



ATTENDANCE POLICY



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Success Starts by Being at School

Aims

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

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school
- We will also promote and support punctuality in attending lessons.

The Importance of Regular School Attendance

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.

Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium.

Missing a few days of school infrequently may not seem important however, research shows that it can have a significant impact on children's learning. At Hollinswood Primary School, our curriculum is sequential and progressive, which means that units consist of learning which build up over time. Due to the amount of knowledge children are expected to know by the end of each year, work missed is understandably hard to catch up on, which can then lead to gaps in children's learning.

At Hollinswood Primary School and Nursery, we follow the Ofsted framework guidance on school attendance, we 'listen, understand, empathise and support – but do not tolerate' poor attendance. If there are problems which affect a pupil's attendance we investigate, identify and work in partnership with parents and pupils to resolve those problems as quickly and efficiently as possible. Attendance cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and non-teaching staff in school, the governing body, the local authority, and other local partners.

National drive on attendance

Every state school in England, August 2024, will share their daily attendance registers across the education sector - including with the department for education, councils, and trusts in the next stage of the government's drive to reduce pupil absence in school. The sharing of daily school registers will form a new world-leading attendance data set that will help schools spot and support children displaying worrying trends of persistent absence or those in danger of becoming missing in education. Schools, trusts and councils will be able to access this data via an interactive secure data dashboard

maintained by the department for education. This will allow them easy use of the data to not only spot pupils in need of support but also to understand how their attendance position compares locally and nationally so they can look at where they might need to drive improvements.

We will do this through the DfE platform WONDE. We will use available local and national figures to benchmark our attendance performance as well as to target attendance improvement efforts to the pupils or pupil cohorts who need it most.

Legislation and guidance

This policy meets the requirements of the working together to improve school attendance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of The Education Act 1996
- Part 3 of The Education Act 2002
- Part 7 of The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Keeping children safe in education - GOV.UK (www.gov.uk)
- Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK (www.gov.uk)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

Continuing attendance concerns with no improvement or a lack of engagement with support may result with the issue of local authority warning notices, an interview under caution and/or prosecution in the magistrates court under section 444 in the education act 1996.

1. Attendance and punctuality expectations

School Day

Hollinswood Primary School & Nursery Whole School - School Day Timetable					
Nursery AM	Reception	KS1	Lower KS2		
8.45am - Doors Open	8.40am - Doors Open	8.40am - Doors Open	8.45am - Doors Open		
9.00am - Registration	8.50am - Registration	8.50am - Registration	8.50am - Registration		
9.10am - Teaching	8.55am - Teaching	8.55am - Teaching	8.55am - Teaching		
10.15am - Snack Time	10.30am - Break Time	10.30am - Break Time	10.30am - Break Time		
11.00am - Teaching	10.45am - Teaching	10.45am - Teaching	10.45am - Teaching		
11.45am - Home Time	12.00pm - Lunch Time	12.00pm - Lunch Time	12.00pm - Lunch Time		
	1.00pm - Teaching	1.00pm - Teaching	1.00pm - Teaching		
	2.00pm - Snack Time	3.10pm - Home Time	3.15pm - Home Time		
	2.15pm - Teaching				
	3.10pm - Home Time				
Nursery PM		Clubs	Upper KS2		
12.15pm - Doors Open		After school clubs run	8.45am - Doors Open		
12.30pm - Registration		termly, starting at	8.50am - Registration		
12.40pm - Teaching		3.15pm till 4.15pm unless	8.55am - Teaching		
2.45pm - Snack Time		otherwise stated.	10.30am - Break Time		
3.00pm - Teaching			10.45am - Teaching		
3.15pm - Home Time			12.00pm - Lunch Time		
			1.00pm - Teaching		
			3.15pm - Home Time		

Children attending the 30 hours nursery session will follow the timetable for both nursery AM and PM. They will have a lunch break at 12.00pm.

Classroom doors close at 8:50am. If children arrive after this time, they will need to enter the school via the office.

Wrap around care provision

We offer a breakfast club provision, which opens at 7.45am - 8.50am (Term Time Only). Children can book a place at breakfast club by contacting the school office. Alternatively, children can just turn up on the day. Parents/ carers will be charged for breakfast club and will be notified on ParentPay.



Hollinswood Primary School offer a range of after school clubs, which vary from term to term. Please contact the school office for more information.

Portal Kids offer an after school club provision until 5:30pm each day. For more information, please visit: <https://portalkids.childcare-online-booking.co.uk/>

Reporting absence

Attendance and safeguarding are intrinsically linked. All members of the team have a duty of care to ensure that we follow our attendance and child protection policies daily.

Our expectation is for parents/carers to either:

	 ClassDojo
Telephone the school offices on 01952 386920/01952 386930	Contact Mrs A Hitchin on Class Dojo by <ul style="list-style-type: none">• Click on messages• Scroll down to find Mrs.Hitchin (Whole School Attendance)• Write a message detailing that your child will be off school and the reason for absence.

All parents need to contact the school using one of the methods above **before 8:45am** on the day of the absence. To ensure our registration code is accurate, staff will ask parents to give:

- Name of caller
- Name of child who is absent
- The reason for absence eg flu.

Parents and carers must use one of the 2 above methods rather than speaking to class teachers or giving messages to siblings to pass on.

If you have reported your child's absence, please stay in regular communication with the school. You may receive follow-up phone calls during the week to check in on your child's progress. This is done on a case-by-case basis.

Appointments

Parents are encouraged to book medical and dental appointments outside of school hours. Where this is not possible, a note and appointment card should be sent to the school office.

If the appointment is during the day, the pupils are expected to attend school before and after the appointment where possible.

Lateness and punctuality

Persistent lateness can be as damaging to a pupil's school career as persistent absence. Pupils who arrive late experience disrupted learning, lack of focus, and hindered social integration: ultimately lateness impacts your children's academic success.

The time a child arrives at school will change the registration mark they receive for that day:

Time arrived at school	On time?	Registration code	Code meaning
Before 9:50am	Yes	/	PRESENT during registration
Between 8:45am / 8:40am and 9:30am	No	L	Arrived after the register has started but before it has closed
After 9:30am	No	U	Late after the register has closed

Request for Term Time Leave of Absence

The DfE guidance about holiday in term time makes the following points:

- Each request can only be judged on a case-by-case basis
- Even in exceptional circumstances, it is expected that Headteachers will use their discretion sparingly.
- Headteachers should not apply policies (for example, blanket bans) which might suggest that each application has not been considered on its individual merits.

Parents should always apply to the Headteacher for any request for leave in term time by completing a request form. These are available from:

- The school office
- The school website
- Appendix of this policy.

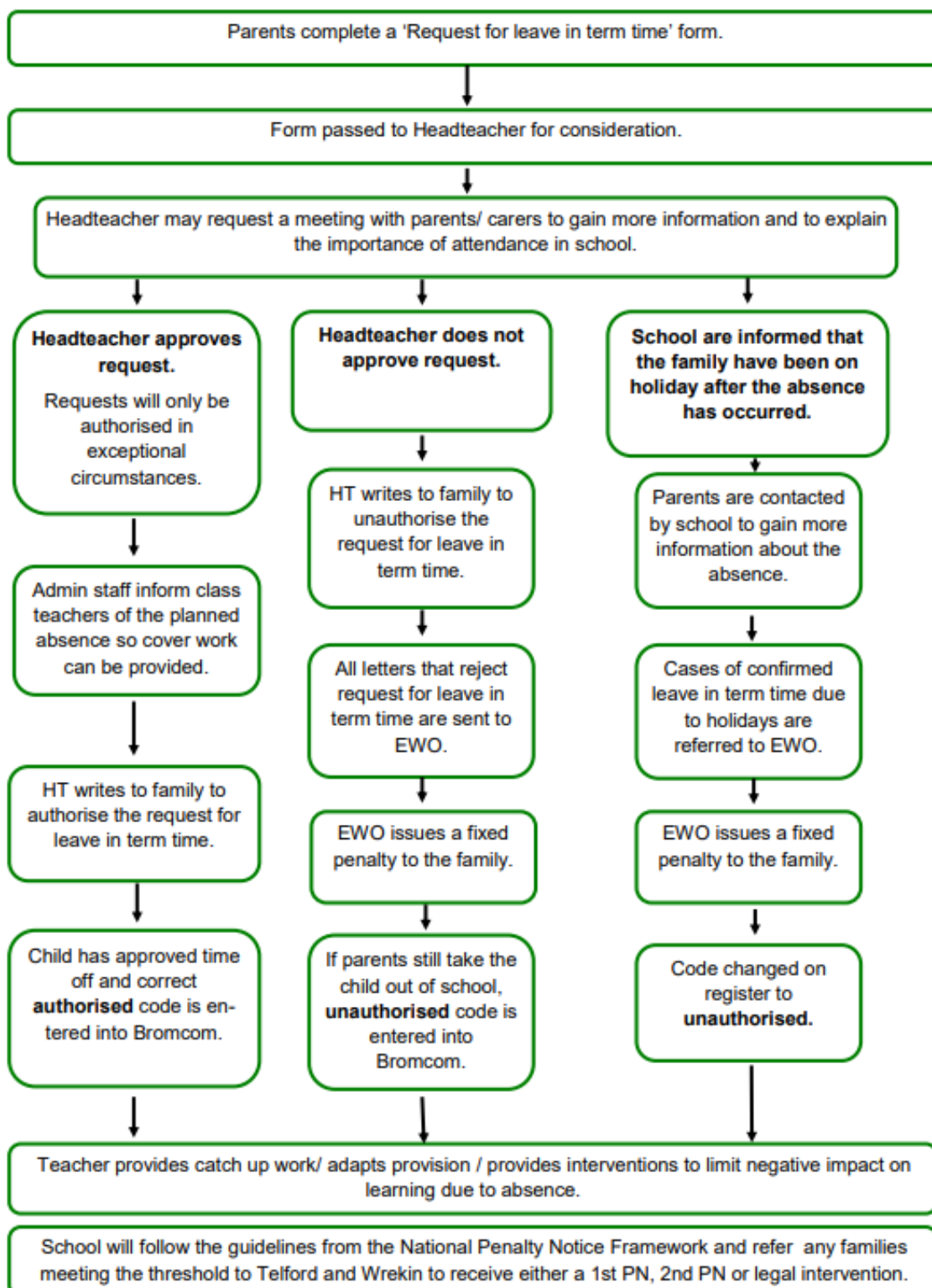
DfE guidance states schools should not authorise leave retrospectively so any leave in term time taken without a request being submitted will be unauthorised absence.

In developing and publishing the new national framework, the Government has renewed appeals to parents not to take their children out of school during term time. The Governors and Headteacher support this and students will only be given permission to take leave in term time if there are exceptional circumstances. The DfE Guidance Working Together to Improve School Attendance (Feb 2024) states that: Generally, the DfE does not consider the need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance. (Paragraph 38.)

Each application for leave in term time will be considered individually and if it is agreed and authorised, the Headteacher will determine the duration of any leave. However, if the application is not agreed and the absence occurs the dates will be unauthorised. Parents will be notified of any decision in writing. Please see the steps that we follow when receiving a request for leave in term time in the flowchart below:

Hollinswood Primary School and Nursery

Requests for leave in term time flowchart




Religious Observance

The school will take advice from the attendance team within Telford & Wrekin Council to establish the appropriate number of days absence required for religious festivals. Parent/Carer will be required to complete a request for absence during term time form.

2. School Senior Attendance Champion

Hollinswood Primary School and Nursery Senior Attendance Champion is Mrs Emma Morris (Deputy Headteacher).

	<p style="text-align: center;">Mrs Emma Morris School Senior Attendance Champion</p> <p>Please phone the school office on 01952 386920/01952 386930 if you would like to speak to our Senior Attendance Champion.</p>
Roles and responsibilities	<ul style="list-style-type: none">➤ Leading attendance across the school➤ Offering a clear vision for attendance improvement➤ Evaluating and monitoring expectations and processes➤ Having an oversight of data analysis➤ Devising specific strategies to address areas of poor attendance identified through data➤ Arranging calls and meetings with parents to discuss attendance issues➤ Delivering targeted intervention and support to pupils and families➤ Liaising with the school EWO➤ Build in staff training on attendance into annual CPD calendar

3. School Roles and Responsibilities



Mrs Hitchin
Attendance Administrator

- Check the registers and make first day contact calls.
- Enter 'U' code into register for children who arrive after 9:30 and 'L' code for children who arrive between 9 – 9:30.
- Enter reason for lates onto Bromcom
- Update MIS system on first day of attendance for new arrivals.
- Attend EWO attendance meeting to
- Monitor children's punctuality and children with attendance of 90% and below.
- Print attendance certificates to be distributed in parents' meetings.
- Complete Child Missing in Education forms.
- Liaise with EWO.



Mrs Osborne
Headteacher

- Ensure all stakeholders are informed of attendance policy
- Ensure up to date attendance information is on the school website with term time dates.
- Agree school's attendance target with Attendance Lead and Governing Body.
- Review any requests for leave in term time.
- Arranging calls and meetings with parents to discuss attendance issues.



Miss Scott
Inclusion Leader

- Meet and greet parents and children on the playground.
- Attend Attendance Meetings (ACM) as and when required.
- Support the actions from Action Plans put into place from ACM (eg support children in class, arrange drop ins, provide interventions etc).
- Work with children and families who are identified as at risk of becoming PA. Facilitate Early Help where appropriate.
- For pupils who have a social worker: inform the child's social worker if there are any unexplained absences.

The attendance team will:

- Ensure that all staff are aware of the registration procedures and receive in-service training on registration regulations and associated education law,
- Complete registers accurately at the beginning of each morning and during the afternoon session,
- Stress to parents/carers the importance of contacting staff early on the first day of absence,
- Display attendance rates around the school and reward good and improved attendance of all pupils,
- Promote positive staff attitudes and support to pupils returning after absence,
- Consult with all members of the school community and the Attendance Support Team in developing and maintaining the whole-school attendance policy,
- Ensure regular evaluation of attendance procedures by senior managers and the school governors,
- Send regular newsletters to parents and pupils informing them of attendance rates and related issues, additionally maintain and update information on the school website with any attendance related issues,
- Work towards ensuring that all pupils feel supported and valued. We will send a clear message that, if a pupil is absent, she/he will be missed,
- Have in place procedures which allow absentees to catch up on missed work without disrupting the learning of other class members, consider remote learning opportunities where necessary,
- Take responsibility for Children not Receiving Education (CNRE), so that school are in regular contact with the pupil and parent, ensuring the pupils safety, working together so that the pupil can resume full time education,
- Monitor and regularly review those pupils subject to a modified timetable, ensuring it is a short-term intervention and have a clear plan for reintegration back into full time attendance at school.

The school will recognise the importance of good practice by:

- Keeping and maintaining registers accurately
- Maintaining a consistent approach to marking registers
- Regularly analysing attendance data & comparing it against both the local and national average, and considering the performance of key groups in comparison to the national data for that particular group.
- Ensuring prompt follow-up action in cases of non-school attendance
- Liaising closely with the school's NAP/EWO, if appropriate
- Recording (and retaining) carefully, all telephone messages/email or contact from parents
- A signed copy of any correspondence to parents is retained by the school
- A referral is made to AST (the Attendance Support Team) for intervention using the electronic ASTR form

The Governing Body

The Governing Board is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy
- The Governing Board will appoint a link Governor for attendance.

The Attendance Officer (EWO)

The Attendance Support Team (AST) form part of the Telford & Wrekin Councils support services to schools and liaise where appropriate with school staff to help secure pupils' good attendance. Legal action to enforce attendance can only be taken by the LA.

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 6)
- Contacting parents and making first day calls/ home visits where no explanation has been given for absence
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

The attendance officer is Helen Carolina and can be contacted via 01952 381881.

Class teachers

Class teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office.

Class teachers are also responsible for having initial conversations with parents regarding their child's absence, supporting parents to recognise the value of education by promoting the curriculum through class dojo, monitoring trends in absence and reporting these to Team Leaders and the Nominated Attendance Person (NAP).

When a child returns from a period of absence, it is important for them to be provided with catch up work in the form of interventions or changed provision to ensure no gaps in learning develop.

Parents/carers

Parents/carers are expected to:

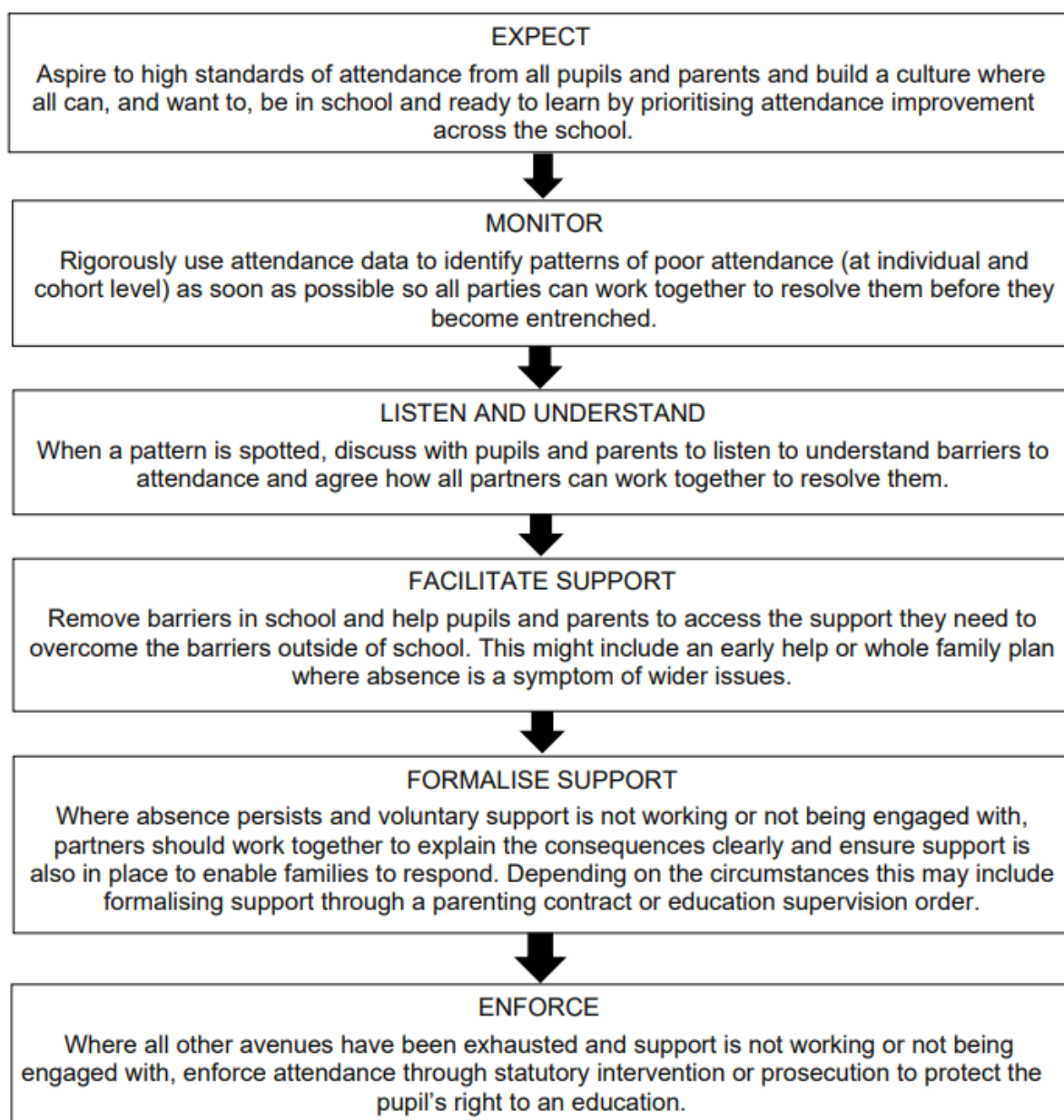
- Make sure their child attends every day on time
- Call the school to report their child's absence before 8:45am on the day of the absence and each subsequent day of absence and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day

Pupils

Pupils are expected to:

- Attend school every day on time

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



All stakeholders have a responsibility to ensure children regularly attend school. All expected actions from stakeholders are outlined in our Roles and Responsibilities document.

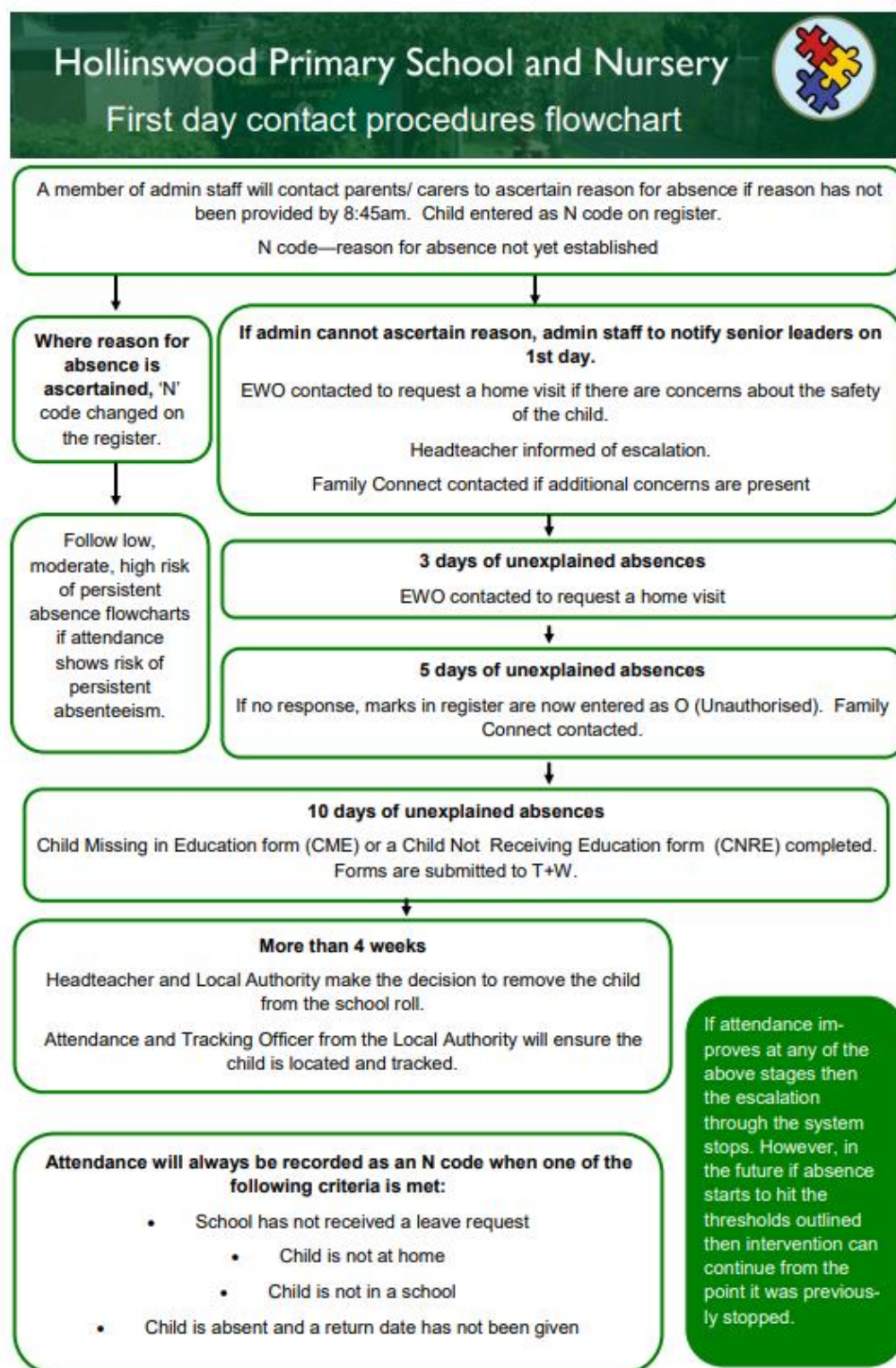
For additional information on all parties (including parents and families) involvement, please refer to this document:

https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance_applies_from_19_August_2024_.pdf

4. Managing and monitoring attendance

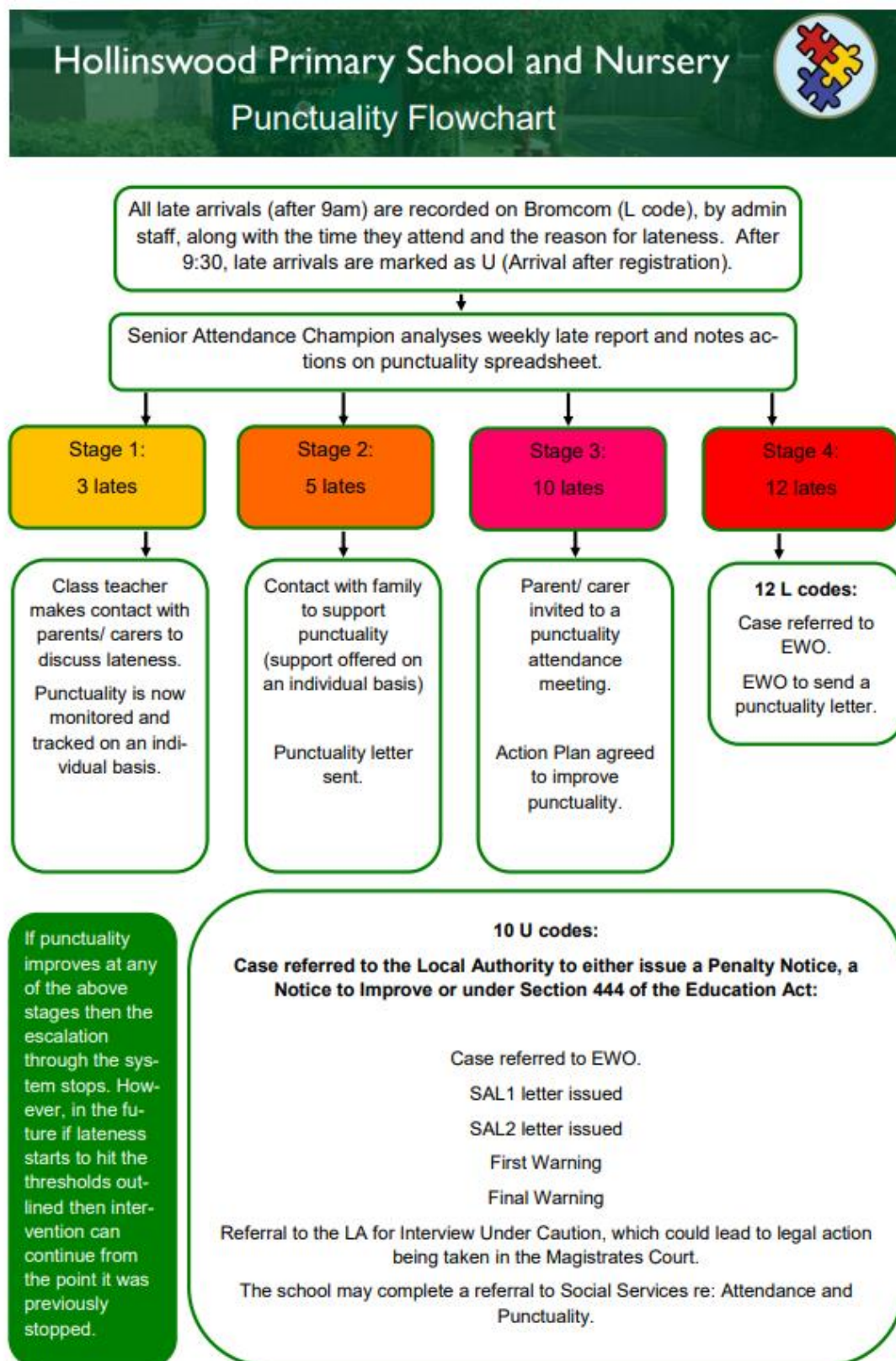
First day of absence procedures

We have the responsibility to contact parents to investigate reasons for absence, including completing home visits where contact cannot be made by telephone. **If no contact is received from the parents/carers of an absent pupil on the first morning of absence we will follow 'First day contact' procedures:**



Punctuality

Poor punctuality may be an indicator of more complex problems at home which the pupil may need help to deal with; chronic lateness may result in a pupil losing his/her attendance mark for the session and the absence will be noted as unauthorised. We follow a step process to respond to ongoing lateness, which is outlined in our Punctuality flowchart.



Regular Attendance

Regular attendance is defined to be in accordance with the rules prescribed by the school. (Supreme Court Ruling April 2017). Regular attendance is attendance at school on each day the school is open for the pupils unless there is an authorisable reason to be absent. (Registration regulations 2006 (amended). Section 444 of the Education Act 1996). “If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his/her parent is guilty of an offence.” A pupil accruing unauthorised absence is an offence for the parent.

Authorised Absence

Some absences are allowed by law and are known as “authorised absences”. Such requests will be considered on a case-by-case basis. If you wish to apply for exceptional leave you will need to request a form from the school office.

Unauthorised Absence

There are times when children are absent for reasons which are not permitted by law. These are known as “unauthorised absences”. Examples of unauthorised absence are:

- Waiting for a delivery or repair
- Going for a family day out/going shopping
- Interpreting or supporting a parent at a meeting
- Sleeping in after a late night
- Because it is your child’s birthday
- Term-time holiday
- Parent’s illness (other than in an emergency)
- Where there is no explanation for absence, or the school considers the reason given for the absence unsatisfactory.
- Absence following or prior a period of school closure or authorised leave unless satisfactory evidence to justify has been provided

Unauthorised absences are reported to the Local Authority. The Attendance Lead, Inclusion Team or in some cases the Education Welfare Officer may contact you where unauthorised absence continues to be a problem. The school will work in partnership with families until to seek to improve attendance.

5. Promoting good attendance

Rewards and incentives for attendance at Hollinswood are:

- Top 3 classes for attendance awarded fortnightly 1st, 2nd, 3rd trophies.
- Celebrations Assembly.
- All children awarded a raffle ticket for days they attend school on time.
- Personalised postcards home for improved attendance/ punctuality
- Certificate and sticker awarded to child for improved attendance and punctuality.

Reporting to parents/carers

The DfE expects schools to report to parents regularly regarding their child's attendance. We will regularly inform parents about their child's attendance and absence levels by:

- Discussing attendance at termly parent meetings. Class teachers will follow a suggested script to ensure all aspects of attendance are discussed. These will differ depending on the child's attendance.
- Termly attendance certificates given to parents/carers, which detail attendance percentage
- Final end of year reports detail yearly attendance percentage
- Teachers and Nominated Attendance Person (NAP) will contact parents, via Class Dojo, phone call or face to face meeting, if there is a risk of their child becoming persistently absent to inform them of support available to prevent attendance decreasing further.

6. Strategies to improve attendance for vulnerable groups

Children with SEND

Of course, some children face greater barriers to attendance, such as pupils with long term medical conditions or special educational needs and disabilities. For children who face complex barriers to attendance, our school will have a sensitive conversation with children and families and work with them to put support in place. Support may include reasonable adjustments for pupils with disabilities or help for pupils where mental health issues are affecting their attendance.

Children with a social worker

In addition to the benefits for all pupils, good attendance at school also provides an additional safeguard for vulnerable pupils.

As such, local authorities are expected to make use of their Virtual Schools to:

- Regularly monitor the attendance of children with a social worker in their area, including those looked-after by the local authority.
- Set aspirational targets for attendance of pupils with a social worker in the area, and put in place personal education plans for pupils looked-after.
- Provide training for designated teachers about their role in promoting the attendance of children who have ever needed a social worker.
- Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.
- Work across children's social care services to make sure all social workers recognise the importance of good school attendance, and that attendance is built into every child in need or child protection plan where attendance is a concern.

To facilitate effective working across the local authority, schools are expected to inform a pupil's social worker if there are unexplained absences from school.

Children Missing in Education

In accordance with the DFE Children Missing Education Statutory Guidelines 2016: schools must monitor pupils' attendance through their daily register. Schools should agree with their local authority the intervals at which they will inform local authorities of the details of pupils who fail to attend regularly or have missed ten school days or more without permission.

Schools should monitor attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the Local Authority. Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register after making 'reasonable enquiries', to establish the whereabouts of the child.

Home visits will also take place if a satisfactory reason for absence is not provided, or unusual patterns are noticed. We have duty of care to safeguard all children; this is one of the requirements within our child protection policy. In order to ensure the success of this policy, every member of the school staff will make attendance a priority and convey to the pupils the importance of their education.

Supporting pupils who are absent or returning to school

Pupils who have been absent will be supported by our Inclusion Team, Teachers and Teaching Assistants. Regular phone calls will be made, we can offer face to face meetings or home visits if necessary. We will work closely with families in supporting children on their return to school. On occasions the Inclusion Team may feel it necessary to contact outside agencies, via an early help assessment. If needed, we will contact outside agencies to support parents i.e. Strengthening Families to ensure families receive the correct support. Children who return to school after a complex absence will receive support from the Inclusion Team with one-to-one meetings or intervention groups until needed.

7. Strategies from improving school attendance

Recording and analysing attendance

It is important to set realistic targets for both attendance and persistent absence; these targets will be set during the Autumn term of each academic year, in consultation with the governing body.

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns


The governing body must approve the school target for attendance to be set for the following academic year.

In compiling an Action Plan, the school will look at those interventions which have been successful as part of the evaluation process. When evaluating success the school will consider whether or not:

- Attendance has improved
- Persistent absence has reduced
- Punctuality has improved
- Parental response to absences has improved
- Re-integration plans have been successful
- The school has been successful in raising the profile of attendance both within the school, governing body and the local community
- Pupils are fully aware of the importance of punctuality and regular attendance and the attendance procedures operating within school
- Attendance issues have been included as topics in school assemblies and curriculum lessons.

Attendance targets

At Hollinswood Primary School and Nursery, we use attendance levels to monitor and track children's attendance.

Hollinswood Primary School and Nursery 		
ATTENDANCE MATTERS		
99 - 100%	Level 1	No Risk of Persistent Absence
97 - 98%	Level 2	Low Risk of Persistent Absence
95 - 96%	Level 3	Moderate Risk of Persistent Absence
93 - 94%	Level 4	High Risk of Persistent Absence
90 - 92%	Level 5	High Risk of Persistent Absence
Below 90%	Level 6	Persistently Absent

When a child triggers a level, we follow our attendance flowcharts found in the Appendix. These flowcharts detail what we will action if attendance begins to become a concern.

Early Help

We encourage our families to communicate any issues, worries or changes in family circumstance with us, so we can help support them quickly and appropriately. Early Help means providing support as soon as an issue emerges, at any point in a child's life. There are a variety of ways we can do this at Hollinswood. For more information about how we can support families, please visit our school website and click on Early Help Offer.



8. National Framework for attendance

Penalty Notice Framework

In line with Telford and Wrekin Council Policy, if your child is absent for 10 school sessions within a 10-week rolling period and that absence is unauthorised, you may be subject to a Penalty Notice fine, criteria is as detailed below.

- From August 19th 2024 the Government have introduced a new 'national framework for Penalty Notices'.
 - If your child has 10 sessions of unauthorised absence in a 10 school week rolling period, you may be issued with a Penalty Notice. These 10 sessions may include any unauthorised absence, including leave in term time and do not have to be consecutive.
 - Penalty Notices are increasing to £160 from September 2024. This can be reduced to £80 but only for the first Penalty Notice issued, if paid within 21 days – this reduction does not apply to any subsequent Penalty Notice.

- Any 2nd Penalty Notice, to the same parent for the same child, issued within three years of the date of the first Penalty Notice will be charged at a flat rate of £160 which must be paid within 28 days.
- A third Penalty Notice will not be issued within a three year rolling period, to the same parent for the unauthorised absence of the same child, - alternative action or legal measures will be utilised for subsequent offences.

Notice to Improve

In some circumstances a 'Notice to Improve' may be issued – however, a Notice to Improve will only be used in cases where support is appropriate. They will not be issued in cases of unauthorised leave in term time for holidays, where information for parents is included on school's website or a simple warning by the school that a Penalty Notice could be issued if unauthorised leave in term time is taken will suffice.

Section 444 of Education Act

Section 444 of the Education Act states that if a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his parent is guilty of an offence. This offence is classified as failure to secure regular attendance at school of registered pupil.

Children who are at high risk of persistent absence, persistently absent or have previous history of regular absence are discussed at Register Reviews with the Education Welfare Officer and decisions are made about progressing through the legal route and support that should be offered to families to work towards improving attendance for the child.

The stages through the Section 444 legal route are:

- a school attendance letter (SAL1), generated by the schools management information system
- a second letter of concern (SAL2 letter) should be sent by the school if no improvement is made, before a referral to the Attendance Support Team,
- Referral to Telford and Wrekin Attendance Support Team
- AST1 – First Warning (no more authorised absence without evidence)
- AST2 – Final Warning (Case can be prepared for court without further notice)
- Interview Under Caution

Sickness Return

From August 19th 2024, schools must inform the Local Authority of all pupils of compulsory school age who they have reasonable grounds to believe will miss 15 days of school due to illness.

When a child reaches 15 days of illness, either consecutively or cumulatively, we will provide the Local Authority with the full name and address of the child.

Appendix 1 - Attendance codes

Present Codes	
/\	present during registration
B	educated off site and taster days and do not fit K, V, P or W codes
K	attending provision arranged by the local authority
L	arrived after the register has started but before it has closed
P	Sporting activity with prior agreement from school
V	educational visit or trip
W	work experience
Absent Codes	
Authorised Absences	
C	exceptional circumstances
C1	in a regulated performance/undertaking regulated employment abroad
C2	absent due to part-time timetable
D	dual registered
E	suspended or permanently excluded
I	illness (not medical or dental appointments)
J1	job/school/college interview
M	medical or dental appointment
Q	unable to attend because of a lack of access arrangements
R	religious observance (only 1 day allowed, any more coded as C if agreed)
S	study leave
T	parent travelling for occupational purposes
X	non-compulsory school age pupil not required to attend school
Y1	unable to attend due to transport provided not being available
Y2	unable to attend due to widespread transport disruption
Y3	unable to attend due to part of the school premises being closed
Y4	unable to attend due to whole school closure
Y5	unable to attend as pupil is in criminal justice detention
Y6	unable to attend in accordance with public health guidance or law
Y7	unable to attend due to other avoidable cause (must affect the pupil NOT the parent)
Unauthorised Absence	
G	holiday (not agreed)
N	reason for absence not yet established (must be corrected within 5 days)
O	absent in other or unknown circumstances
U	late after register has closed
Non- Statistical codes	
Z	pupil not yet on register

#	planned whole school closure (eg holidays, insets and polling station days)
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Appendix 2 - Guidance Notes for Parents requesting Leave in Term Time

1. Parents wishing the school to consider granting leave in term time should read these notes carefully and then complete and send the request form below to the Headteacher. This form should be sent to the school in time for the request to be considered **before** the desired period of absence. (Parents are strongly advised not to finalise any planned absence before receiving the school's decision regarding their request). In any event the request form must be received by the school at least four weeks before the leave in term time requested dates to allow sufficient time for appropriate consideration.
2. The granting of leave of absence in term time is, by law, a matter for consideration and decision by the Headteacher. There is no automatic right to any leave in term time. The Department for Education (DfE) Guidance '*Working Together to Improve School Attendance (Feb 2024)*' states that: *Generally, the DfE does not consider the need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance.* Telford & Wrekin Local Authority (LA) policy supports that view. Where such requests are made, the Headteacher should decide if there are **exceptional circumstances** before the leave is granted, if the leave is granted the Headteacher has the discretion to agree the duration of that leave.
3. Each case will be considered individually and on its own merits. Parents therefore, need to consider very carefully before making any request for leave in term time, the demands of the National and wider School Curriculum especially at the Key Stage assessment stage. In considering a request, the school may also take account of: -
 - the **exceptional** circumstances stated that have given rise to the request;
 - whether the child is compulsory school age;
 - the stage of the child's education and progress and the effects of the requested absence on both elements;
 - whether the same trip could be taken during the 13 weeks school is closed to pupils?
 - students/pupils on examination courses or due to take SATS will **not** normally be granted leave of absence.
4. Where parents have children in more than one school, a separate request must be made to each school. The Headteacher of each school will make their own decision based on the factors relating to the child at their school. However, there is an expectation that all schools involved will communicate and all agree a decision whether to authorise or not. It is hoped that if this situation arises parents will be persuaded to accept the reasons for refusal given and, thereby, withdraw any leave requests.
5. Where requests for a grant of leave in term time are received from only one parent the response letter – agreeing or refusing – will be either addressed to both/all parents where they live at the same address or to each where they do not. This is to ensure, particularly in the case of a refusal, that both or all parents are fully aware of the consequences of ignoring a refusal as the refusal letter clearly states that each parent may receive a penalty notice.
6. Should the school decide to grant the leave. but the child **does not return to school at the time s/he was expected to** (i.e. following the expiry of the granted leave in term time period) and, no

information is available to the school to explain/justify the continuing absence or, make known the whereabouts of the child, **his/her place at the school could be lost.**

7. Should the School decide **not to grant the leave** and parents still take their child out of school the absence will be recorded as **unauthorised** which may be subject to a Penalty Notice fine of £160 per parent per child. This Penalty Notice fine will be reduced to £80 if paid within the first 21 days. Failure to pay the £160 fine within the period 22 to 28 days may lead to Court proceedings, which could ultimately result in a fine of up to £2500 and/or imprisonment of up to three months.

Request for Leave during Term Time

Date.....

To: The Headteacher of:.....(School)

I request permission for leave in term time from school for my child:

(full name

from (date) to (date) for school days.

My child will be accompanied during the leave by:

(parent/carer) and (parent/carer).....

The **exceptional circumstances** and reason for this request are: -

(If necessary, please continue on a separate sheet and attach it to this form)

I have (an)other child(ren) in (an)other school(s) as follows

Child(ren) (full name(s) School(s)

Child(ren) (full name(s) School(s)

Child(ren) (full name(s) School(s)

Child(ren) (full name(s) School(s)

Name of 1st Parent/Carer(s)..... Signed

Current address.....

Mobile No:.....

Name of 2nd Parent/Carer(s) Signed

Current address.....

Mobile No:.....

Please return the completed form to the school office. The school will write to you and inform you of the decision on whether your request is authorised or not. Please do not confirm any holiday booking until you have confirmation of permission for the leave in term time from the Headteacher.

For Office Use Only

Date request for leave in term time received by school

Current Attendance.....%

Last Year's Attendance.....%

Number of unauthorised absence sessions during previous 10 school weeks

Re: **Siblings:** other schools confirmed?

.....

What action are other schools taking?

.....

Leave in term time Agreed/Not Agreed

Request for leave is **agreed/is not agreed** for the above pupil to take leave during term time between the above dates.

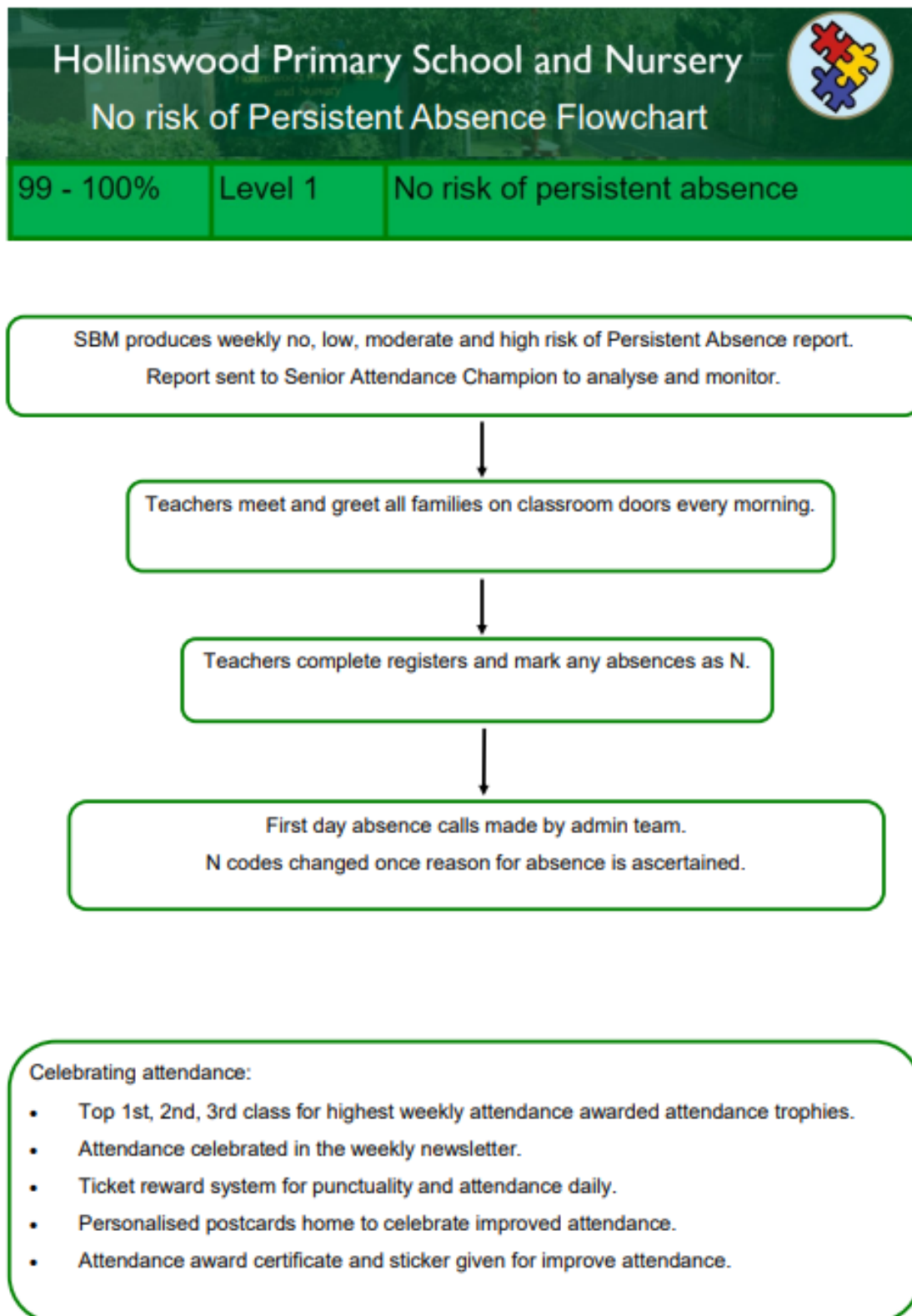
Signed Job Title.....

Print Name Date

Notification of decision: Date letter sent to parent

Any notes:

Appendix 3 - Attendance flowcharts



Hollinswood Primary School and Nursery

Low risk of Persistent Absence Flowchart



97—98%

Level 2

Low risk of persistent absence

SBM produces weekly no, low, moderate and high risk of Persistent Absence report.
Report sent to Senior Attendance Champion to analyse and monitor.

Teachers meet and greet all families on classroom doors every morning.

Teachers complete registers and mark any absences as N.

First day absence calls made by admin team.
N codes changed once reason for absence is ascertained.

Catch up sessions provided/ provision is adapted for children who have missed work due to absence (e.g. a week off due to illness).

Attendance to be discussed at parents evening
(teachers to follow the attendance conversation scripts).

Celebrating attendance:

- Top 1st, 2nd, 3rd class for highest weekly attendance awarded attendance trophies.
- Attendance celebrated in the weekly newsletter.
- Ticket reward system for punctuality and attendance daily.
- Personalised postcards home to celebrate improved attendance.
- Attendance award certificate and sticker given for improved attendance.

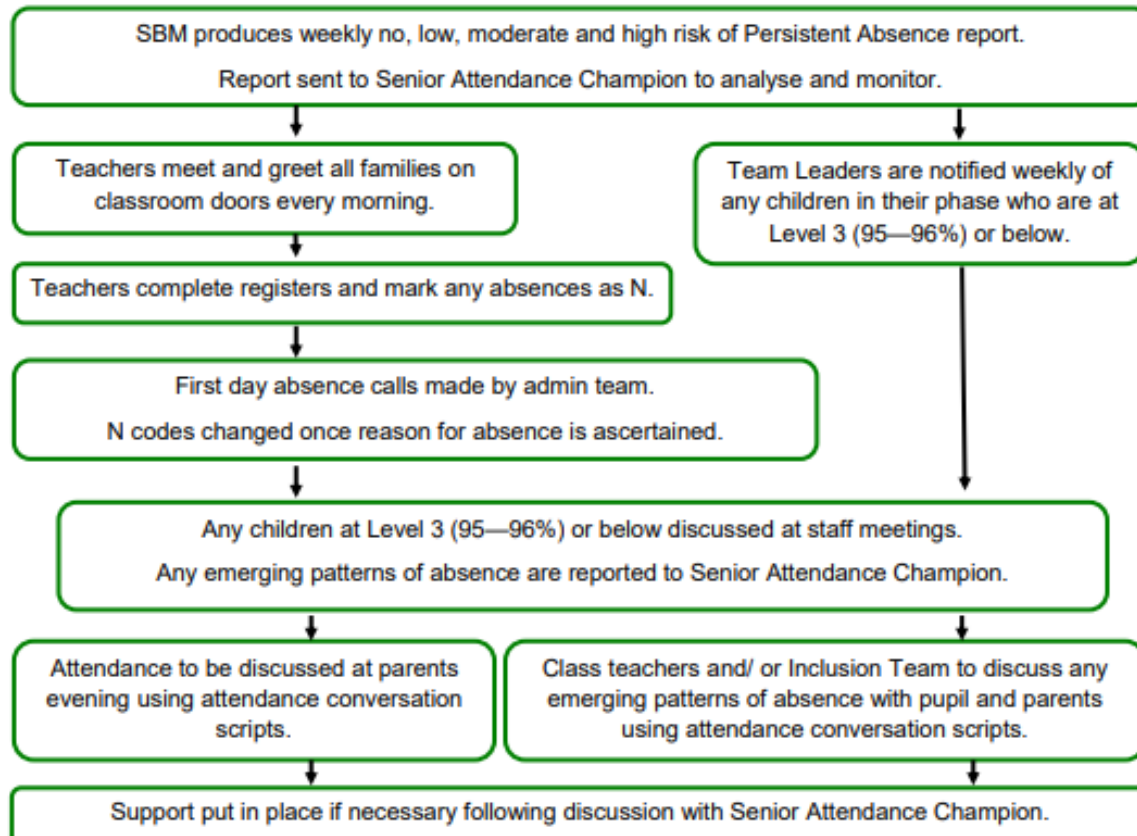
If attendance improves at any of the above stages then the escalation through the system stops. However, in the future if absence starts to hit the thresholds outlined then intervention can continue from the point it was previously stopped.

Hollinswood Primary School and Nursery

Moderate risk of Persistent Absence Flowchart



95—96% Level 3 Moderate risk of persistent absence



Celebrating attendance:

- Top 1st, 2nd, 3rd class for highest weekly attendance awarded attendance trophies.
- Attendance celebrated in the weekly newsletter.
- Ticket reward system for punctuality and attendance daily.
- Personalised postcards home to celebrate improved attendance.
- Attendance award certificate and sticker given for improved attendance.

Examples of support offered:

- Place at breakfast club
- Morning bagels
- Regular contact with Inclusion Team
- Personalised rewards for arrival on time
- Sending wake up text from the office
- Early Help Assessment
- Postcards home, attendance awards and stickers for improved punctuality and attendance.

If attendance improves at any of the above stages then the escalation through the system stops. However, in the future if absence starts to hit the thresholds outlined then intervention can continue from the point it was previously stopped.

Hollinswood Primary School and Nursery

High risk of Persistent Absence Flowchart



93—94%	Level 4	High risk of persistent absence
92—90%	Level 5	High risk of persistent absence

SBM produces weekly low, moderate and high risk of Persistent Absence report.
Report sent to Senior Attendance Champion to analyse and monitor.

Team Leaders are notified weekly of any children in their phase who are at Level 3 (95—96%), Level 4 (93—94%), Level 5 (92—90%), Level 6 (90% and below)

Any children at Level 3 (95—96%) or below discussed at weekly team meetings.
Any emerging patterns of absence are reported to NAP.
Senior Attendance Champion decides on further action.

Teachers provide catch up work/ interventions or change provision to close gaps caused by absence at all stages of flowchart.

If absence is over 10 consecutive days

EWO and parents contacted at 9 consecutive days to arrange Attendance Meeting (ACM) Letter.

Attendance Concern Meeting (ACM) held for 10 consecutive days off.

Action Plan is implemented to support reintegration. (ACM record sheet)

Early Help Assessment made if necessary.

If absence has declined over time

Letter sent at Level 4

Parents and pupils invited to an Attendance Meeting to discuss patterns of absence.
Complete an Attendance Action Plan.

Second letter sent at Level 5

Refer to EWO if attendance fails to improve/ failure to adhere to the Attendance Action Plan.

Examples of support offered:

- Place at breakfast club
- Morning bagels
- Regular contact with Inclusion Team
- Personalised rewards for arrival on time
- Sending wake up text from the office
- Early Help Assessment
- Postcards home, attendance awards and stickers for improved punctuality and attendance

If attendance improves at any of the above stages then the escalation through the system stops. However, in the future if absence starts to hit the thresholds outlined then intervention can continue from the point it was previously stopped.

Hollinswood Primary School and Nursery

Persistently Absent Flowchart



90% and below Level 6 Persistently absent

SBM produces weekly low, moderate and high risk of Persistent Absence report.
Report sent to Senior Attendance Champion to analyse and monitor.

Team Leaders are notified weekly of any children in their phase who are at
Level 3 (95—96%) , Level 4 (93—94%), Level 5 (92—90%), Level 6 (90% and below)

Any children at Level 3 (95—96%) or below discussed at staff meetings.
Any emerging patterns of absence are reported to Senior Attendance Champion.

Attendance Action Plan set at Level 4 and 5 is reviewed by Senior Attendance Champion.

If absence is over 10 consecutive days

EWO and parents contacted at 9 consecutive days to arrange Attendance Meeting (ACM)

Attendance Meeting (ACM) held for 10 consecutive days off to discuss support needed.

If absence has declined over time

Referral to EWO.

SAL1 letter issued.

SAL2 letter issued.

Attendance Support Team at the Local Authority issue a First Warning Notice

Final Warning Notice issued by Attendance Support Team

Referral to the Local Authority for an Interview Under Caution, which could lead to legal action being taken in the Magistrates Court.

Attendance monitored in 3 weekly meetings attended by EWO and attendance team.

Examples of support offered:

- Place at breakfast club
- Morning bagels
- Regular contact with Inclusion Team
- Personalised rewards for arrival on time
- Sending wake up text from the office
- Early Help Assessment

If attendance improves at any of the above stages then the escalation through the system stops. However, in the future if absence starts to hit the thresholds outlined then intervention can continue from the point it was previously stopped.

