



“A kind and inclusive learning community with high expectations for all”

At Queen’s Park Primary School, we recognise and value individual differences in an inclusive learning community. We nurture children to become resilient and creative lifelong learners and caring, responsible adults in a diverse society.

Attendance Policy

Date	September 2024
Review Date	September 2025

Statement of Intent

Queen's Park Primary School believes that regular school attendance is essential in enabling children to achieve their full potential.

Our objective is to:

- Ensure parents/carers follow the framework set out in section 7 of the Education Act 1996, which states that the parent/carer of every child of compulsory school age, shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Promote and model good attendance behaviour.
- Implement our policies to reflect inclusivity and fairness in accordance with the Equality Act 2010.
- Offer early intervention support and work with other agencies to ensure the health and safety of our children.

The Law on School Attendance

The law entitles every child of compulsory school age to receive a full-time education, it is the legal responsibility of every parent/carer to ensure this. Where parents/carers decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly and punctually, meaning that their child must attend every day that the school is open. There are a few exceptions, such as being too ill to attend or being given permission for an absence in advance from the school.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/working-together-to-improve-school-attendance) (applies from 19th August 2024)

[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2024 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2024/1000/2024-08-19) (applies from 19th August 2024)

Definitions

Authorised Absence (this list is not limited to):

- An absence for sickness
- Medical or dental appointments which unavoidably fall during school time
- Religious or cultural observances for days set aside by a religious body, for which the school has granted leave
- An absence due to a family emergency, taken with the school's permission

Unauthorised absence (this list is not limited to):

- Parents/carers keeping children off school unnecessarily or without reason
- Truancy during the school day

- Absences which have not been properly explained
- Arrival at school after the close of registration
- Absence due to unofficial responsibilities at home
- Absence due to birthdays
- Absence due to term-time trips and holidays that have not been authorised by the school
- Leaving school without reason/the school's permission during the day

Persistent absenteeism:

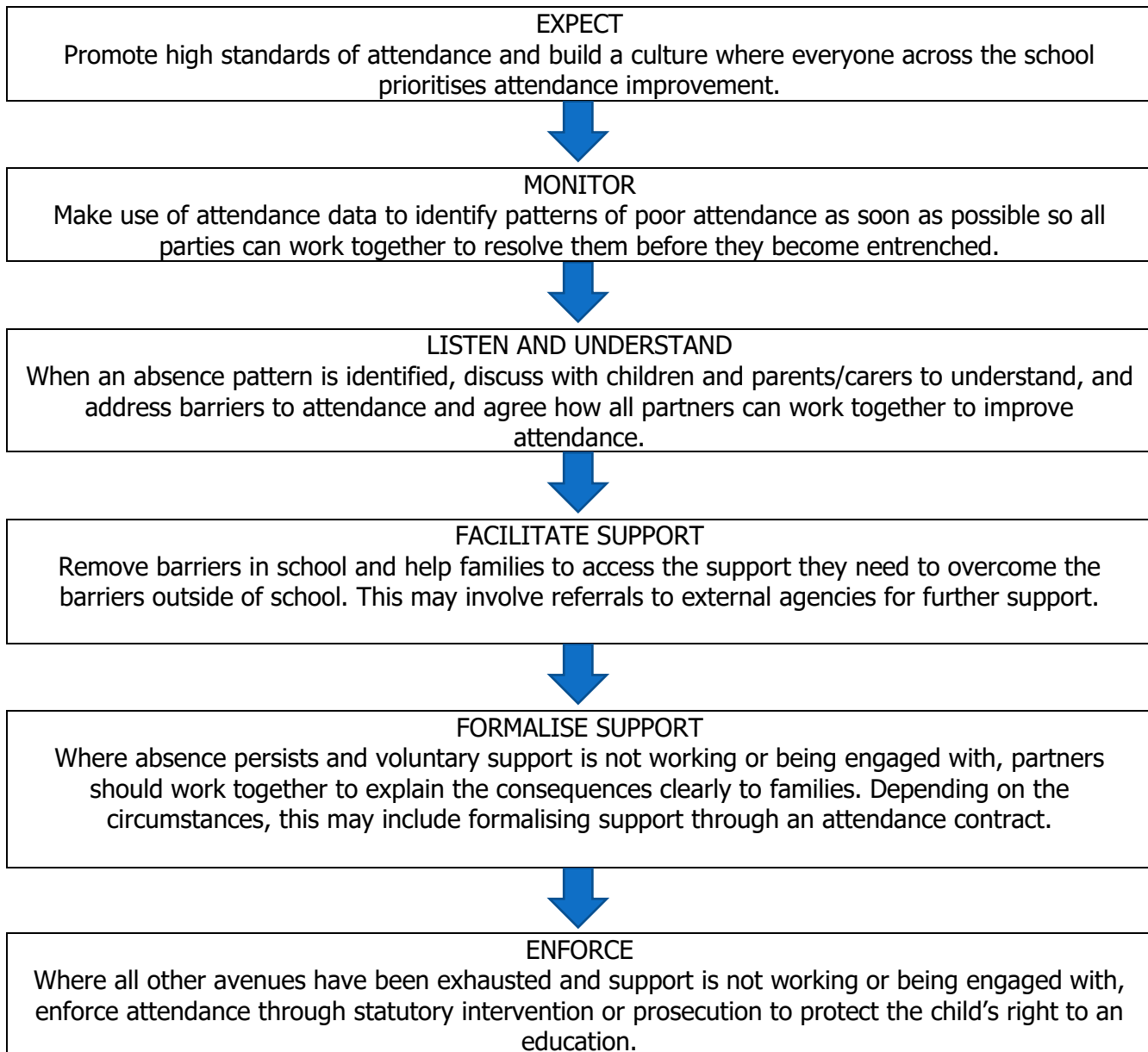
- Missing 10 percent or more of schooling during the academic year, for any reason

Severe absenteeism:

- Missing 50 percent or more of schooling during the academic year, for any reason

Working in partnership to improve attendance.

Addressing the root causes of absence and removing barriers to attendance requires schools and local partners to work collaboratively with families:



Parent/Carer involvement

The school will strive to build positive and respectful relationships with parents/carers to ensure their trust and engagement. Open and honest communication will be maintained with children and their families about the expectations of school life, attendance, and performance, so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with children and their families to support attendance, e.g. social services.

Parents/carers will be expected to:

- Build positive and respectful relationships with school staff

- Engage with school support when offered
- Call staff for help when needed via our school office on 01273 686822
- Communicate with the school about possible circumstances which may affect their child’s attendance or require support
- Inform the school of any change of address and ensure contact details are up-to-date

Attendance expectations at Queen’s Park Primary School

Punctuality

Children are expected to be at school every day, on time.

The register is taken 10 minutes after the doors open.

Year Group	Doors Open	End of School Day
Reception	8:40am	3:15pm
Year 1 – Year 6	8:40am	3:20pm

Registers are taken as follows throughout the school day:

- Registers are marked by **8:55am**. Children will receive a late mark ('L' code - late) if they are not in their classroom by this time
- The register closes at **9:20am**. Children will receive a mark of absence ('U' code – unauthorised absence) if they do not attend school before this time.
- After lunch, registers are marked within **5 minutes of returning to class from lunch**. Children will receive a late mark ('L') if they are not in their classroom by this time, or an absence mark if they are late ('U').

Any children arriving late must enter the school via the front office with their parent/carer and the check process must be completed.

Sickness

If children are too unwell to attend school, parents/carers must contact the school office on 01273 686822 on the first day of absence by 8:30am and then each school day thereafter. Children with low-level illness are still expected to attend school. The traffic light guidance below may help you decide if your child is well enough to come into school. Please also see NHS guidance here: <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

If your child has a medical condition that could impact school attendance, please let us know. There may be support that we can offer.

<p>RED – STAY AT HOME</p> <p>Sickness & Diarrhoea</p> <p>48 hours must have elapsed before a child can return to school from the last episode.</p>	<p>AMBER – COME TO SCHOOL AND COMMUNICATE WITH STAFF</p> <p>Headache, Feeling Sick, Stomach Ache</p> <p>Children often feel unwell if they are anxious, if in doubt contact the school for advice.</p>	<p>GREEN – COME TO SCHOOL</p> <p>Mild cough, Cold, Sore Throat, Feeling Tired</p> <p>We will always contact you if your child is ill during the school day</p>
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If your child is ill, please inform the school by:

- Calling our office on 01273 686822
- Emailing our office on admin@queenspark.brighton-hove.sch.uk

Appointments

In accordance with DfE guidance, routine medical and dental appointments should be arranged outside of school hours wherever possible. If the appointment time allows your child to come to school for registration and then leave later, this will mean that less school is missed. Your child should return to school straight after their appointment wherever possible.

Term time holidays

The DfE statutory guidance states that "Generally, the DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation, to be an exceptional circumstance." It also states that "a school cannot grant leave of absence retrospectively."

The fundamental principles for defining 'exceptional' are where requests are rare, significant, unavoidable and short.

For term-time absence to be granted:

- a) Permission must be requested at least **three weeks before** the absence begins.
- b) Permission must be requested by the parent/carer who the child normally lives with.
- c) A parent/carer must explain in writing/by completing a Leave of Absence request form why they believe the circumstances to be exceptional and provide all necessary evidence to the school at the time the request is made.

It is the parent/carer's responsibility to provide evidence when making the request.

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

A term-time absence taken without the school's written permission may trigger a Fixed Penalty Notice, which is issued by the Local Authority.

Fixed Penalty Notices

The national threshold for triggering a Fixed Penalty Notice is met when a child has been recorded as having had unauthorised absence for 10 or more sessions (5 or more school days) in a period of 10 school weeks. One or a combination of the following codes count as unauthorised absence:

- G-codes (unauthorised term-time holiday)
- N-codes (no reason yet provided for absence)
- O-codes (poor attendance)
- U-codes (lateness after close of registration)

The first fine is £160 *per parent/carer per child*, if paid within 28 days, reduced to £80 if paid within 21 days.

If a second fine is issued to that parent/carer within a period of 3 school years, the fine is £160 *per parent/carer per child* to be paid within 28 days and there is no reduction if paid within 21 days.

A third penalty notice cannot be issued to the same parent/carer in respect of the same child, within 3 years of the first fine being issued. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action could be taken, such as prosecution.

There is no right of appeal once a Fixed Penalty Notice is issued, so disputes over how an absence is classified must be settled with the school before the absence is taken.

Full details relating to Fixed Penalty Notice amounts and thresholds can be found in the Code of Conduct on the Brighton & Hove City Council website.

Religious observances

Absence can be granted on a day that is exclusively set apart for religious observance by the religious body the parents/carers belong to. Parents/carers must have requested and secured permission from the school in advance.

Modelling, sport and acting performances/activities

Parents/carers of children that will be taking part in entertainment/performances, (i.e. modelling, TV, films, theatre, etc) which require them to be absent from school, must obtain permission from the school before a child performance licence can be issued. The agent, organiser or parent/carer will usually be the person who requests the absence from the school. Further information regarding licensing legislation can be found here: [England Performance Legislation - NNCEE - National Network for Children in Employment & Entertainment](#). For more information, please visit Brighton & Hove City Council's website: [Apply for a child performance licence \(brighton-hove.gov.uk\)](#) or contact childperformancelicensing@brighton-hove.gov.uk.

Young carers

Schools will provide a caring and flexible approach to support the needs of young carers, to help maintain regular attendance at school. Further support from other agencies will be sought, if appropriate.

First day absence protocols

On the first day of absence, parents/carers must contact the school via the office on 01273 686822 or admin@queenspark.brighton-hove.sch.uk by 8:30am.

School will contact parents/carers of any child who does not arrive at school after the close of registration, to confirm the reason for absence. Further safeguarding action will be taken if necessary.

Schools will check messages and emails for any notifications of child absence and will update registers with reasons for absence.

Attendance Contacts

For details of staff roles and responsibilities, please see our school website or contact the school office on admin@queenspark.brighton-hove.sch.uk.

Staff Member	Role	Contact Information
All class teachers	<ul style="list-style-type: none"> Completing the daily register in the morning and afternoon Academic advisors for missed learning. 	01273 686822
Candy Deadman (Attendance Officer)	<ul style="list-style-type: none"> Initial contact for pupil absence Daily register checks to ensure absence is coded properly Action 'First day absence protocols' Manage the 'e-reception book' Co-ordinates attendance support and communication between school/families/external agencies 	
Tom Banks (Family Champion)	<ul style="list-style-type: none"> Weekly Attendance Monitoring with Attendance Officer and any follow-up Meetings 	
Emma Gale (Headteacher)	<ul style="list-style-type: none"> Senior Leader with responsibility for escalating attendance issues Liaising with the Local Authority 	
Nancy Howard	<ul style="list-style-type: none"> Governor with responsibility for attendance 	

Class Teachers

- Teachers take the attendance register **at the start of each school day** and **at the start of the afternoon session**. This register will record whether a child is present or absent.
- If a child has had two sessions of absence, in separate spells, within a 4 week period the teacher will phone the parent/carer to update the parent on what their children have missed out on and explain how their absence is impacting on their progress against their peers. Teachers will also ask if there is anything the parent needs to get the children into school regularly. This conversation will be recorded on CPOMS under the category 'Attendance' (e.g. *Phoned parents to highlight that CHILD is falling behind their peers in phonics. Asked if any support is required. Parent said everything is fine CHILD has just been poorly.*)
- If staff are concerned about a pupils' poor attendance they must alert the Attendance Officer, Family Champion and Headteacher. This should be via CPOMS.

Attendance Champion

- Mrs. Gale – Headteacher
- Responsible for improving and maintaining good attendance, establishing and maintaining effective systems for tackling absence, ensuring they are followed by all staff
- Responsible for regularly monitoring and evaluating progress, including the efficacy of the school's strategies and processes
- Ensures the Attendance Policy is fully implemented
- Conducts home visits for any child who is absent for 3 or more consecutive days
- Makes referrals to FdF where children have been absent with no contact from families
- Ensure there is a whole school approach to improving attendance. This could include an 'Attendance display' and regular attendance items in Newsletters

Attendance Officer

Candy Deadman

The Attendance Officer will:

- Check email, phone messages and absence reporting systems and update registers accordingly
- Oversee first day absence protocols
- Oversee attendance processes
- Provide parents/carers with 'Leave of Absence Request Forms' when requested
- Maintain an attendance tracking system
- Verify that a parent/carer's contact details are up to date

Family Champion

Tom Banks

The Family Champion will:

- Conduct attendance reviews in line with escalation procedures.
- Establish a range of evidence-based interventions to address barriers to attendance and provide additional support
- Complete Attendance Support Meetings
- Coordinate the use of the ATTEND materials
- Ensure attendance processes are integrated throughout the school

Where a child at risk of Persistent Absenteeism (PA) is also at an increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. Social Services, to support the child in line with the school's duty of care.

The Local Authority

- Has an Attendance Team that work with schools in the city to help identify barriers to attendance when necessary
- Monitors local attendance data
- Offers opportunities for schools in each area to share best practice
- Can provide information/signposting for support services for children identified as persistently or severely absent (or at risk of becoming so)
- Works jointly with the school to provide formal support options and legal processes
- Will, where there are safeguarding concerns, facilitate joint working between the school, children's social care and other statutory safeguarding partners where necessary
- Can, where support is not appropriate (e.g. term time holidays) or being engaged with, enforce attendance through legal intervention and Fixed Penalty Notices

The School Governing Body

- Work with senior leaders to set strategic goals or areas of focus for school attendance, providing support, and challenge, where necessary
- Review attendance data at board meetings (including school-level trends and benchmarking with other schools)
- Pay particular attention to child cohorts that have poor attendance, have had poor attendance historically, or face entrenched barriers to attendance. For example, children:
 - With a social worker
 - From a background where attendance has been a concern
 - With a long-term medical condition
 - With special education needs and/or disabilities (SEND)
 - With Free School Meals eligibility
- Analyse the school's absence and attendance rates

Staff training

All school staff are expected to promote a focus on attendance and recognise the importance of early intervention. As part of their induction and refresher training, staff will be able to identify potentially “at-risk” children and understand that absence can indicate wider issues requiring support. If support is unsuccessful or not engaged with, all staff will be aware of escalation processes.

Children at risk of persistent absence (PA)

The school will ensure it offers support to children at risk of persistent absence (PA), in conjunction with all relevant external authorities, where necessary.

Monitoring and review

Attendance and punctuality will be monitored throughout the year. The school’s attendance target is **97 %**

What do the numbers actually mean?

In a perfect world everyone would be in school for the full 190 days every year.

Without missing any days the children would achieve 100 percent attendance.

Being realistic we understand that children sometimes get ill, therefore we aim for 100% but understand that attendance of 97 percent or above is acceptable.

In an exam most people would be happy to get 80 or 90 percent. However, when talking about attendance these figures actually mean children have missed a significant amount of days learning. And the number of days missed gets bigger for each percentage as the year progresses.

If attendance is at ...	by the end of Autumn Term (out of a total of 70 days) your child has missed	by the end of Spring Term (out of a total of 60 days) your child has missed	by the end of Summer Term (out of a total of 60 days) your child has missed
100%	0 days of learning	0 days of learning	0 days of learning
96%	3 days of learning	5 days of learning	7.5 days of learning
95%	3.5 days of learning	6.5 days of learning	9.5 days of learning
90%	7 days of learning	13 days of learning	19 days of learning
86%	10 days of learning	18 days of learning	27 days of learning
80%	14 days of learning	26 days of learning	38 days of learning
50%	35 days of learning	65 days of learning	95 days of learning

Please note figures are rounded to nearest day/half day

This policy will be reviewed **annually** by the headteacher. The next scheduled review date for this policy is **September 2025**.

Informal Attendance Concern Letter

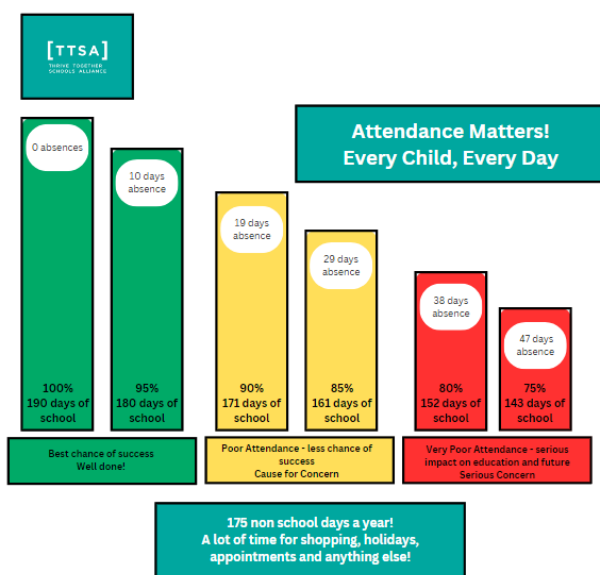
Address

Date

Queen’s Park Primary School’s Approach to Attendance: At Queen’s Park, we pride ourselves on our commitment to strong pastoral care. We know that students achieve well in all areas of the school when they feel supported, cared for and have professionals they can talk to when they need extra help. We know we are most successful in working with students who attend school regularly and can demonstrate that, “it takes a village to raise a child”. The partnerships we create with families to support student attendance are crucial. We aim to do this in a transparent and compassionate way.

Dear

We are writing to you with regards to **NAME**’s attendance. This letter is not a formal attendance warning letter, instead this is a letter to explain that we are starting to have concerns around attendance and we would like your help to improve your child’s attendance. As you can see in our approach to attendance above, we very much want to work in partnership with you.



Our Legal Duty

As already stated, this is not a formal attendance warning letter, instead this is a letter to explain that we are starting to have concerns around attendance and we would like your help to improve your child’s attendance.

If your child's attendance does not improve you may receive a formal attendance warning letter.

Under the terms of the Education Act 1996, it is the responsibility of parents/carers to ensure that their child attends school regularly and punctually. Failure to do so may lead to legal proceedings being taken against you by the Local Authority. The first fine is £160 per parent/carer per child, if paid within 28 days, reduced to £80 if paid within 21 days.

If a second fine is issued to that parent/carer within a period of 3 school years, the fine is £160 per parent/carer per child to be paid within 28 days and there is no reduction if paid within 21 days.

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There is no right of appeal once a Fixed Penalty Notice is issued, so disputes over how an absence is classified must be settled with the school before the absence is taken.

Our ambition for attendance

While we recognise our legal obligations regarding attendance, our primary mission is to cultivate a positive atmosphere where students feel a genuine sense of belonging. We understand that when students feel connected to their school community, they are more likely to attend regularly and actively engage in their learning. We understand that there are times when students should not attend school due to illness, and we fully respect and acknowledge this reality.

With this letter, our aim is to provide additional supportive guidance for families while upholding our legal duty as a school. We want to work collaboratively with you to ensure that every student has the opportunity to thrive academically, socially, and emotionally.

Remember, our team is here to assist you every step of the way. We know by working together collectively that we can create a nurturing environment where every child feels empowered to be successful and happy.

If you have any queries or if there are any ways that you feel the school can support you in ensuring that your child attends regularly please contact our school office at admins@queenspark.brighton-hove.sch.uk

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Best wishes,

Mrs. Gale
Headteacher

Ms. Deadman
Attendance Officer

Mr. Banks
Family Champion

Appendix 2

Formal Attendance Concern Letter

Address

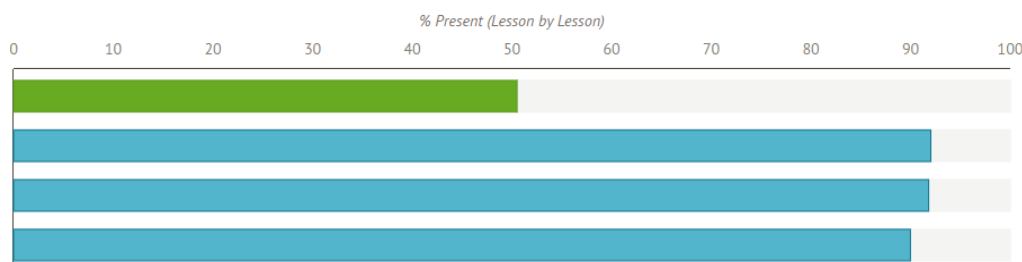
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Dear

We are writing to you with regards to **NAMES**'s attendance. This letter is a formal attendance warning letter, as we have a legal duty to monitor all pupils whose attendance falls below 90%. As you can see in our approach to attendance above, we very much want to work in partnership with you.

Name has missed more school than his classmates. Name has missed **#** days whereas the average number of days missed in the class is **#**. Children fall behind when they miss school and you can have a positive impact in supporting good attendance.



Our Legal Duty

As already stated this is a formal attendance warning letter, as we have a legal duty to monitor all pupils whose attendance falls below 90%.

If your child's absence is due to illness then the school will need copies of medical evidence (doctor's or hospital letters or notes, copies of prescriptions etc.) in order to authorise the absence. Failure to provide medical evidence means the absences will be recorded as unauthorised.

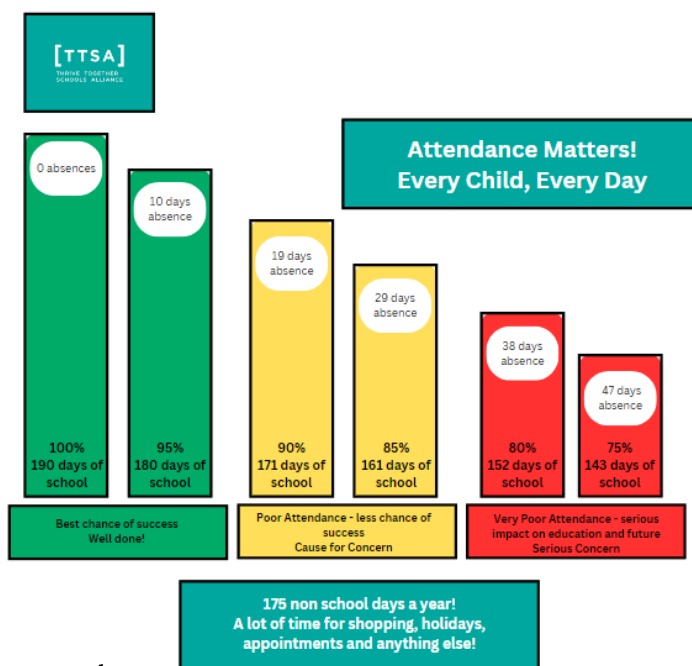
If your child's attendance does not improve you may receive a formal invite for an attendance support meeting, with Queen's Park's Family Champion, Tom Banks.

Under the terms of the Education Act 1996, it is the responsibility of parents/carers to ensure that their child attends school regularly and punctually. Failure to do so may lead to legal proceedings being taken against you by the Local Authority. The first fine is £160 per parent/carer per child, if paid within 28 days, reduced to £80 if paid within 21 days.

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There is no right of appeal once a Fixed Penalty Notice is issued, so disputes over how an absence is classified must be settled with the school before the absence is taken.



Our ambition for attendance

While we recognise our legal obligations regarding attendance, our primary mission is to cultivate a positive atmosphere where students feel a genuine sense of belonging. We understand that when students feel connected to their school community, they are more likely to attend regularly and actively engage in their learning. We understand that there are times when students should not attend school due to illness, and we fully respect and acknowledge this reality.

With this letter, our aim is to provide additional supportive guidance for families while upholding our legal duty as a school. We want to work collaboratively with you to ensure that every student has the opportunity to thrive academically, socially, and emotionally.

Remember, our team is here to assist you every step of the way. We know by working together collectively that we can create a nurturing environment where every student feels empowered to be successful and happy.

If you have any queries or if there are any ways that you feel the school can support you in ensuring that your child attends regularly please contact Tom Banks on 01273 686 822

Yours sincerely,

Mrs. Gale
Headteacher

Ms. Deadman
Attendance Officer

Mr. Banks
Family Champion

Formal invite for an attendance support meeting letter

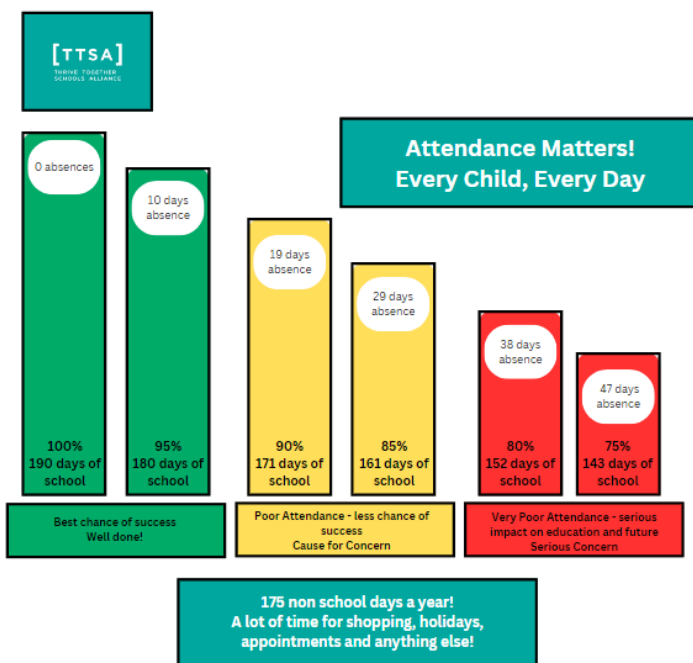
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Dear

We are writing to you with regards to **NAME**’s attendance. This letter is to invite you to attend an attendance support meeting. As you can see in our approach to attendance above, we very much want to work in partnership with you.



Our Legal Duty

As you will be aware from our previous letters, we have concerns with regard to your child’s attendance. I am inviting you to attend an Attendance Support Meeting at the school on **XXXXX**

at XXXXX and hope this meeting can be a platform for us to work together to identify any current challenges and support attendance.

Please complete the online ATTEND form by following this link <https://forms.office.com/e/YiKhNrvj9Z> prior to the meeting, as it will form a basis for the discussion. If you need printed copies they are available at reception.

Under the terms of the Education Act 1996, it is the responsibility of parents/carers to ensure that their child attends school regularly and punctually. Failure to do so may lead to legal proceedings being taken against you by the Local Authority. The first fine is £160 per parent/carer per child, if paid within 28 days, reduced to £80 if paid within 21 days.

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Mrs. Gale
Headteacher

Ms. Deadman
Attendance Officer

Mr. Banks
Family Champion

Final Warning Letter

Address

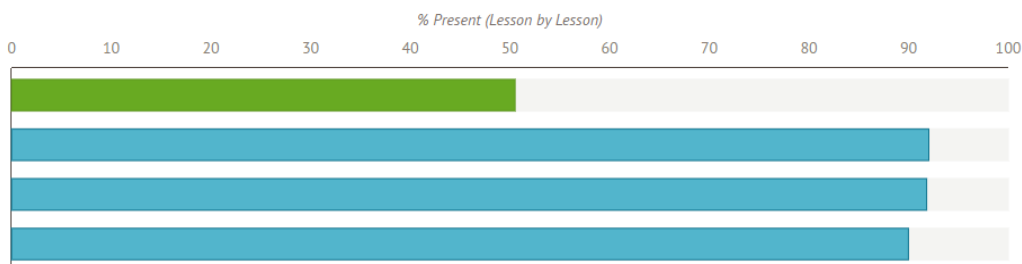
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Dear

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Our Legal Duty

As you will be aware from our previous letters, we have concerns with regard to your child’s attendance. We have reviewed your child’s attendance and we are very concerned to see that they have failed to meet the attendance target set.

We intend to set a further attendance target of 100% to be achieved by (2 weeks from date of letter). We will review your child’s attendance after this date and if there is no improvement we will have no

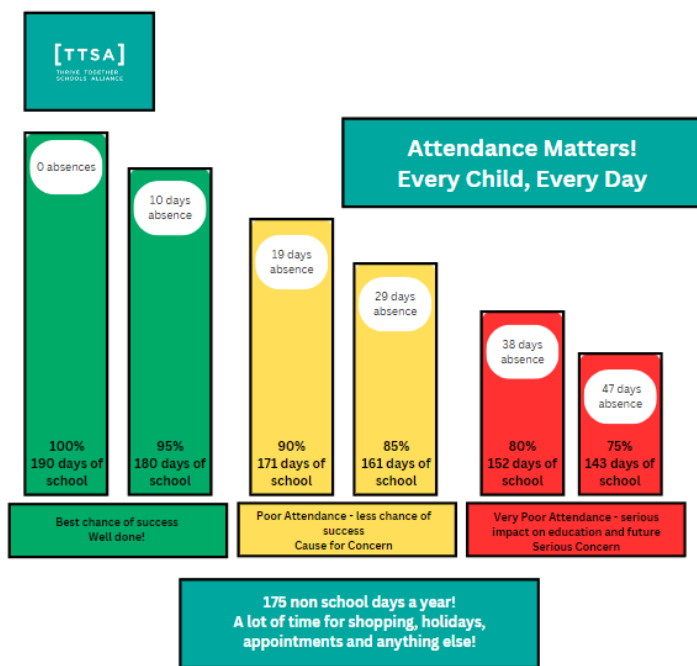
other option than to pass this case onto the Local Authority for them to consider prosecution under Section 444 of the Education Act 1996.

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There is no right of appeal once a Fixed Penalty Notice is issued, so disputes over how an absence is classified must be settled with the school before the absence is taken.



Our ambition for attendance

While we recognise our legal obligations regarding attendance, our primary mission is to cultivate a positive atmosphere where students feel a genuine sense of belonging. We understand that when students feel connected to their school community, they are more likely to attend regularly and actively engage in their learning. We understand that there are times when students should not attend school due to illness, and we fully respect and acknowledge this reality.

With this letter, our aim is to provide additional supportive guidance for families while upholding our legal duty as a school. We want to work collaboratively with you to ensure that every student has the opportunity to thrive academically, socially, and emotionally.

Remember, our team is here to assist you every step of the way. We know by working together collectively that we can create a nurturing environment where every student feels empowered to be successful and happy.

If you have any queries or if there are any ways that you feel the school can support you in ensuring that your child attends regularly please Tom Banks (Family Champion) on 01273 686822

Yours sincerely,

Mrs. Gale
Headteacher

Ms. Deadman
Attendance Officer

Mr. Banks
Family Champion

Appendix 5

APPENDIX 1 : Leave of Absence Request Form

Application by parent/carer for child's leave of absence from school during term time



Please note: Holidays will only be agreed in 'exceptional circumstances'

Pupil's name:	
Class:	

Address:	

I wish to apply for my child to be absent from school during the following dates:

Date of last day of school:		Date of return to school:	
Total number of school days missed:			

Reasons for absence from school: <i>*Please attach any supporting evidence to this form.</i>	

*I would like to make an application for my child named above to have authorised absence from school for the reason(s) stated. I understand that if this is not agreed then any absence will be treated as **unauthorised** and may lead to the issue of a **Penalty Notice** or a **Summons** for irregular school attendance.*

Name of parent/carer making application:			
Signed:		Date:	

PLEASE COMPLETE AND RETURN TO THE SCHOOL OFFICE AT LEAST 3 WEEKS IN ADVANCE OF INTENDED ABSENCE.

Leave of Absence Requests (for official use)

Name:		Class:	
Dates:		No. of days:	
Attendance this year:		Attendance last year:	
Other observations:			

Authorised:		Unauthorised:	
No Fixed penalty:		Fixed Penalty:	

Signed:				Date:	
Letter:		File:		Register SP:	

ATTEND Form for Professionals

For the assessment of factors contributing to persistent school non-attendance (PSNA) of children or young people (CYP)

Name of Student:	DOB:
Address:	
Current school:	Current school year:
Completed by (name and role):	% Attendance rate:
In consultation with:	Date of completion:

Description of the current situation

Historic % attendance and lateness rates:

Concerns:

Strengths (e.g. successful engagement in school, ongoing friendships, activities enjoying, periods of attendance and relationships with school staff):

Student views:

Parent/Carer views:

CONTRIBUTING FACTORS:

Put a tick or a cross next to every item. If the answer is not known, seek this information out as it could be an unidentified contributing factor. Use alongside the Student and Parent/carer forms to broaden understanding of any underlying issues.

Anxiety/health factors:

- A1** Significant fear of a *specific* aspect of the school environment (e.g. open spaces, enclosed spaces, crowds, noise, social interaction). This may include transport to school.
- A2** Significant fear of something happening at school (e.g. social exclusion, bullying, being sick, having a panic attack, failing academically)
- A3** General school phobia characterised by a fear reaction (e.g. tears, sweating, fast breathing, racing heart, panic, angry outbursts, aggression, oppositional behaviours) when near to school, before school, discussing school. Insomnia on school nights

Health and wellbeing:

- H1** Mental and physical health problem/condition that impacts on daily life (e.g. IBS, migraine, severe period pains, OCD, depression, eating disorder, ASC, ADHD, dyslexia, dyspraxia, anxiety/panic attacks, hearing or visual impairment (including CVI), physical disability, language impairment, other.
- H2** Gender dysmorphic

Sensory factors: (in particular for CYP on the Autistic Spectrum)

- SE1** Intolerance to certain sensory input (e.g. fabric of school uniform, proximity to others, noise, lighting, smells, other)

Social factors:

- SO1** Bullying/loss of class friend/isolated/falling out with another student
- SO2** Problems involving social media
- SO3** *Bad reputation* at school
- SO4** Feelings of social exclusion due to cultural/ethnic/gender/LGBTQ identity

Academic factors:

- AC1** Learning difficulties/special educational needs
- AC2** Finds work too hard/easy
- AC3** Trouble with certain teacher
- AC4** Mistrusts teachers/worries about interaction with teachers
- AC5** Exam anxieties
- AC6** PE/games difficulties
- AC7** Finds school hierarchy/rules too strict/inflexible

Factors relating to change:

- C1** Recent change of schools/move from primary to secondary/transitional year group
- C2** Recent move to UK/English is an additional language
-

CONTRIBUTING FACTORS:

Put a tick or a cross next to every item. If the answer is not known, seek this information out as it could be an unidentified contributing factor. Use alongside the Student and Parent/carer forms to broaden understanding of any underlying issues.

Family factors:

- F1** Parental mental or physical health needs
- F2** Significant parental anxiety about CYP's health
- F3** Safeguarding concerns (e.g. domestic violence, alcohol/substance misuse in family)
- F4** Loss/separation/bereavement
- F5** Stressful or traumatic life events (e.g. house fire, burglary, redundancy, dispute with neighbours/landlords)
- F6** Change in family structure e.g. new sibling, new blended family
- F7** Young carer
- F8** Money worries/debts/family living in poverty
- F9** Inadequate housing
- F10** Practical difficulties getting to school (e.g. other children with additional needs, transport issues, health problems)
- F11** Significant distress separating from main attachment figure
- F10** Cultural values which do not prioritise school-based education

Motivational factors:

- MO1** Liberal access to PC, phone, play station, X-box, Internet, TV, music, food, lounging (bed/sofa/duvet), cigarettes, drugs
- MO2** Girlfriend/boyfriend out of school
- MO3** Same-age or older peers out of school
- MO4** Other family members (eg siblings) at home during the day
- MO5** Work/earnings
- MO6** Extra attention from, or time with, a parent
- MO7** Control over environment, bedtimes and morning routines
- MO8** Access to social online gaming
- MO9** Access to learning through other means (online/family member)

Maintenance/secondary factors:

- MA1** How to explain absence to friends – social embarrassment
- MA2** Facing teachers
- MA3** Specific anxieties relating to returning to the school environment
- MA4** Inability to catch up with school work
- MA5** Secondary trigger event (such as family separation or bereavement)
- MA6** Difficulty accessing professionals

Any other contributing factors:

-

Action planning:

Address all issues identified as contributing factors. Please see accompanying guidance notes for support when planning strategies. Please photocopy this page so that it can be regularly reviewed (ideally weekly) and updated.

Code

Support Strategy

ATTEND Form for Parents/Carers

For the assessment of factors contributing to persistent school non-attendance (PSNA) of children or young people (CYP)

Name of Child:	DOB:
Current school:	Current school year:
Completed by (name and role):	Date of completion:

My child's strengths

What are they good at?

What activities do they enjoy?

When have they had good attendance at school?

Who are their friends?

Which teachers/staff do they like?

What helps? What are the most helpful things that have been done so far?

If you could name one adult they trust at school, who would it be?

What is stopping your child from going to school?

Worry:

- My child is worried about: open spaces feeling trapped crowds noise socialising with other people the school bus public transport being left out being bullied being sick having a panic attack doing badly in lessons getting into trouble
- My child is so afraid of school that they start: sweating fast breathing crying getting angry having a racing heart panicking running away – whenever they are: near the school building in the mornings before school talking or thinking about school
- My child finds it hard to sleep on school nights
- My child doesn't feel safe at school

Health and wellbeing:

- My child has: IBS migraine headaches severe period pains OCD depression an eating disorder autism ADHD physical disability hearing problems sight problems (including CVI) dyslexia dyspraxia anxiety/panic attacks speech & language impairment another condition not listed here _____
- My child feels like they are in the wrong gender body

Sensory overload:

- My child finds it hard to put up with: the fabric of school uniform being too close to others noise bright lighting smells moving between lessons something else in the school environment _____

Fitting in:

- My child is being bullied recently lost a good friend feels lonely and doesn't really have friends has recently fallen out with someone feels misunderstood by others
- My child struggles at break and lunch times
- My child is having problems involving social media
- My child has a bad reputation at school
- My child feels they don't fit in with others because they are a different religion or race
- My child feels they don't fit in with others because they are gay/lesbian or have a different gender identity

School work and teachers:

- My child has learning difficulties
- My child finds the work too hard too easy
- My child is having trouble with a certain teacher
- My child worries teachers will get angry or lose patience with them
- My child doesn't trust the teachers
- My child is really worried about exams
- My child is worried about doing PE or getting changed for PE
- My child finds school rules much too strict

Changes

- My child recently moved: schools from primary to secondary year group house
- My child recently moved to the UK English is not their first language and they are still learning it

Things at home

- I, or another parent or carer, has physical or mental health problems
- I worry a lot about the physical or mental health of my child
- It is not always safe at home because of fighting and arguments, drinking or drugs
- We have recently had a death, loss or separation in our family
- We have recently had stressful things to cope with at home (house fire burglary, redundancy disputes with neighbours or a landlord)
- We have recently had a big change in our family structure (new baby new parent/carer new step-siblings)
- My child sometimes has to look after me, another parent/carer or brothers and sisters due to physical or mental health difficulties
- We worry a lot about having enough money
- There are lots of problems with where we live (damp too crowded we keep having to move)
- I find it hard to get my child to school in the mornings for practical reasons (e.g. other children with additional needs, transport issues, health problems)
- My child feels really worried about being away from me or another parent/carer – they find it distressing when we separate
- We don't feel school is that important in our family - we think there are other ways of learning things

Other things that stop my child getting back to school

- My child has access to comforts such as: computer phone games console the Internet TV food staying in bed or on the sofa cigarettes drugs
- My child has a girlfriend/boyfriend out of school
- My child has a group of friends who are also out of school
- Other people in our family are at home during the day
- My child works and earns money while out of school
- My child gets extra attention from, and time with, me or another parent/carer
- My child can completely control their environment (what they wear who they see bedtimes routines)
- My child does a lot of online gaming and has friends through it
- My child feels they are learning what they need to online or through a friend or family member

Things that make it harder for my child to go back to school

- My child doesn't know how to explain why they have been away to friends
- My child worries about facing teachers
- My child worries that if they get into school, they won't be allowed to leave if they need to
- My child feels safe at home
- My child doesn't think they can catch up with school work that they missed
- No-one is really helping my child
- My child goes to bed too late or sleeps badly and has trouble waking up early. My child feels tired and sometimes catches up with sleep during the day
- People disagree about how to help my child
- My relationship with my child's school is strained has broken down

Is there anything else?

What is your worst fear for your child?

What is your best hope for your child?

ATTEND Form for Students

For the assessment of factors contributing to persistent school non-attendance (PSNA) of children or young people (CYP)

Name:	DOB:
School:	School year:
Completed by (name and role):	Date of completion:

My strengths

What are you good at?

What activities do you enjoy?

When have you had good attendance at school?

Who are your friends?

Which teachers/staff do you like?

What helps?

If you could name one adult you trust at school, who would it be?

What is stopping you from going to school?

Worry:

- I am worried about: open spaces feeling trapped crowds noise socialising with other people the school bus public transport being left out being bullied
- being sick having a panic attack doing badly in lessons getting into trouble
- I am so afraid of school that they start: sweating fast breathing crying
- getting angry having a racing heart panicking running away – whenever they are: near the school building in the mornings before school talking or thinking about school
- I find it hard to sleep on school nights
- I don't feel safe at school

Health and wellbeing:

- I have: IBS migraine headaches severe period pains OCD depression an eating disorder autism ADHD physical disability hearing problems sight problems (including CVI) dyslexia dyspraxia anxiety/panic attacks speech & language impairment another condition not listed here _____
- I feel like I am in the wrong gender body

Sensory overload:

- I find it hard to put up with: the fabric of school uniform being too close to others noise bright lighting smells moving between lessons something else in the school environment
- _____

Fitting in:

- I am being bullied recently lost a good friend feels lonely and doesn't really have friends has recently fallen out with someone feels misunderstood by others
- I struggle at break and lunch times
- I am having problems involving social media
- I have a bad reputation at school
- I feel I don't fit in with others because they are a different religion or race
- I feel I don't fit in with others because they are gay/lesbian or have a different gender identity

School work and teachers:

- I have learning difficulties
- I find the work too hard too easy
- I am having trouble with a certain teacher
- I worry teachers will get angry or lose patience with them
- I don't trust the teachers
- I am really worried about exams
- I am worried about doing PE or getting changed for PE
- I find school rules much too strict

