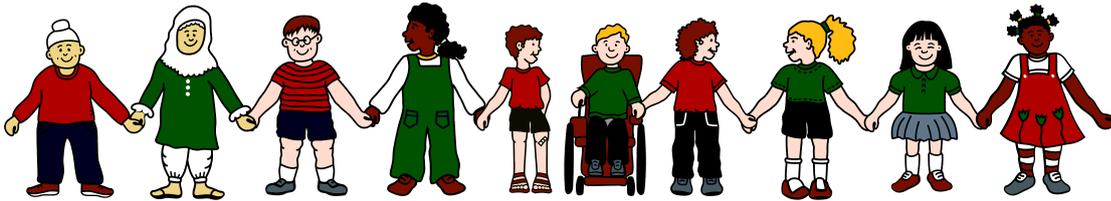


THE GILES NURSERY AND INFANTS' SCHOOL



Attendance Policy

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(Adapted from Hertfordshire County Council Model
Attendance Policy for Schools)

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Attendance Policy

1. School Contacts

The name and contact details of the SLT Attendance Lead, the senior leader responsible for the strategic approach to attendance in our schools, is:

Miss Lisa Hill, deputy headteacher
Telephone: 01438 359 747
Email: deputy@gilesinfants.herts.sch.uk

The name and contact details of the school staff members parents/carers should contact about attendance on a day-to-day basis are:

Miss Kerry Lee / Mrs. Alex Duhamel
Telephone: 01438 359 747
Email: admin@gilesinfants.herts.sch.uk

The name of our linked Governor with responsibility for monitoring attendance is:

Mrs. Emma McPartland

Parents/carers should speak with their child's class teacher for individual support with attendance, in the first instance.

2. Purpose and Scope

The Giles Nursery and Infants' School recognises that positive behaviour and good attendance are essential in order for pupils to get the most out of their school experience, including their attainment, wellbeing and wider life chances.

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, on time. 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.

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called 'Working together to improve school attendance' and it includes a National Framework in relation to absence and the use of legal sanctions. In addition, the DfE has produced a summary table

of responsibilities for school attendance – see Annex A. Our School Attendance Policy reflects the requirements and principles of this guidance.

This policy is written with the above guidance in mind and underpins our school ethos to:

- Promote children's welfare and safeguarding.
- Ensure every pupil has access to the full-time education to which they are entitled.
- Ensure that pupils succeed whilst at school.
- Ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school.

It has been developed in consultation with school governors, teachers, local Headteacher Associations, the Local Authority and parents and carers. It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school's commitment to attendance being everyone's responsibility. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

In addition, all schools follow the DfE's statutory safeguarding guidance, Keeping Children Safe in Education, which emphasises the importance of understanding the potential vulnerabilities of children who are missing from education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued.
- Raising and maintaining a whole school awareness of the importance of good attendance and punctuality.
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.

For our children to gain the greatest benefit from their education, it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

It is a rule of this school that pupils must attend every day unless there are exceptional circumstances, and it is the headteacher, not the parent, who can authorise the absence.

3. Promoting Regular Attendance

At The Giles Nursery and Infants' School, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality of all our pupils from the outset. It is a central part of our school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff.

To help us all to focus on this, we will:

- Submit a daily attendance return to the Department for Education, in line with the legal expectations placed on all schools.
- Build strong relationships and work jointly with families.
- Give parents/carers details on attendance in our newsletters.
- Promote the benefits of high attendance.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence as required by law.
- Celebrate excellent attendance by displaying and reporting individual class achievements.
- Reward good or improving attendance.
- Report to parents/carers regularly on their child's attendance and the impact on their progress.
- Contact parents/carers should their child's attendance fall below the school's target for attendance.

4. Understanding Types of Absence

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Every half-day absence from school has to be classified by the school (not the parent), as either authorised or unauthorised. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

Authorised absences are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes (however this list is not exhaustive):

- Parents/carers keeping children off school unnecessarily. For example, because they had a late night or for non-infectious illness or injury that would not affect their ability to learn.
- Absences which have never been properly explained.

- Children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however, it is counted as an absence for the session.
- Shopping trips.
- Looking after other children or accompanying siblings or parents to medical appointments.
- Their own or family birthdays.
- Holidays taken during term time, not deemed 'for exceptional purposes' by the headteacher, including any arranged by other family members or friends.
- Day trips.
- Other leave of absence in term time which has not been agreed.

5. Persistent Absenteeism (PA) and Severe Absenteeism (SA)

A pupil is defined by the Government as a 'persistent absentee' when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents/carers to resolve this. All pupils who have attendance levels of 90% or below are considered to be a persistent absentee.

A pupil who has missed 50% or more schooling is defined by the Government as 'severely absent'. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

6. Absence Procedures

Absence should be reported each day to Miss Kerry Lee or Mrs. Alex Duhamel in the school office. They can be contacted by email at admin@gilesinfants.herts.sch.uk or telephone 01438 359 747.

We monitor and review all pupils' absence, and the reasons that are given. Minor illnesses and ailments such as coughs and colds or headaches can usually be treated with children's paracetamol. If we believe your child is well enough to be in school, you may receive a telephone call in the morning requesting that they attend for the afternoon session. School staff are happy to administer medicine if needed and will always contact you if we believe your child is too unwell to be in school.

If a child is absent from school, parents/carers must follow these procedures:

- Contact the school on the first day of absence before 9.00am when our register closes.
- The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office staff. Please be aware that, if you leave a voicemail to report your child's absence, you may receive a call from the school so that we may discuss the absence before making a decision as to whether the absence is to be recorded as authorised.
- Contact the school on every further day of absence, again before 9.00am.

- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested where your child is having multiple periods of absence which are reported as being due to medical reasons or where school have reasonable doubt as to the authenticity of the absences.
- When determining whether a child is too ill to attend school, both parents/carers and school staff can consider the advice contained within the NHS guidance: Do I need to keep my child off school? See Annex D.

If your child is absent, we will:

- Telephone or text you on the first, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us.
- If we are unable to make contact with parents/carers by telephone, we will telephone emergency contact numbers, send letters home and a home visit may be made, in the interests of safeguarding.
- If no reason has been provided for absence class teachers will follow up with parents/carers when the child returns to school to remind them of procedures.
- The Local Authority will be informed if no contact has been made with parents/carers by the tenth day of absence (or sooner if deemed appropriate) as The School Attendance (Pupil Registration) (England) Regulations 2024 Section 13 requires schools to inform the local authority of any pupils absent from school and where absences amount to more than ten or more days, either consecutively or irregularly and have been unauthorised. This means school will have unauthorised 20 am/pm sessions of absences. Schools are also under a safeguarding duty, under section 175 of the Education Act 2002 to investigate any unexplained/unauthorised absences. At this point your child will be considered to be 'absent from education'.

If absence continues, we will:

- Contact you if your child's attendance is below 93% or causing concern, and/or when punctuality is a concern.
- Follow the procedures set out in Appendix 1 – the school procedures flowchart for monitoring absence.
- Consider and offer reasonable adjustments.
- Offer a Families First Assessment to ensure appropriate support is considered.
- Create a personalised robust support plan, such as an attendance contract, to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child.
- Offer signposting support to other agencies or services, if appropriate.
- Seek advice, guidance and support from the Local Authority Statutory Attendance Support Team and consider appropriate legal sanctions, if attendance deteriorates following the above actions.

7. Lateness

Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good timekeeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher.

The times of the start and close of the school day for all pupils at The Giles Infants' School are:

- Classes open: 8.45am
- Registration starts: 8.45am
- Registration closes: 9.00am
- End of the school day: 3.15pm

The school day starts at 8.45am when children can begin to come into school. Registers are taken at this time. Children arriving after 9.00am are required to come into school via the school office, accompanied by a parent/carer. At 9.30am 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 'U', but this will not count as a present mark, and it will mean that they have an unauthorised absence. The school will contact parents/carers regarding punctuality concerns.

If your child has a persistent lateness record, you may be asked to meet with your child's class teacher or the school attendance lead, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents/carers and staff to encourage good punctuality by being good role models to our children and, as a school, we celebrate good class and individual punctuality. Unauthorised lateness could result in the school seeking advice and guidance from the Local Authority.

8. Understanding Barriers to Attendance

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents/carers, and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can consider a Families First Assessment, use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Family Support Worker, or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed.

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, or other vulnerabilities. High expectations of attendance remain in place for these pupils; however, we will work with families and pupils to support improved

attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate.

Under the DfE's statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness. See Annex A for DfE summary tables of responsibilities for school attendance.

If you are concerned about barriers to attendance, please contact Miss Lisa Hill by email at deputy@gilesinfants.herts.sch.uk or telephone 01438 359 747.

9. Statutory Attendance Support Team

The Statutory Attendance Support Team with the Local Authority work strategically by offering support to schools, to reduce persistent absence and improve overall attendance.

Parents/carers are expected to work with the school and Local Authority to address any attendance concerns. Parents/carers should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken which may be in the form of a Penalty Notice (see Annex B for the Hertfordshire Code of Conduct) or other legal options available to the Local Authority, such as prosecution in the Magistrates Court.

10. School Attendance and the Law

In 2024, new legislation regarding school attendance was passed. The School Attendance (Pupil Registration) (England) Regulations 2024 introduced a National Framework in England. By law, all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parent/carers have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parents/carers may be recognised differently under education law than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

11. National Framework for Penalty Notices

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England.

A penalty may be issued if a child has ten sessions (usually equivalent to five school days) of unauthorised absence within a rolling ten-week period (school term time). The ten sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The ten-school week period can span different terms, school years or education settings.

Sanctions may include issuing each parent (for each child) with a Penalty Notice for £150, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three-year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the Local Authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent/carer may receive a fine of up to £2500 and/or up to three months in prison. If a parent/carer is found guilty in court, they will receive a criminal conviction.

See Annex B: Hertfordshire Code of Conduct and Annex C: Statutory Attendance Support Team Penalty Notice Fines

There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours. In addition, the Supreme Court has ruled that the definition of regular school attendance is 'in accordance with the rules prescribed by the school'.

The School Attendance (Pupil Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. The amendments specify that headteachers may not grant any leave of absence during term time unless there are 'exceptional circumstances' and they do not have any discretion to authorise up to ten days of absence each academic year.

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child's overall attendance. Only the headteacher or their designate (not the Local Authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the prescribed form provided by the school. The school will usually consider that the parent/carer who has made the application is therefore allowing the leave of absence, and that all parents/carers who are on the holiday are allowing the leave. Where a parent removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is likely that penalty notices will be requested, in line with the National Framework and Hertfordshire Code of Conduct, in respect of each parent/carer believed to have allowed the absence.

The fundamental principles for defining 'exceptional' are events that are 'rare, significant, unavoidable and short'. By 'unavoidable', we mean an event that could not reasonably be scheduled at another time, outside of school term time. The headteacher may discuss the leave of absence request with other education settings and/or the Local Authority to determine any exceptional circumstances. If leave of absence is authorised, the school will not provide work for children to do during their absence. Parents/carers are however

advised to read with their children and encourage them to write a diary while they are away.

12. Deletion from Roll

For any pupil leaving The Giles Nursery and Infants' School, other than at the end of Year 2, parents/carers are required to complete a Pupils Moving from School form which can be obtained from the school office. This provides school with the following information: child's name, class, current address, date of leaving, new home address, name of new school, address of new school. This information is essential to ensure that we know the whereabouts of a child and may appropriately safeguard all our pupils, even those who leave us.

It is crucial that parents/carers keep school updated with current addresses and contact details for the pupil and key family members, in case of emergency.

Under Pupil Regulations 2006, all schools are legally required to notify their Local Authority of every new entry to the admission register within five days of the pupil being enrolled. In addition to this, every deletion from the school register must also be notified to the Local Authority as soon as the grounds for deletion have been met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register. The Off-Roll Form should be returned to the Local Authority within five school days. If we have not been informed of the child's new school, a Children Missing Education Form will also be sent. This duty does not apply when a pupil's name is removed from the admission register at a standard transition point, i.e. when the pupil has completed the final year of education normally provided by that school.

13. Absence Data

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education on a daily basis, in line with the School Attendance (Pupil Registration) (England) Regulations 2024. Persistently (PA) and severely absent (SA) pupils are tracked and monitored carefully. We also combine this with academic tracking, as increased absence affects attainment.

We 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.

14. Policy Review

This policy will be reviewed each year or in light of changes to legal requirements.

Appendix 1: School procedures flowchart – monitoring attendance

If a child's attendance falls below 93%, the class teacher will meet with parents/carers. An informal target will be agreed to improve attendance over the next two weeks. A record of the meeting will be kept and attendance will be monitored for the next two weeks.



If the informal target isn't achieved, parents/carers will be invited to meet with the class teacher and attendance lead. Formal targets will be agreed and recorded, along with a review date and follow up meeting. Parents/carers may be asked to provide medical evidence before illness absence will be authorised.

NB: Ten sessions of unauthorised absence within a ten week period will lead to a Notice to Improve letter. Please see below.



Parents/carers will attend the teview meeting with the class teacher and attendance lead.

If the attendance target has not been achieved, the attedance lead will continue to monitor attendance. A Notice to Improve letter will be issued when unauthorised absence hits ten sessions within a ten week period. A Notice to Improve gives six weeks to improve attendance. Unauthorised absence during this time can lead to a fine or prosecution.

The attendance lead will seek advice from the Statutory Attendance Support Team.

Annex A: DfE guidance: Summary table of responsibilities for school attendance

https://assets.publishing.service.gov.uk/media/66bf301e253aee7aafdbdfea/Summary_table_of_responsibilities_for_school_attendance_-_August_2024.pdf

All pupils

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

Pupils at risk of becoming persistently absent

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

Persistently absent pupils

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

Severely absent pupils

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

Support for cohorts of pupils with lower attendance than their peers

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

Support for pupils with medical conditions or SEND with poor attendance

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

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Know who the pupils who have, or who have had, a social worker are.</p> <p>Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.</p> <p>Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.</p> <p>Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.</p> <p>Through the work of Virtual School Heads, they should:</p> <ul style="list-style-type: none"> • Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. • Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.</p> <p>Proactively engage with the support offered.</p>	<p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance.</p> <p>Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.</p>	<p>Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.</p> <p>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.</p>	<p>Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.</p> <p>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <ul style="list-style-type: none"> • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

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

Annex B: Hertfordshire Code of Conduct

<https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/penalty-notices-for-unauthorised-absenceholiday>

Annex C: Statutory Attendance Support Team Penalty Notice Fines

Statutory Attendance Support Team Penalty Notice Fines – Sept 2024



Helping Parents understand Penalty Notice Fines for School Attendance

From 19 August 2024, there is a National Framework for Penalty Notice Fines being issued for unauthorised absences recorded by schools.

National Threshold
A single consistent national threshold for when a Penalty Notice must be considered by ALL schools in England, this is: <ul style="list-style-type: none">• 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period.• These sessions do not have to be consecutive and can be made up of a combination of any type of unauthorised absence.• For example, a 5-day unauthorised leave of absence would meet the national threshold.• The 10-school week period can span different terms or school years.
Who may be fined?
<ul style="list-style-type: none">• Penalty Notice Fines are issued to each parent who allows their child to be absent without authorisation from school.• For example, 3 siblings absent for unauthorised leave during term-time would result in each parent/carer receiving 3 separate fines.
Definition of Parent
<ul style="list-style-type: none">• Section 576 of the Education Act 1996 states that, in relation to a child or young person, a 'parent' includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility for or care of the child.• Parent refers to a person who typically has care of a child or young person if the child lives with them either full or part time and they look after them, irrespective of what their biological or legal relationship is with the child.
First Offence
The first time a Penalty Notice is issued for unauthorised absence, the fine amount will be: <ul style="list-style-type: none">• £80 per parent, per child if paid within 21 days.• If not paid within 21 days, the fine will increase to £160 per parent, per child, payable between the 22nd and 28th day.
Second Offence (within 3 years)
The second time a Penalty Notice is issued for unauthorised absence, a reduced rate is not available. The amount therefore will be: <ul style="list-style-type: none">• £160 per parent, per child – payable within 28 days.
Third Offence and Any Further Offences (within 3 years)
The third time an offence is committed, a Penalty Notice WILL NOT be issued, and the case will be presented straight to the Magistrate's Court : <ul style="list-style-type: none">• Prosecution can result in criminal records and fines of up to £2,500.• Cases found guilty in a Magistrates Court can show on the parent's future DBS (Disclosure and Barring Service) certificate (Disclosure and Barring Service) due to a 'failure to safeguard a child's education'

Annex D: NHS Illness Guidance

Do I need to keep my child off school? NHS Somerset

Chicken Pox Until all spots have crusted over	Conjunctivitis No need to stay off but school or nursery should be informed	Diarrhoea & Vomiting 48 hours from last episode	Glandular Fever No need to stay off but school or nursery should be informed	Hand, foot & mouth No need to stay off but school or nursery should be informed	Impetigo Until lesions are crusted & healed or 48 Hours after starting antibiotics
Measles or German Measles 4 days from onset of rash	Mumps 5 days from onset of swelling	Scabies Until after first treatment	Scarlet Fever 24 hours after starting antibiotics	Slapped Cheek No need to stay off but school or nursery should be informed	Whooping Cough 48 hours after starting antibiotics
Flu or Covid-19 Until recovered	Head Lice No need to stay off but school or nursery should be informed	Threadworms No need to stay off but school or nursery should be informed	Tonsillitis No need to stay off but school or nursery should be informed		

<https://thegrid.org.uk/wellbeing/wellbeing-and-mental-health/national-resources>

<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>