subjects and to reach **(his/her)** full potential, it is essential that **(he/she)** is in school every day. We would really appreciate your support in ensuring **(name)** attends school regularly. I am concerned that, if **(name of pupil)**'s attendance falls further, **he/she** will pass below the legal minimum attendance threshold set by the government which will automatically trigger school level involvement.

If there is any support that you think the school can offer, please let us know **(insert contact details of staff member to contact here)**.

In the meantime, may I request that further medical absences are supported by medical evidence, such as appointment cards, to enable us to authorise these.

Yours sincerely

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## Stage 3 Letter

Dear

Pupil Name and Form/Class

Pupil's Attendance to date: **(percentage attendance)**  
School Days missed to date: **(number of days)**  
Teaching Hours missed: **(number of teaching hours)**

You will be aware from previous correspondence that **(name of pupil)**'s attendance is a cause for concern. I am writing to inform you that **(name of pupil)**'s attendance is now **(percentage attendance)**. We would like to bring your attention to the data shown above regarding your child's attendance score.

Your child is now classed as a persistent absentee (as per the Department of Education guidance). The low levels of attendance have resulted in extended periods of learning being missed and we are concerned this will have a negative impact on **(name of pupil)**'s academic success.

May we request that you contact school to arrange a mutually agreeable time to meet and discuss **(name of pupil)**'s attendance. This will enable us to explore, in greater detail, the barriers to **(name of pupil)**'s attendance and put in place a plan of action to address them.

We look forward to working together to tackle any issues that may be preventing your child from attending school. We feel sure that with this approach we can make the necessary improvements which will in turn lead to a positive outcome.

Yours sincerely

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#### Stage 4 Letter

Dear

Pupil Name and Form/Class

Pupil's Attendance to date: **(percentage attendance)**

School Days missed to date: **(number of days)**

Teaching Hours missed: **(number of teaching hours)**

Despite our recent meeting to discuss **(name of pupil)**'s attendance, the situation has not improved. **(name of pupil)**'s learning is now being adversely impacted by poor attendance and the resultant missed work. I am sure you will agree, your child's attendance needs to improve if we are to ensure their future academic and personal success.

Please contact the school at your earliest opportunity to meet with us to explore what additional support we can provide to address the issue.

Such are the nature of our concerns, that if we are unable to collectively improve **(name of pupil)**'s attendance we will escalate our concerns to the Local Authority for their involvement and support.

We look forward to meeting you soon.

Yours sincerely

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## Unauthorised Holiday Letter template

Dear

Pupil Name and Form/Class

Further to your request for term time holiday, I can confirm that your application has been considered in accordance with the East Riding of Yorkshire Term-Time Holiday Policy.

This letter is to confirm that unfortunately we are unable to authorise **(name of pupil)**'s absence, as it does not comply with the exceptional circumstances that can be authorised under the East Riding of Yorkshire Local Authority guidelines.

I would like to take this opportunity to thank you for your honesty in completing the absence form, thereby setting an excellent example to **(name of pupil)**. We do need to point out, however, that if you were to continue with your holiday, the school would have no alternative but to mark **(name of pupil)**'s attendance certificate with the code 'G', indicating an unauthorised absence.

If the holiday covers 10 sessions (AM/PM marks) or more, we will need to refer this request to the Local Authority, who may seek to issue a fixed penalty notice.

I am sure you appreciate the need for **(name of pupil)** to maintain a high level of attendance and maintain continuity in their learning. This will in turn ensure that their learning, progress, wellbeing, achievements and opportunities are maximised.

We look forward to your continued support, and please do contact us if you have any questions.

Yours sincerely