CRST Pupil Attendance Policy

Recommended by:	Director of Education
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Signed:	
Position on the Board:	Chair
Ratification Date:	February 2026
Next Review:	February 2027
Policy Tier (Central/Hub/School):	Central

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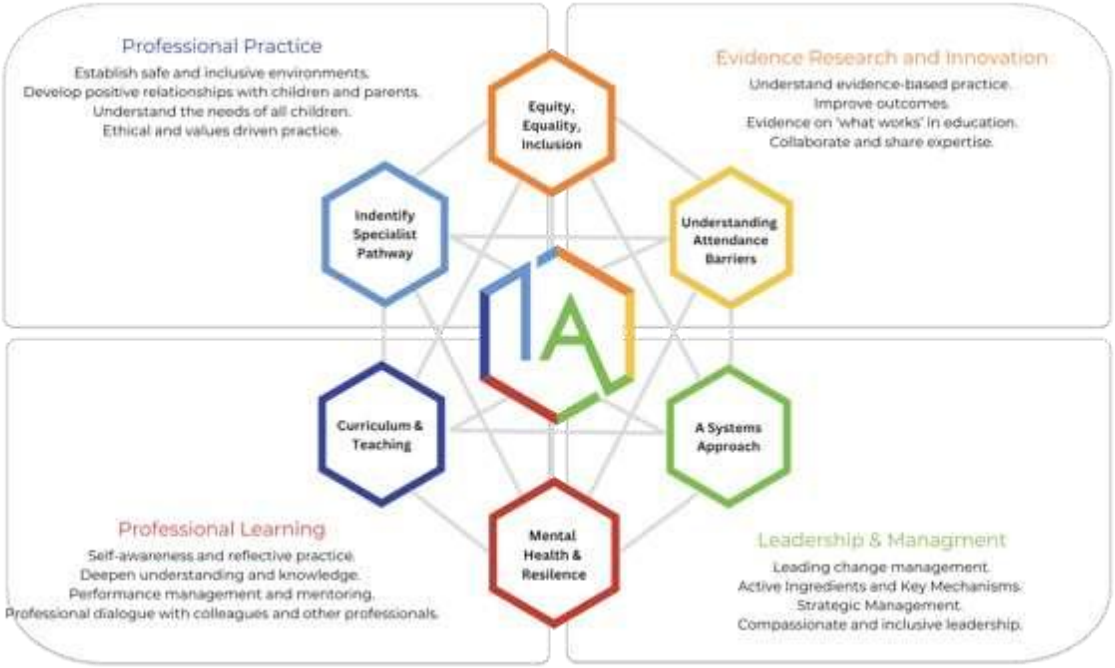
1. Introduction

Central Regions Schools Trust (CRST) is proudly recognised as an Inclusive Attendance Trust. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

2. Inclusive Attendance Professional Development Model*

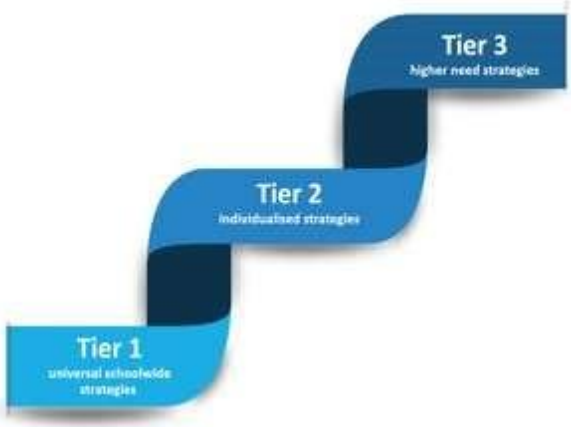
Our attendance approach is fundamentally guided by the Inclusive Attendance professional development model. Comprising of six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management to seamlessly integrate theory into practice.



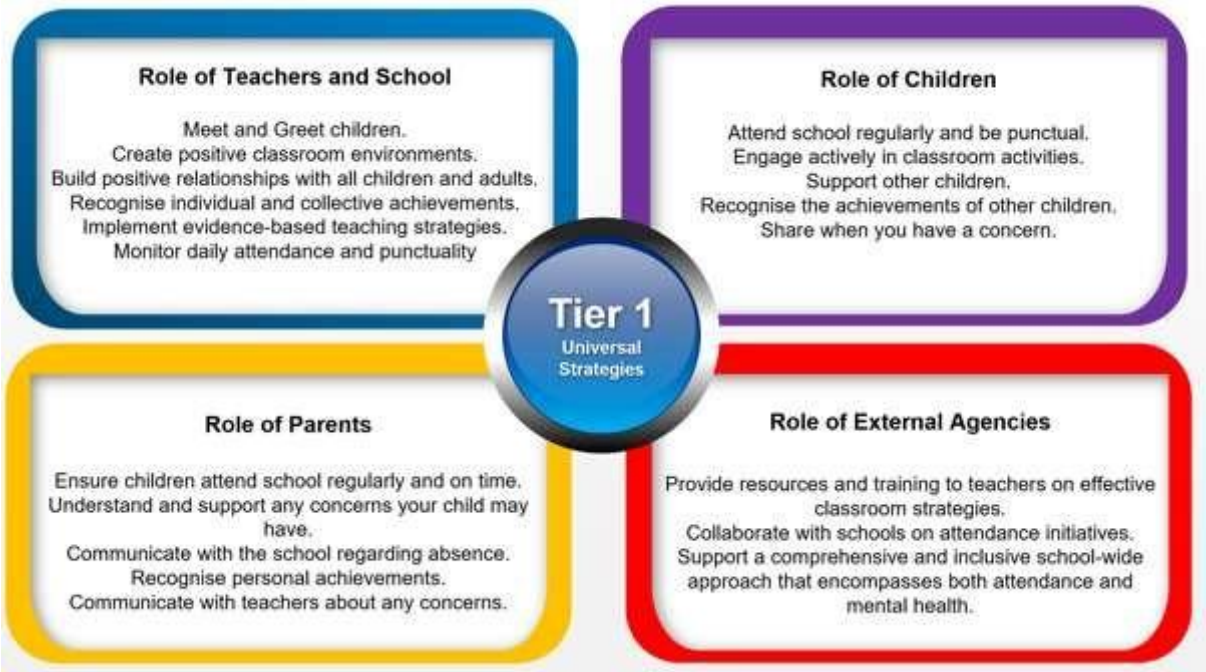
*An Inclusive Approach to Improving Attendance - Inclusive Attendance (inclusive-attendance.co.uk)

2.1 Multi-Tiered System of Support

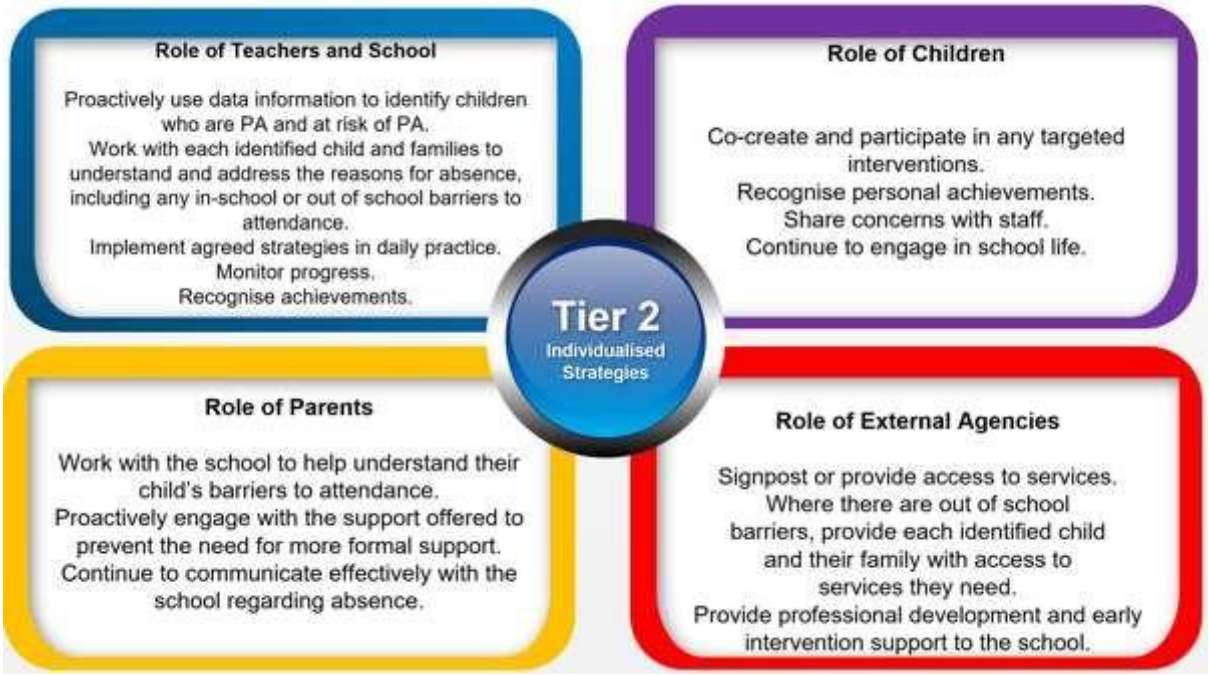
To guarantee a comprehensive approach to attendance, we implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, carers, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of the system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance 2024" guidelines.



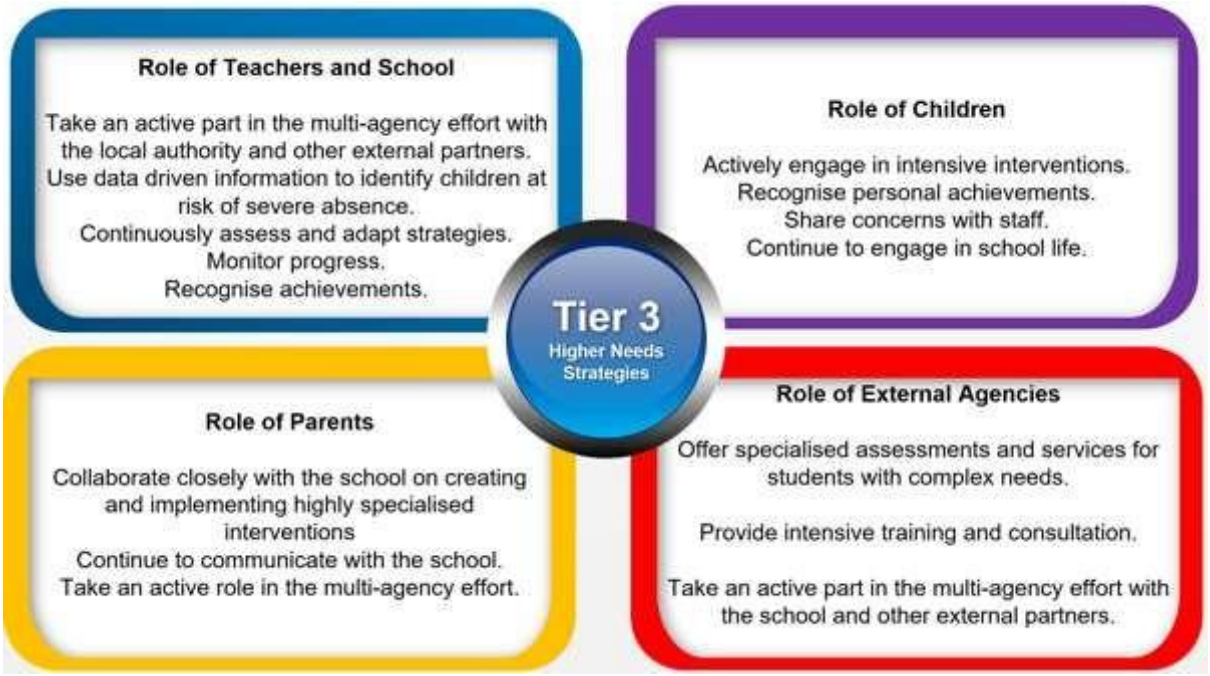
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



Tier 2 - Individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



3. Recognition-Based Approach

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

Schools within our trust will each have their own bespoke recognition-based system to suit their individual context and attendance needs.

4. The Importance of School Attendance

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system.

- ***Academic Achievement:*** Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- ***Knowledge Acquisition:*** School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- ***Social Development:*** School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- ***Building Routine:*** School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- ***Teacher Interaction:*** Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- ***Preventing Knowledge Gaps:*** Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.

- ***School Engagement:*** Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- ***Legal and Parental Responsibility****:* Parents & carers are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- ***Community Well-being:*** High levels of school attendance contribute to the overall well-being of communities.

4.1 Factors Influencing Attendance:

- **Health Issues:** Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.
- **Family Circumstances:** Family-related factors such as bereavement, family illness, circumstances of family living abroad, or caring responsibilities can result in absences from school.
- **Bullying and Safety Concerns:** Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.
- **Transportation Issues:** Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.
- **Socioeconomic Factors:** Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.
- **Special Educational Needs and Disabilities (SEND):** Students with special educational needs may require additional support and accommodations to attend school regularly. Failure to provide appropriate support can lead to absences.
- **School Climate:** A positive and inclusive school climate can encourage attendance, while a negative or unwelcoming environment can have the opposite effect. Students who feel disconnected or unsupported at school may skip classes or stay home.
- **Engagement and Motivation:** Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may skip school.
- **Academic Challenges:** Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.
- **Cultural and Language Barriers:** Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.
- **Peer Pressure and Social Factors:** Influence from peers can impact attendance. Children may skip school to align with the behaviour of their peers or to engage in social activities outside of school.
- **Attendance Policies:** Schools' attendance policies and practices, including punitive measures for nonattendance, can affect students' decisions to attend or skip school. Excessive punitive measures may deter some students from returning to school.
- **Parental Involvement**: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.
- **COVID-19 Pandemic:** The COVID-19 pandemic has had a significant impact on school attendance, with periods of lockdowns, remote learning, and concerns about health and safety affecting students' ability to attend school regularly.
- **Religious observances:** The school will take advice from local religious leaders of all faiths to establish the appropriate number of days absence required for religious festivals.

To address some of these factors which influence attendance schools across our Trust implement strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children is crucial for developing targeted interventions and support systems to improve attendance rates. These specific factors are addressed at school level.

5. Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the The School Attendance (Pupil Registration) (England) Regulations 2024 and subsequent amendments. We adhere to the following key attendance acts in the UK:

- ***Education Act 1996*:** The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.
- ***Education (Pupil Registration) Regulations 2006*:** These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.
- ***Education (Pupil Registration) (England) (Amendment) Regulations 2013:*** These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, Principals are only allowed to grant leave of absence in exceptional circumstances.
- Working together to improve school attendance ***:*** This provides guidance to schools, local authorities, and parents/carers on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.
- ***Local Authority School Attendance Guidance:*** Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.
- ***Department for Education (DFE) Guidance:*** The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance and follow any recommendations or requirements outlined in these documents.
- ***Child Employment Legislation:*** Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.
- ***Children Missing Education (CME) Statutory Guidance 2025:*** This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.
- ***Section 19 of the Education Act 1996 (England and Wales)*** outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age. This section of the Act places several responsibilities on local authorities, including:

5.1 Duty to Ensure Suitable Education:

Local authorities have a statutory duty to ensure that children of compulsory school age within their area receive a suitable education. This duty applies to all children, including those who are unable to attend school due to illness or other reasons.

5.2 Power to Issue School Attendance Orders:

Local authorities have the power to issue a School Attendance Order if it appears that a child within their area is not receiving a suitable education. A School Attendance Order compels parents & carers to send their child to a specified school or receive education in some other manner.

5.3 Duty to Investigate and take action:

If a local authority has reason to believe that a child is not receiving a suitable education, they must make enquiries to ascertain the child's situation. If it is determined that the child is not receiving a suitable education, the local authority may take action, which may include issuing a School Attendance Order.

5.4 Duty to Provide Education for Children Unable to Attend School:

Local authorities have a responsibility to make suitable educational provision for children who, by reason of illness or other reasons, are unable to attend school.

5.5 Regular Monitoring and Reporting:

Local authorities are required to monitor the educational provision made for children in their area. They must report annually to the Secretary of State on their work related to children missing education.

5.6 Support for Parents & Carers:

Local authorities should offer support and advice to parents & carers who are educating their children at home. They should also consider the child's wishes, as far as possible, in determining what constitutes suitable education.

5.7 Additional Policies aligned to the Attendance Policy:

- Anti-Bullying Statement of Intent Policy
- Behaviour Principles Policy
- Code of Conduct Policy
- Education Visits Policy
- Equality Policy
- Mental Health & Wellbeing Policy
- Offsite Alternative Provision Principles
- Teaching and Learning Policy
- Safeguarding Policy
- SEND Policy
- Suspension & Exclusion Policy
- Pupil Premium Statutory Statement

5.8 Government Guidance

- Working together to improve school attendance 2024
- The Education Act 1996
- Equality Act 2010
- Removal from Roll guidance
- Suspension & Permanent Exclusion Guidance
- Keeping Children Safe in Education (KCSIE) 2025
- SEND code of practice: 0 to 25 years

5.9 Effective Interventions and signposting:

There are successful attendance improvement programmes implemented in our schools, which include the following:

- Monitoring systems
- Communication with parents & carers
- Attendance information displays
- Effective recognition systems
- (See appendix 6 for local arrangements)

6. Roles and Responsibilities

At CRST Attendance is everyone's responsibility. School staff play a vital role in monitoring and promoting school attendance. All staff have a responsibility to liaise with DSL's regarding any safeguarding concerns online with safeguarding policy and attendance.

***6.1 Teachers*:** In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children. Here are the key roles and responsibilities of Teachers regarding attendance:

- **Monitoring Attendance:** Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.
- **Promoting Punctuality:** Teachers should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.
- **Taking Immediate Action:** When a child is absent without prior notification or a valid reason, teachers should take immediate action by recording and following school processes for further contact.
- **Early Intervention:** Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or carers, and relevant support services.
- **Maintaining Communication:** Teachers should maintain open lines of communication with parents or carers regarding attendance. They should inform parents/carers of any concerns about a child's attendance or punctuality.
- **Providing Support:** Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.
- **Setting Expectations:** Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.
- **Creating a Welcoming Classroom Environment:** Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.
- **Identifying Barriers**: Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.
- **Implementing School Policies:** Teachers should adhere to and implement the school's attendance policies and procedures.
- **Attendance Records:** Accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).
- **Collaboration:** Collaborating with other school staff, such as attendance officers, counsellors, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.
- **Supporting Positive Behaviour:** Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.
- **Safeguarding:** Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff and safeguarding leads/teams.
- **Professional Development:** Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.
- **Role Modelling:** Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

***6.2 Other support staff*:** Support staff in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being. See local arrangements for specific staff responsibilities with attendance/teams including support for vulnerable groups including students with SEND.

6.3 Attendance Leader: The role of an Attendance Leader in improving children's attendance in our schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Leaders have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates. Here are the key roles and responsibilities of Attendance Leaders in our schools:

- **Developing and Implementing Attendance Policies:** Attendance Leaders work closely across the trust and with school leadership and staff to develop and implement effective attendance policies and procedures.
- **Data Analysis:** Attendance Leaders collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.
- **Early Intervention:** Recognising that early intervention is crucial, Attendance Leaders identify children at risk of poor attendance. They collaborate with teachers, parents, carers, and support staff to address attendance issues as soon as they arise.
- **Supporting Families:** Attendance Leaders oversee the work with parents and carers to build positive relationships and engage them in improving their child's attendance. They co-ordinate home visits, organise meetings, and provide guidance on strategies to promote regular attendance.
- **Mentoring and Coaching:** Attendance Leaders facilitate mentoring or coaching for children/families with attendance challenges. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.
- **Providing Resources:** Attendance Leaders may signpost families to resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.
- **Monitoring and Reporting:** Attendance Leaders continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.
- **Interventions and Incentives:** Attendance Leaders design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.
- **Staff Training:** Attendance Leaders provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.
- **Legal Compliance:** Attendance Leaders are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations, including informing the LA of any pupil's name being removed from the admissions register.
- **Safeguarding:** Attendance Leaders are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.
- **Community Engagement:** Attendance Leaders collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.
- **Continuous Improvement:** Attendance Leaders regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates. Attendance leaders work alongside other leaders to ensure a joined-up approach.
- **Promoting a Positive School Culture:** Attendance Leaders contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

6.4 Governors/Trustees: School governors and trustees play a crucial role in supporting children's attendance in schools. Their responsibilities encompass strategic oversight and ensuring that the school meets its statutory obligations regarding attendance. Here are some key roles and responsibilities of Governors/Trustees in our schools:

- **Policy ratification:** Governors and Trustees collaborate with school leadership to understand, challenge, support review and ratify attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.
- **Statutory Compliance:** Governors and Trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.
- **Strategic Oversight:** Governors and Trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.
- **Monitoring Attendance Data:** Governors/trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.
- **Accountability:** Governors/trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.
- **Policy Implementation:** Governors/trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.
- **Setting Targets:** Governors and trustees work with school leaders to understand and review attendance targets and goals.
- **Reviewing Interventions:** Governors and Trustees assess the effectiveness of attendance interventions and strategies. They can request reports on the impact of interventions and whether they have led to improved attendance.
- **Parental Engagement:** Governors and Trustees support efforts to engage parents and carers in promoting attendance. They encourage the school to develop strategies for involving parents/carers in attendance improvement initiatives.
- **Safeguarding:** Governors and Trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.
- **Community Links:** Governors and Trustees may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.
- **Challenge and Support:** While supporting school leadership with attendance improvement efforts, governors and trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.
- **Continuous Improvement:** Governors and Trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.
- **Training and Development:** Governors and Trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

6.5 Senior Staff*:* Senior staff in schools play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance. Here are the key roles and responsibilities of Senior Staff in our schools:

- **Leadership:** Senior staff, including Executives Principals, Principals, Heads of School and Vice Principal, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.
- **Policy Development:** Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.
- **Monitoring and Reporting:** They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.
- **Setting Expectations:** Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.

- **Professional Development:** They provide training and professional development opportunities for staff, including teachers, achievement assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.
- **Early Intervention:** Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.
- **Parental Engagement:** They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and carers and may organise meetings or workshops to involve parents & carers in addressing attendance challenges.
- **Data Analysis:** Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.
- **Supporting Vulnerable Students:** They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive appropriate support to attend school regularly.
- **Recognising Attendance:** They implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.
- **Enforcing Policies:** Senior staff enforce the attendance policy consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents/carers.
- **Safeguarding:** Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.
- **Continuous Improvement:** They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.
- **Promoting a Positive Culture:** Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

6.6 Parents / Carers*:* Parents / Carers play a crucial role in supporting attendance in schools. Their involvement and commitment to their child's education has significant impact on attendance rates. Here are key roles and responsibilities of parents/carers in helping support positive attendance patterns:

- **Establish a Routine:** Parents / Carers should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.
- **Communicate with the School:** Establish open lines of communication with the school. Inform the school promptly if their child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.
- **Ensure a Healthy Lifestyle:** Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.
- **Positive Attitude Towards Education:** Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.
- **Set Expectations:** Clearly communicate their expectations about attendance to their child. Emphasise the importance of attending school regularly and on time.
- **Attend Parent-Teacher meetings:** Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.
- **Monitor Progress:** Keep track of progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.
- **Address Bullying or Safety Concerns**: If a child is experiencing bullying or safety concerns at school, take the issue seriously. Parents/carers will communicate with the school to ensure a safe and supportive environment.
- **Promote a Love for Learning:** Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark interest in different subjects.

- **Stay Informed:** Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.
- **Seek Support if Needed:** If a child is facing challenges that affect attendance, such as health issues or academic struggles, parents/carers should seek support from the school, healthcare professionals, or relevant agencies.
- **Encourage Peer Relationships:** Encourage a child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.
- **Celebrate Achievements:** Celebrate achievements and milestones at school. Recognise their efforts and successes to boost their self-esteem and motivation.
- **Collaborate with the School:** Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

6.7 Children / Students: Children / Students also play a significant role in attending school regularly and ensuring their educational success. Here are key roles and responsibilities for children / students in our schools:

- **Commitment to Learning:** Children / Students should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.
- **Punctuality:** Children / Students should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.
- **Positive Attitude:** Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children / Students should be open to new experiences and willing to engage in classroom activities.
- **Responsibility:** Children/Students can take responsibility by completing designated tasks for the schools and ensue they have the necessary materials.
- **Peer Relationships:** Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.
- **Participation:** Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.
- **Safety Awareness:** Children / Students should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.
- **Respect for Teachers and Staff**: Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.
- **Problem-Solving:** Encourage children / Students to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.
- **Goal Setting:** Children / Students can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.
- **Healthy Lifestyle:** Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.
- **Attendance Awareness:** Children / Students can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.
- **Ownership of Learning:** Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.
- **Seeking Support:** If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

7. Safeguarding Children

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being in line with the trust's safeguarding policy.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies. We follow ***Keeping Children Safe In Education*** guidance to ensure safe practices.

8. Requesting Absence Leave

Parents or carers must request leave of absence for their child in writing at least 6 weeks prior to the event. Each school will have their own process for dealing with absence requests. Please see local addendums appendix 5.

Leave of absence during term time will only be authorised in exceptional circumstances.

9. Reporting a Child's Absence

Parents or carers must contact the school on the first day of their child's absence to provide the reason for the absence. Each school will have their own process for how to report a child's /student's absence. Please see local addendum appendix 5.

10. Requests for leave

Holidays during term time will not be authorised unless there are exceptional circumstances. Holiday requests must be made in writing, and a decision will be communicated to the parents or carers.

11. Fixed Penalty Notices (FPNs)

The school will allow sufficient time for attendance interventions and engagement strategies to improve pupils' attendance; however, where engagement strategies to improve attendance have not had the desired effect, the attendance officer will consider:

- Holding a formal meeting with parents
- Working with the LA to put a parenting contract or an education supervision order in place.
- Engaging children's social care where there are safeguarding concerns.

Where the above measures are not effective, the headteacher will issue a notice to improve as a final opportunity for parents to engage in support and improve attendance before a penalty notice is considered.

Where a pupil reaches the national threshold of 10 sessions of unauthorised absence in a rolling period of 10 school weeks, the school will consider whether a penalty notice is appropriate. Each case will be considered individually to determine whether a penalty notice or another tool or legal intervention should be used to improve attendance.

A fixed penalty notice will be issued in line with the LA's code of conduct and the DfE's 'Working together to improve school attendance' guidance.

Penalty notices for unauthorised absences will be charged at £160, reduced to £80 if paid within 21 days.

A penalty notice of £120 may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first five days of a fixed period or permanent exclusion. This will be reduced to £60 if paid within 21 days.

Parents will only get up to two fines for the same child in a three-year period. Once this limit has been reached, other action such as a parenting order or prosecution will be considered.

Where attendance still does not improve following a fixed penalty notice, the school will work with the LA to take forward attendance prosecution as a last resort.

Parents who are prosecuted and attend court because their child has not been attending school may be fined up to £2,500.

12. Education Supervision Orders (ESOs)

Where interventions have not been successful, an ESO can be an alternative to provide formal legal intervention without criminal prosecution. ESOs are made through the Family or High Court and give the LA a formal role in supporting the pupil and parents to improve their attendance. LAs will issue parents with a notice of the intention to consider an ESO, set up a meeting to discuss with the parent and pupil, and decide whether the case will be taken forward.

Once an SEO is secured, a supervisor from the local authority will decide any actions or requirements. These may include:

- Requiring the parents to attend support meetings.
- Requiring the parents to attend a parenting programme.
- Requiring the parents to access support services.
- Requiring an assessment by a specialist.
- Review meetings involving all parties to be help every 3 months.

Failing to comply with an SEO will result in a fine and decisions will be made about whether further action is required.

13. Deletions of names from the admission register

The school will ensure that it only deletes names from the admission register for a reason set out in regulation 9 of the School Attendance Regulations. A pupil's name will never be removed for any other reason and the school is aware that doing so could constitute off-rolling. Each school will have their own process for removing a student from roll. Please refer to Safeguarding addendum. Please see appendix 7.

The school will make returns to the LA when pupils' names are deleted from the admission register. This will be with the exception of pupils whose name has been deleted from the register at or after the end of the last term of the school year when they are in the most senior year group, unless the LA has requested this information.

When the school is notifying the LA that a pupil's name is being deleted from the admission register, the following information about the pupil will be provided:

- Full name
- Address
- The full name and address of any parent the pupil normally lives with
- At least one telephone number by which any parent the pupil normally lives with can be contacted in an emergency
- If applicable, the pupil's future address, 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 under which the pupil's name has been deleted from the admission register

Names will never be retrospectively deleted from the admission or attendance register – these registers will remain an accurate record of who is a registered pupil and their attendance at any given time. Pupils' attendance will be recorded up until the date that their name is deleted from the admission register.

14. Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues. Here are their definitions:

14.1 Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is a significant cause for concern.

Threshold: In England, a student is persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions. For most children during the academic year this will amount to 19 days absence.

14.2 Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently below 95% but has not yet reached the 90% threshold for persistent absence. As all of our schools communicates to parents/carers in days, we identify 12 to 18 days as risk of PA.

14.3 Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus should be given by all partners to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils 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 across a range of partners.

15. Review

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

16. Attendance Codes

Code	Reason
/\	Present (morning/afternoon)
L	Late arrival before registers closed
K	Attending educational provision arranged by the Local Authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending other approved educational activity (the pupil is off-site and must be physically attending; excludes remote learning)".
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad

M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
S	Leave of absence or the purpose of studying a public examination
X	Non-compulsory school age pupil not required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
D	Dual registered at another school
C	Leave of absence for exceptional circumstance
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness
E	Suspended or permanently excluded
Q	Unable to attend the school only where attendance is not possible because a local authority has a duty to make access arrangements and has failed to do so
Y1	Unable to attend due to transport normally provided not being available or any other unavoidable cause
Y2	Unable to attend due to widespread disruption to travel or any other unavoidable cause
Y3	Unable to attend due to part of the school premises being closed or any other unavoidable cause
Y4	Unable to attend due to the whole school site being unexpectedly closed or any other unavoidable cause
Y5	Unable to attend as pupil is in criminal justice detention or any other unavoidable cause
Y6	Unable to attend in accordance with public health guidance or law or any other unavoidable cause
Y7	Unable to attend because of any other unavoidable cause or any other unavoidable cause
G	Holiday not granted by the school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed
Z	Prospective pupil not on admission register
#	Planned whole school closure