



L.E.A.D. Academy Trust

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# **L.E.A.D. ACADEMY TRUST ATTENDANCE POLICY**

## Policy/Procedure management log

Document name	Attendance Policy
Author	Helen Tunney
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Date of review	<b>January 2024</b>
Approved by	AGB

### **Introduction**

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for attendance management explicit in order to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust's aim is for all of its academies to be calm, orderly, safe, and supportive environments where all pupils want to be in school and are keen and ready to learn.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

**Cross Reference: Safeguarding Policy, Behaviour Policy, SEND policy**

### **Legislative Framework**

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education 2022 (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 2007 \(and 2013 amendments\)](#)

Procedures for attendance management implemented by individual academies will be operated in a positive way, reflecting the high expectations of all within the academy community.

All staff are responsible for promoting and establishing good attendance in Trust academies. It is important that all staff are consistent and proactive in rewarding good attendance, and in dealing with poor attendance.

### **Trust Expectations of Academies**

To manage and improve attendance effectively, the Trust expects every academy to:

- Have a clear attendance policy which all staff, pupils and parents understand. The policy must include:
  - Attendance and punctuality expectations of pupils and parents, including:
    - start and close of the day
    - register closing times
    - processes for requesting leaves of absence
    - processes for informing the school of the reason for an unexpected absence.
  - The name and contact details of the senior leader responsible for the strategic approach to attendance.
  - Information and contact details of staff who pupils and parents should contact about attendance on a day to day basis.
  - Information regarding day to day processes for managing attendance, for example first day calling and processes to follow up on unexplained absence.
  - How the academy is promoting and incentivising good attendance.
  - The strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.
  - The strategy for reducing persistent and severe absence, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority.
  - The point at which Fixed Penalty Notices for absence and other sanctions will be sought if support is not appropriate (e.g. for an unauthorised holiday in term time), not successful, or not engaged with.
- Develop and maintain a whole academy culture that promotes the benefits of high attendance.
- Accurately complete admission and attendance registers, and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.
- Share information and work collaboratively with other schools and academies in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

Improving attendance requires constant focus, and effective whole academy approaches require regular ongoing support, guidance, and challenge. The Trust expects each Academy Governing Body (AGB) to:

- Recognise the importance of attendance and promote it.
- Ensure leaders fulfil expectations and statutory duties.

- Regularly review attendance data, discuss, and challenge trends, and help academy leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensure staff receive adequate training on attendance.

### **Day to Day Processes**

Alongside accurate recording of attendance and absence, the Trust expects each academy to have robust day to day processes to track and follow up absence and poor punctuality and to develop processes that meet the needs of their pupils and contexts. As a minimum, each academy must:

- Proactively manage lateness and set out the length of time the register will be open, after which a pupil will be marked as absent. This should be the same for every session, and depending on the structure of the school day, not longer than either 30 minutes after the session begins, or the length of the form time or first lesson in which registration takes place.
- Identify any absences that are not explained for each session and contact parents (and where appropriate foster carers and/or social workers) to understand why and when the pupil will return. Where absence is recorded as unexplained in the attendance register, the correct code should be inputted as soon as the reason is ascertained, but no later than 5 working days after the session.
- Where reasonably possible, hold more than one emergency contact number for each pupil.
- Regularly inform parents about their child's attendance and absence levels.
- Hold regular meetings with the parents of pupils whom the academy (and/or local authority) considers to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Make the necessary statutory data returns.
- Support pupils on return following a lengthy or unavoidable period of absence to build confidence and bridge gaps.

Each academy, in order to instil good attendance, should therefore:

- Work closely with their Local Authority School Attendance Support Team.
- Organise regular targeted meetings with families.
- Take a multi-disciplinary approach with the School Attendance Team to overcome barriers.
- Undertake legal intervention, where all voluntary support options are unsuccessful (Attendance Prosecution).
- Use parenting contracts as a formal written agreement with the academy.
- Implement an Education Supervision Order (ESO) where a formal parenting contract has been unsuccessful. An ESO is a useful alternative to provide formal legal intervention without criminal prosecution.
- Initiate fixed penalty notices by working with the Local Authority.
- Make use of Parenting Orders following non-attendance alongside a fine and or a community order. These can be imposed by the Court.

### **Equality Statement**

The L.E.A.D. Academy Trust is committed to applying the equality duty in all academies across all phases.

It is the responsibility of all staff, leaders, trustees and governors to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity, and to foster good relations between people.

### **Safeguarding**

L.E.A.D. Academy Trust recognises that attendance may be an indicator that a pupil is in need of help or protection. As a result, we expect each academy to consider whether a pupil's attendance may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, the academy is expected to follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Monitoring, Evaluation and Review**

In order to determine the effectiveness of a policy, the Trust will monitor and evaluate its impact. This will be achieved by:

- Regular analysis of data.
- The AGB reviewing progress made and the effectiveness of the policy on an annual basis.
- The Trust Board scrutinising the attendance data and any issues reported in the Quality Assurance (QA) visits made by Directors of Schools.



L.E.A.D. Academy Trust

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# **Rainbow forge**

# **Attendance**

# **Policy**

## Policy Information

Document name	Attendance Policy
Date approved	
Date issued	
Date of review	
Approved by	

## 1. Aims

At Rainbow Forge Primary Academy we are committed to meeting our obligation with regards to school attendance through our culture and ethos that values good attendance, including by:

- 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
- Promoting and supporting punctuality in attending lessons

## 2. Legislation and Guidance

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education 2022 (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:

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## 3. Roles and Responsibilities

### 3.1 Academy Trustees

Trustees are responsible for:

- Ensuring that there is a Trust wide strategy to improve attendance

## **Academy Governing Bodies (AGBs) are responsible for:**

- Promoting the importance of good attendance across the academy's policies and through its ethos
- Making sure academy leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Making sure staff receive adequate training on attendance
- Holding the Headteacher to account for the implementation of this policy

### **3.2 The Headteacher**

The Headteacher is responsible for:

- Implementation of this policy at the academy
- Monitoring absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Authorising the Local Authority issuing of fixed-penalty notices where necessary

### **3.3 The Designated Senior Leader Responsible for Attendance**

The designated senior leader is responsible for:

- Leading attendance across the academy
- 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

The designated senior leader responsible for attendance is Nina Sneddon and can be contacted via the school office on 01142 487342.

### **3.4 The Attendance Officer**

The academy attendance officer is responsible for:

- Record all absence details received on a day-to-day basis and log it on the academy MIS system
- Providing first day phone calls to all children absent without contact from a parent/carer.
- Completing home visits for children who have not been seen for 1-3 days without reason.
- Supporting families to remove barriers to good attendance.
- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement



- Providing regular attendance reports to academy staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the Headteacher
- Working with the School Attendance Support team to tackle persistent absence

The attendance officer is Joanne Provines and can be contacted via the school office on 01142 487342

### **3.5 Class Teachers**

Class teachers are responsible for

- Recording attendance on a daily basis, using the correct codes, and submitting this information to the office by 9:15am for the morning and 1:40 in the afternoon.
- Passing on all information from parents regarding attendance to the attendance officer.
- Contacting parents/carers on the second day of absence to provide support to limit missed learning.
- Providing catch up learning to children who have missed learning, either through homework or intervention.

### **3.6 Parents/Carers**

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call the academy to report their child's absence before 9:30am on the day of the absence and send a message (Dojo or school comms) on each subsequent day of absence, and advise when their child is expected to return.
- Provide the academy with more than 1 emergency contact number for their child and update accordingly
- Ensure that, where possible, appointments for their child are made outside of the academy day

### **3.7 Pupils**

Pupils are expected to:

- Attend every day on time

### **3.8 The Local Authority**

The Local Authority is legally obliged to:

- Provide a strategic approach to improving attendance and ensure that it is a key focus of all frontline services
- Provide access to the School Support Team
- Enable opportunities to share effective practice
- Work with academies to issue legal interventions

## **4. Recording Attendance**

### **4.1 Attendance Register**

At Rainbow Forge Primary Academy, we keep an attendance register of all pupils on the academy roll.

We will take our attendance register at the start of each day and once during the afternoon. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent (through authorised or unauthorised circumstances)
- Unable to attend due to exceptional circumstances

The notes facility will be used to provide details of reason for absence.

**DfE attendance codes can be found in appendix 3.**

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

The school day at Rainbow Forge Primary Academy starts at 8:45am Pupils must arrive by 8:45am every day.

The register for the first session will be taken at 9am and will be kept open until 9:15am. The register for the second session will be taken at 12pm and will be kept open until 12.15pm.

#### **4.2 Unplanned Absence**

The pupil's parent/carer must notify the academy of the reason for the absence on the first day of an unplanned absence by 9:00am or as soon as practically possible by calling the Academy office on 01142487342. Parents should speak to the attendance officer wherever possible and leave a message if not. Parents can also communicate absences via Class Dojo or Gateway App.

#### **4.3 Illness**

Parents should be aiming to have their child in school 100% of the time. Wherever possible pupils should attend even if they are a little unwell. Feeling under the weather, not sleeping, coughs, colds, aches and pains are not reasons to be absent from school. Parents can give their child over the counter medicines, if they feel necessary, and send them to school.

We will mark absence due to illness as authorised unless a pupil is a persistent absentee (has attendance below 90%). In line with Sheffield policy, continued absence once a child is a persistent absentee is unauthorised unless medical evidence is seen. Examples of medical evidence are; prescription labels with child's name and date clearly seen, appointment messages and letters.

#### **4.3 Planned Absence**

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the academy in advance of the appointment.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of the academy for the minimum amount of time necessary.

If a family are intending on removing their child from school for any planned period, such as holidays and family events, they should complete a Leave of Absence form at least 2 weeks before the start

of the leave. These can be collected from the office and will be processed by the attendance officer. Leave of absences will not be authorised if the above 2 weeks notice is not given to the Academy, unless exceptional circumstances apply such as funerals. Sheffield Local authority may fine to parents who take their child out of school without exceptional circumstances.

#### **4.4 Lateness and Punctuality**

A pupil who arrives late:

- Before the register has closed (between 8:45am and 9:15am), will be marked as late, using the appropriate code 'L'. Children who arrive late will have the amount of minutes missed noted on arrival on SIMS and will be monitored throughout the year with reviews carried out every three weeks with parents to address this.
- After the register has closed (9:15am) will be marked as absent, using the appropriate code 'U' which signifies that the pupil arrived after the official closing of the register and denotes an unauthorised absence. Children who arrive after the register has closed will have their arrival time noted on SIMS and this will be monitored throughout the year with reviews carried out every three weeks with parents to address this.

U codes effect attendance percentages and count as missing a session.

#### **4.5 Following up Unexplained Absence**

Where any pupil we expect to attend does not attend, or stops attending without reason, the academy will:

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the academy cannot reach any of the contact we will send emails and messages via dojo to make contact and carry out safe and well checks where appropriate.
- Identify whether the absence is approved or not
- Identify the correct absence code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, a home visit will be conducted to ascertain if the pupil is safe and well. If we have further safeguarding concerns following this visit we will contact appropriate frontline services, such as social care and the police.

#### **4.6 Reporting to Parents/Carers**

The academy will regularly inform parents about their child's attendance and absence levels. For those with good attendance (100%-95%) this will be via a termly report, for children with 95% or less attendance this will be every 3 weeks in line with our absence escalation procedures.

## **5. Authorised and Unauthorised Absence**

### **5.1 Approval for Term-time Absence**

Only exceptional circumstances warrant a leave of absence. Rainbow Forge Primary Academy will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, it is for the Headteacher to determine the length of the time the pupil can be away from school. As Headteachers should only grant leaves of absence in exceptional circumstances it is unlikely a leave of absence will be granted for the purposes of a family holiday.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form (Appendix 5), accessible via the school office. The Headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** may include:

- Illness and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the academy will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, barges (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the academy, but it is not known whether the pupil is attending educational provision

## **5.2 Pupils with Medical Conditions or Special Educational Needs and Disabilities**

In line with Section 19 of the Education Act 1996 the Local Authority (LA) have a duty to: “make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, or otherwise, may not for any period receive suitable education unless such arrangements are made for them.”

This applies to children and young people:

- who are of statutory school age and who
- are permanently resident in the local authority and
- who are not in school for 15 days or more, whether consecutive or cumulative due to ill health and
- where the health need and necessity for absence has been validated as necessary by a medical doctor
- will not receive a suitable full-time education unless the local authority makes arrangements for this

Health problems include: disabilities, physical illnesses, injuries and clinically defined mental health problems. Suitable medical evidence will be required, including details of the health problem, how long the condition is expected to last, the likely outcome, and a treatment plan. This must be provided by a suitable medical professional, normally a hospital consultant. However, where specific medical evidence is not available quickly, the local authority will liaise with other medical professionals (e.g. the child's GP), so that provision of education is not delayed.

## **5.3 Children Missing Education (CME)**

The academy recognises that early intervention is necessary to identify the existence of any underlying safeguarding risk, and to help prevent the risks of a child going missing in education. The academy will:

- Follow absence procedures

- Make a referral to CME if information is obtained that the family have moved out of area, with no forwarding school/academy
- Make a referral to CME if a pupil has not returned after 10 days and there has been no contact with the family, despite efforts made by the academy
- Work closely with the Children Missing Education (CME) Officer to identify a pupil's current whereabouts/destination
- Agree with CME an appropriate time and category to remove the child from the academy roll. This includes those children and young people who are expected to move swiftly into appropriate provision; this is in line with The Education (Pupil Registration) (England) (Amendment) Regulations 2016
- Contact the Local Authority via CME after 20 school days of absence, to discuss whether to remove a pupil from the academy roll. The final decision about removal from the academy roll remains with the Headteacher.
- The academy will create a 'lost pupil' record on the national Lost Pupil's Database School to School (s2s) to assist future schools and Children Missing from Education Officers to identify and locate children

#### **5.4 Legal Sanctions**

The academy can refer parents to the local authority where they do not ensure that children attend school. Parents can be fined for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a fine, via a fixed penalty notice (FPN), each parent must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute.

## **6. Strategies for Promoting Attendance**

At Rainbow Forge Primary Academy we promote good attendance through a range of methods including:

- Surprise days – a treat for all children in school that day
- Raffles – tickets for all children who have achieved an attendance target set by the attendance officer
- Rewards in assemblies and certificates sent home
- Dojo Points for being in school and punctuality
- Targeted early help for families who have barriers to good attendance.
- Workshops and coffee mornings to support parents with common attendance barriers such as sleep hygiene, anxiety and behaviour.
- Identifying improving attendance swiftly and congratulating parents.

## 7. Attendance Monitoring

Attendance is monitored on a three week cycle.

### Preventing persistent absenteeism:

1. Child is identified as having attendance below 95%
2. Initial concern shared with parents by class teacher, encouragement and exploration of reasons.
3. Child's attendance drops to below 92%
4. Initial concern letter inviting to meeting with Headteacher to prevent further decline. Impact on learning discussed and barriers to attendance explored.

### Persistent absentee procedure:

1. Child's attendance drops to below 90%
2. Parents invited to voluntary attendance meeting with attendance officer, EHC mapping document (appendix 1) completed to explore barriers and identify support and next steps. Referrals may be made to services such as FIS or signposting to GP.

*3 weeks monitoring*

3. If no improvement, parents invited to formal attendance meeting, attendance contract completed (appendix 2). SMART targets will be written and the child's wishes and feelings explored.

*3 weeks monitoring*

4. Attendance officer liaise with Attendance and Inclusion social worker on next steps – potential for legal action if no progress is being made.

### Severe absence procedure:

When children's attendance drops below 70% and they are at risk of being severely absent (below 50%) the case will be led by the DSL. These children are likely to have complex reasons for absence. Attendance meetings may be incorporated into social care or SEND reviews and city wide support such as the complex case team and school readiness pathways will be explored to ensure all possible support for families.

### 7.1 Monitoring Attendance

The academy will:

- Monitor attendance and absence data trends on a half-termly, termly and yearly basis in relation to whole cohorts and distinct pupil groups
- Monitor individual pupil attendance, absence and punctuality on a daily and weekly basis
- Identify whether or not there are particular groups of children whose absences may be a cause for concern
- Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying academy-level absence data is published alongside the national statistics. The academy will compare attendance data to the national average, and share this with the governing board.

## **7.2 Analysing Attendance**

The academy 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

## **7.3 Using Data to Improve Attendance**

The academy will:

- Provide regular attendance reports to class teachers and other academy leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

## **8. Policy Review**

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum once per year by Nina Sneddon. At every review, the policy will be approved by the AGB.

## **9. Links with Other Policies**

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Equality policy

## Appendix 1: Example EHC mapping document

<b>Child's name:</b>	<b>Date of Birth:</b>	<b>Class/Year group:</b>
<b>Attendance:</b>	<b>SEN code:</b>	<b>SOG:</b>
<b>One page support plan/Myplan/EHCP Date Last Reviewed:</b>	<b>Date of plan:</b>	<b>Review date:</b>
<b>Present:</b>		

<b>Services Involved:</b>		
<b>What are we worried about</b>	<b>What is going well</b>	<b>Next Steps</b>
<b>Education</b>		
<b>Child's view</b>		
<b>Health</b>		
<b>Child's view</b>		
<b>Care</b>		
<b>Child's view</b>		
<b>Additional Information</b>		

Signature of Parent(s):  
of School:

Signature



## Appendix 2 – attendance contract

### Parenting Contract for Attendance

#### Date

Child's name:		Child's DOB:	
School/NCY:			
Parent's name(s):		Parents DOB:	
Address(es)			
Tel:			

Senior staff member with overall responsibility:

Member of staff responsible day-to-day:

Contact number for the school to inform if the child is too unwell to attend:

Linked Inclusion and Attendance Officer:

It is important that we work together to improve your child's school attendance to give them the opportunity to attain and progress. We are going to work together to ensure the above-named child improves their attendance at school with immediate effect.

**Your child's current attendance is**

**This means they have missed          sessions/days so far this year.**

**So far          of these absences have been authorised by us.**

**So far          of these absences have been unauthorised by us.**

**This means they have missed       lessons so far this year.**

**Your child has been late to school on       occasions.**

**This equates to them missing    minutes of their learning.**

**The reasons you have given for these absences have been:**

.....

.....

**We have listened to your child and discussed with them the reasons for their absence. They have shared with us that:**

.....

.....

**The specific targets of our plan. What we aim to do by (date):**

**To achieve these targets we will:**

**Parents agree to:**

**School agree to:**

**Child agrees to:**

### **Reviews**

This contract will be reviewed regularly.

If the contract is being adhered to the school will ensure the child receives recognition of the improvement and will continue to monitor and support.

If the contract is not being adhered to the school will notify the Local Authority, where next steps will be considered including progression to attendance legal processes.

### **Agreeing to the contract:**

#### **Consent by parent(s)**

I/we have agreed to this Parenting Contract and will

- a. work with the school (and council) as detailed above, to improve my/our child's school attendance, and
- b. carry out what we have promised to do.

I/we also agree to information being shared with other professionals and agencies as required to help us.

**I/we understand that if my child has any further unauthorised absences from school, a Penalty Notice or prosecution may follow without further warning. This agreement may be given as part of the evidence.**

**Signed (Parent/s):**

.....

**Signed by the Child (age appropriate)**

.....

**Signed (on behalf of the school/governing body/local authority)**

.....

## Appendix 3: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

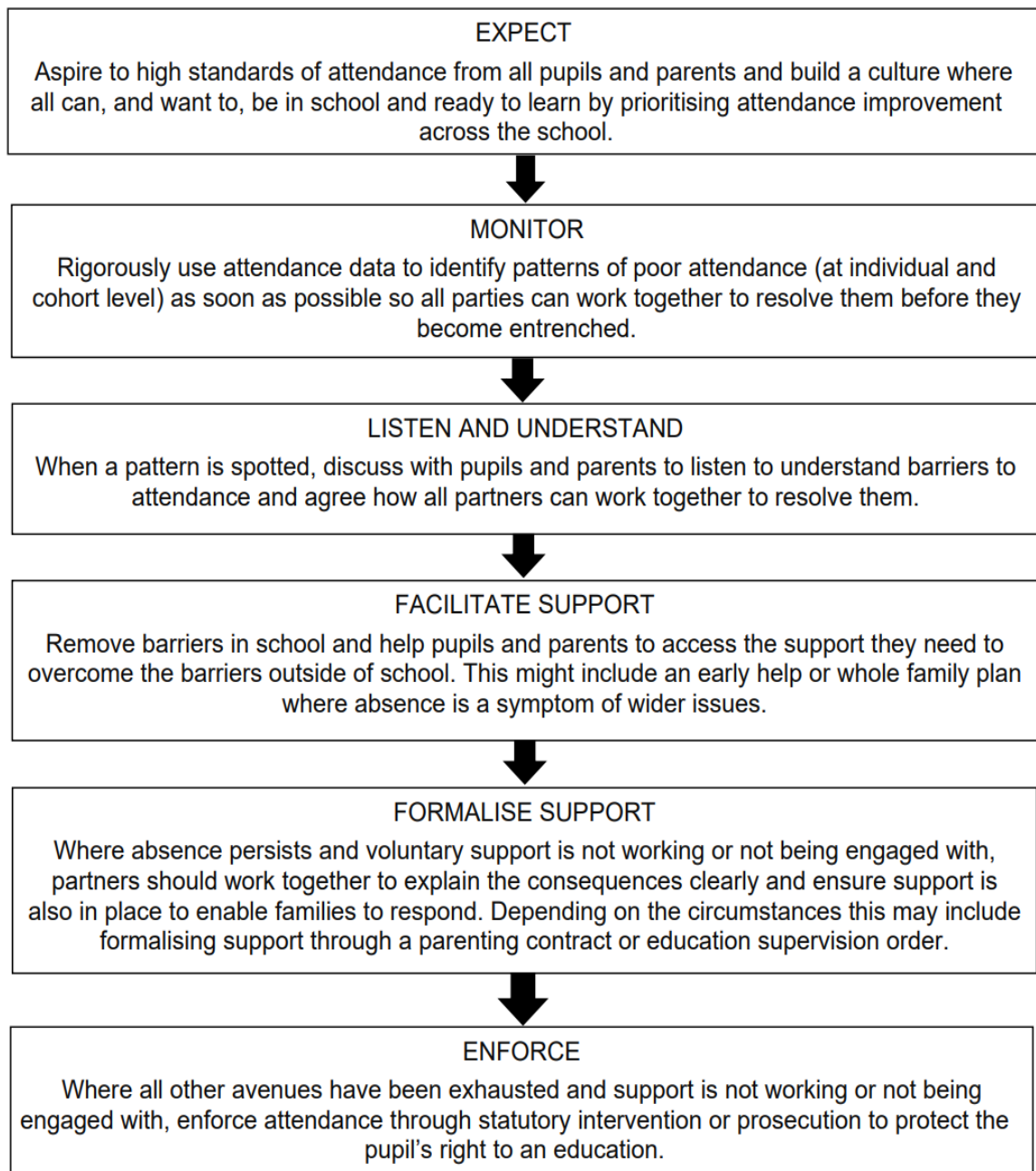
Code	Definition	Scenario
<b>Authorised absence</b>		
<b>C</b>	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
<b>E</b>	Excluded	Pupil has been excluded but no alternative provision has been made
<b>H</b>	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
<b>I</b>	Illness	School has been notified that a pupil will be absent due to illness
<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>S</b>	Study leave	Year 11 pupil is on study leave during their public examinations
<b>T</b>	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school
<b>Unauthorised absence</b>		
<b>G</b>	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
<b>N</b>	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)

<b>O</b>	Unauthorised absence	School is not satisfied with reason for pupil's absence
<b>U</b>	Arrival after registration	Pupil arrived at school after the register closed

<b>Code</b>	<b>Definition</b>	<b>Scenario</b>
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>Y</b>	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
<b>Z</b>	Pupil not on admission register	Register set up but pupil has not yet joined the school
<b>#</b>	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

## Appendix 4:

### Flow chart of promoting good attendance



## Appendix 5 :



Leave of absence  
request form.docx

### **XXX ACADEMY LEAVE OF ABSENCE REQUEST (Model)**

Name of Pupil:.....

Date of Birth:..... Form:.....

Dates of proposed absence: From:..... To:.....

Total days requested:.....

Parent/Carer full name:..... Date of Birth:.....

Parent/Carer full name:..... Date of Birth:.....

Address:.....

Signature of Parent/Carer..... Date:.....

Signature of Parent/Carer..... Date:.....

**Parents or carers who take their children on holiday without permission risk a fixed penalty notice of up to £120 (per parent, per child) if paid within 28 days. This amount can be reduced to £60 if paid within 21 days.**

Reason for leave of absence:.....

.....

.....

#### **For office use only:**

Attendance (current academic year):..... (previous academic year):.....

Parent/Carer(s) informed by letter? Yes/No Date:.....

Authorised: Yes/No Headteacher:..... Date:.....