



# Attendance & Punctuality Policy

**Date Adopted: July 2022**

**Reviewed on: June 2024**

**Author/owner: Board of Trustees**

**Review: Annual**

**NB.** 'Trustees' means the Directors referred to in the Trust's Articles of Association

## History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
2.0	June 2024	4	Changes to 'Aims', with reference to DfE Working Together to Improve School Attendance	
2.0	June 2024	7	Addition of section on Severe Absence	
2.0	June 2024	11	Update of DfE Attendance Codes	
2.0	June 2024	18	Addition of Nursery absence request form	
2.0	June 2024	19-26	Insertion of new model letters from <a href="https://www.devon.gov.uk/school-letters">School letter templates - Support for schools and settings (devon.gov.uk)</a>	
2.0	June 2024	27-34	Addition of other letters	
2.0	June 2024	35-46	Addition of School Review Form & Attendance Support Meeting Record	

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## Aims

Good attendance and punctuality are essential if children are to succeed at school. Research shows that there is a direct link between good attendance and academic progress and achievement. Tarka Learning Partnership (TLP) is committed to maximising educational opportunities and achievement for all children/students. For pupils to gain the best from their time at one of the Trust's schools, it is vital that they achieve excellent attendance and punctuality. We strive for 100% attendance for all children and young people however we understand that pupils can be genuinely ill and absent for other justifiable reasons such as supporting a family with bereavement. There will be young people who, for long-term health reasons, need time out of school, which needs to be carefully managed by the agencies involved and this policy seeks support and does not imply blame or guilt. TLP actively promotes excellent attendance and discourages unjustified absence. TLP recognises that promoting excellent attendance and punctuality prepares children for the disciplines of both future education and adult working life. We believe that children deserve and are entitled to the full experience of school life in order to flourish. Education is a key social and cultural right and plays an important role in reducing poverty and in improving life outcomes.

For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extrafamilial harms, including crime. As such, we are committed to working in partnership with families and pupils to find supportive routes to improve attendance.

All of our schools are committed to working together with our stakeholders to:

**Expect:** Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

**Monitor:** Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

**Listen and understand:** When a pattern is spotted, discuss with pupils and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

**Facilitate support:** Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

**Formalise support:** Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.

**Enforce:** Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education."

*(Department for Education: [Working together to improve school attendance \(applies from 19 August 2024\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/Working_together_to_improve_school_attendance.pdf) ([publishing.service.gov.uk](https://publishing.service.gov.uk))*

## Guiding Principles

- It is the responsibility of everyone in each Academy (the word academy refers also to schools) to improve attendance and punctuality.
- Each Academy needs to ensure that all young people access a full-time education which meets their needs and allows them to realise their potential.
- Each Academy will strive to provide a safe and caring environment where each pupil can engage in all opportunities offered.

- Each Academy will work with children and their families to ensure every child attends regularly and punctually.
- Each Academy will challenge the behaviour of those children and parents/carers who give a low priority to attendance and punctuality.
- Each Academy will provide an effective system of communication with parents/carers together with appropriate agencies to provide mutual information and support.
- Each Academy will use the BromCom attendance recording systems in order to provide accurate information and to use suitable tracking strategies to recognise any trends that can damage good attendance and learning.
- Each Academy will support all aspects of the Education Act 1996 and the Children's Act 2003: 'Every Child Matters' and 'Working together to improve school attendance' 2024 by implementing policy in a consistent manner.
- Each Academy will have regard to the Disability Discrimination Act 1995 and reasonable adjustments will be made for young people.
- Each Academy will have regard to those pupils who have long term health conditions where outside agencies require attendance at appointments and time in hospital during school hours. Each Academy will seek to support the child's needs prior, during and after medical treatment.

#### What parents can expect from each Academy:

- We will promote excellent attendance and punctuality and will investigate any unexplained and/or unjustified absence.
- We will work closely with parents/carers where a child's absence is cause for concern.
- We will support children to achieve excellent attendance and punctuality.
- We will support children returning to school after prolonged absence.
- We will continue to offer academy-based support for children with additional needs, including health, special educational needs and social emotional mental health needs.
- We will review attendance regularly and alert parents early where they are emerging patterns/

#### What each Academy expects from Children/Young People:

- To attend regularly and on time
- To be punctual to all lessons
- To ensure all messages and notes from parents/carers are taken to the appropriate place as per the individual Academy's system. All absences should be accounted for by parents.
- To ensure they register at the school office if on occasion they are late as per the individual Academy's system

#### What each Academy expects from Parents/Carers:

- To ensure their child/young person attends regularly, punctually, dressed in full uniform and equipped to learn.
- To ensure their child/young person attends every day the Academy is open unless they are too ill to do so.
- To avoid keeping their child/young person away from the Academy for any reason other than illness or other authorised explanation (see below).
- To arrange holidays during Academy holidays unless there are exceptional circumstances (see below)
- To immediately inform the Academy Reception if their child is unable to attend, including the reason for absence and expected date of return.
- If no indication of a return date has been given, parents/carers should contact the Academy on each day of absence.

## Registration

- The law requires the register to be taken twice a day – at 8.50am at the start of the morning session and 1.05pm (YrR-2) / 1.20pm (Yr1-6) at the start of the afternoon session. Nursery at 8.50am and 1.05p.m.
- Children are expected to arrive before 8.50am in order to be ready for the start of the first lesson at 9.00am.
- Registers close at 9.00am and if they arrive after this time children will be marked as late. If children arrive more than 30 minutes after the register has closed it will be marked as an unauthorised absence unless a satisfactory explanation has been received. For the afternoon session registers close at 1.05pm (YrR) and 1.20pm (Yr1-6).
- The register is marked using the DfE Attendance and Absence Codes (see Appendix 1).

Guidance on applying the Education (Pupil Registration) Regulations 2006, The Education Act 2002 - section 32 , The Education Act 1996 – section 551(1) • The Education (School Day and School Year) (England) Regulations 1999 and The Changing of School Session Times (England) (Revocation) Regulations 2011 can be found in [Working together to improve school attendance \(applies from 19 August 2024\)](#)

## Authorised/Unauthorised Absence

Authorised absence is where the Academy has given approval for absence in advance or where the explanation given afterwards has been accepted as satisfactory justification for the absence. Parents/carers may not authorise absence; only the Academy can do this.

- Parents/carers should contact the Academy Reception on the morning of absence (preferably before 8.45am) giving a reason and an expected date of return.
- Absence may be authorised for such reasons as:
  - Significant illness
  - Unavoidable and non-routine medical/dental appointments
  - Exceptional family circumstances e.g. bereavement
  - Day of religious observance (see Appendix 2)
  - Exclusion from school
- Absence will not be authorised for such reasons as:
  - Looking after brothers/sisters/unwell parents/carers
  - Birthdays, weddings and other family celebrations
  - Days out
  - Shopping trips
  - Family holidays where permission has not been granted (please note, family holidays during term time will not normally be approved).
- Medical/dental and other appointments should be arranged out of school hours wherever possible. Where this is not possible, children should, where practically possible, come to school before the appointment, sign out and return to school after the appointment. Should the academy require evidence of a medical appointment this will be requested. If a child isn't present for registration due to a medical appointment but is present for the majority of the session a code can be amended to mark the child as present for the session. An Academy can where there are valid reasons authorise up to 10 medical absences (equivalent of 5 school days: each school day made up of 2 sessions) without evidence from a medical authority, but an Academy reserves the right to ask for medical evidence for any absence during the school year.
- Following an explanation from parents/carers regarding a young person/child's absence, the Academy will decide whether or not it accepts the explanation and authorise/unauthorise accordingly.
- Absence which hasn't been explained will remain as unauthorised.
- Parents/carers should not take their children out of school for days out, to attend sporting events, etc.

## How we Respond to Absence/Lateness

- If a young person/child is absent at morning registration without contact from a parent/carer to explain the absence, the Academy will contact parents/carers. We take our safeguarding responsibilities seriously and will always do our best to contact parents/carers to ensure that they are aware of their child's absence. Contact will be via phone which we will attempt to phone mobile numbers or landline for the priority contact number. Parents/carers are able to respond directly upon receiving this call. Alternatively, where a message has been left by the Academy, a parent should contact the Academy Reception. The Academy asks that parents/carers ensure that the Academy has the most up-to-date contact details at all times including at least one landline contact number where possible.
- Where a child's/young person's absence is cause for concern, the Academy will write to parents/carers and/or invite the parents/carers into school or visit parents/carers at home. (Appendix 6)
- Where no sustained improvement in attendance is demonstrated despite intervention, the Fast Track to Attendance process will be followed (Appendix 4). Fixed Penalty notices may be issued in line with the Local Authority's Code of Attendance.

## Persistent Absence

Nationally, a child/young person becomes a 'Persistent Absentee' (PA) when they miss 10% of their schooling across the academic year for whatever reason and results in the child having an attendance figure of 90% or less. Absence at this level is causing considerable damage to any child's educational prospects and we need parents'/carers' fullest support and co-operation to tackle this. Any child whose attendance has reached the PA threshold or is at risk of moving towards that threshold is given priority for intervention. Intervention may be via:

- An action plan to improve attendance will be created which may involve an Early help process and referrals to other agencies alongside meetings between relevant Academy staff and parents/carers.
- Where parents/carers fail to co-operate with support and strategies provided by the Academy, further advice may be sought which could lead to legal sanctions being imposed.
- The School and Trust reserves the right to use the Educational Welfare Services to support the absence policy and work with families to resolve attendance and punctuality matters.

Persistent Absence data is communicated to the relevant Local Authority and Department for Education via the School Census on a termly and annual basis.

## Severe Absence

Severe absence is defined as a pupil being absent more than they are present (missing 50% or more of school across the academic year). Severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners. If a child has been identified as being absent more than they are present then Academies will:

- Work with all relevant services to prioritise pupils
- Work together with partners to make this group the top priority for support – this may include specific support with attendance or a whole family plan
- Consider the need for an education, health and care plan or an alternative form of educational provision where necessary to overcome the barriers to being in school.

If all avenues of support have been facilitated by schools, local authorities, and other partners, and the appropriate educational support or placements (e.g. an education, health and care plan) have been provided but severe absence for unauthorised reasons continues, it is likely to constitute neglect. Academies will work with the Local Authority to identify any potential safeguarding issues in these cases and where these remain, will support the Local Authority

in conducting a full children's social care assessment.

### Leave of Absence during Term Time

Any absence interrupts the continuity of a child's learning. Only exceptional circumstances warrant an authorised leave of absence. Parents/carers are strongly urged not to take children out of school for holidays during term time.

It is expected that a Request Form is submitted to the Academy/School Office at least 4 weeks in advance of the proposed absence. All factors that need to be considered must be stated on the request form. The Academy has the right to refer the case to the Local Authority to consider serving a Fixed Penalty Notice on parents/carers who insist on taking their children out of school without authorisation. Fixed penalties require each parent to pay a fine. Failure to pay within the specified timescale could result in prosecution in the Magistrates Court for failure to ensure regular school attendance. This legislation also applies to any child taking leave of absence without prior notification to the Academy.

### Re-integration following Long-term Absence

Where a child has been absent for a prolonged period of time, perhaps due to illness, the Academy will:

- Welcome the child back to the Academy and value their return.
- Provide support for the child/young person in consultation with parents/carers to enable a successful return to the Academy.
- Ensure that all relevant staff are informed of the circumstances.
- Work with other agencies, where appropriate, to ensure a successful outcome.
- Consider a personalised programme of return if appropriate.
- Nominate a key member of staff to monitor and review the young person's/child's return if appropriate.

### Promoting Good Attendance and Punctuality

- Children and young people are regularly informed of their attendance levels and, if appropriate, how they can improve, i.e. reports and clear expectation setting
- Where appropriate, children whose attendance falls below the appropriate target for the Academy will be set a target for improvement and progress towards these targets will be regularly reviewed.
- Excellent attendance and punctuality, and improvements in attendance and punctuality, will be promoted and celebrated in line with school policy.
- Children/young people, parents/carers and staff are regularly reminded about the importance of excellent attendance.
- Parents/carers are encouraged to contact the Academy Attendance Officer at any time to discuss their child's/young person's attendance.
- Regular meetings will be held with the appropriate members of staff/external agencies to identify and support those children/young people whose attendance is a cause for concern.
- Children/young people who have been absent for extended periods of time will be supported as appropriate to re-integrate back into the Academy.
- Children/young people's attendance will be reported at least annually in line with our annual pupil report system.

### Attendance Data and Targets

- The Trust central team in conjunction with the Head Teacher will set an attendance target, taking into account National attendance figures to be approved by the Board of Trustees.
- The target for all children is to strive for 100% attendance. Only by achieving full attendance can children expect to achieve their full potential.



- Attendance data will be collected and analysed and used to inform the Academy's attendance practices and interventions.
- Individual child data will be analysed and monitored to enable early intervention.
- Attendance data is provided on termly basis to the Board of Trustees and the Trust Central Team.
- Attendance data and persistent absence data is communicated to the Local Authority and DfE
- The Academy will use Bromcom to monitor attendance on a daily, monthly and termly basis.

### Statutory Requirements, the Law and the Local Authority

- Registers are legal documents; regulatory requirements placed on schools regarding the keeping of registers are to be found in the Education (Pupil Registration) Regulations 2006.
- Section 7 of the Education Act 1996 states that parents/carers are responsible to ensure their child receives a suitable education.
- Under section 444 of the Education Act 1996, a parent who fails to ensure their child attends the school at which they are registered, is guilty of an offence.
- The Academy works together with the relevant Local Authority to ensure that parents/carers fulfil their responsibility. There are a range of legal sanctions that may be imposed for dealing with unauthorised absence: Fixed Penalty Notices, Attendance Contracts and Orders, Education Supervision Orders or referral to the Magistrates Court which can recommend fines (up to £2500) or up to 3 months in prison.
- All sanctions are used to improve attendance and punctuality and reduce absence.

### Staff Roles and Responsibilities:

All members of the Academy have a role to play in improving attendance and reducing absence.

#### Office Staff

- Will monitor registration on a daily basis and send a daily report of absence and lateness to the Head Teacher.
- Will receive calls and messages from parents/carers regarding a child's absence.
- Will make first day call to check on reason for absence if parents have not contacted the school
- Will contact parents/carers regarding a child's absence to arrange a meeting.
- Will produce Attendance reports on a monthly basis.
- Will identify absence trends or concerns and raise these with the appropriate members of staff.

#### Class teachers

- Welcome and value the attendance of all children to school.
- Will ensure all children are accurately registered.
- Will ensure that children know the register is being taken.
- Will identify a child's absence to lessons and take appropriate action.
- Will identify any absence trends or concerns and will raise these with the appropriate members of staff.
- Will discuss absence and attendance weekly with children.
- Will identify any absence trends or concerns and will raise these with the appropriate members of staff.
- Will work with identified children, setting targets to improve attendance and monitoring progress towards those targets.
- Will ensure that all absence notes or verbal messages are sent to the Attendance Office.
- Discuss attendance with parents/carers at Parent evenings or other meetings organised to discuss an initial concern about attendance or punctuality.

#### Attendance Officer (Level 2)

- Will monitor absence and attendance regularly.
- Will discuss absence and attendance concerns with parents and set targets for improvement.
- Will contact parents/carers where attendance concerns have been identified.
- Will support children to improve their attendance.

- Will promote attendance through assemblies
- Will work with other members of staff to share information and support children and their parents/carers to improve attendance

### **The Head Teacher (Level 3)**

- Will take the lead on raising the profile of attendance throughout the Academy, including improving attendance and reducing persistent absence.
- Will ensure that the Academy attendance policy is implemented and regularly reviewed.
- Will ensure the whole Academy ethos promotes excellence in attendance and punctuality.
- Will take a lead on cases of poor attendance and punctuality, which are persistent
- Report to the Education Welfare Officer (AIO?) (where employed) on attendance
- Monitor the curriculum to develop ways of improving the provision of educational experience.
- The Head Teacher or delegated member of staff will, if a legal case is being considered, create a relevant report in accordance with the LA's guidance
- Utilise attendance data to inform strategic planning

### **Removing a child/young person from school roll and guidance for Elective Home Education**

On receipt of written notification to home educate, schools must inform the pupil's local authority that the pupil is to be deleted from the admission register. They must notify the local authority if there is a safeguarding concern. Schools should not seek to persuade parents to educate their children at home as a way of avoiding excluding the pupil or because the pupil has a poor attendance record. Schools and local authorities should not seek to prevent parents from educating their children outside the school system. There is no requirement for parents to obtain the school or local authority's agreement to educate their child at home. Parents have a duty to ensure their child of compulsory school age receives suitable full-time education but this does not have to be at a school.

All schools must notify the LA when they are about to remove a pupil's name from the school admission register at a non-standard transition point, otherwise known as an in-year leaver.

Further guidance is available at:

<https://www.devon.gov.uk/educationandfamilies/school-information/school-attendance>

<https://www.gov.uk/school-attendance-absence/overview>

When removing a pupil's name, the notification must include:

- (a) the full name of the pupil
- (b) the full name and address of any parent with whom the pupil normally resides
- (c) at least one telephone number of the parent
- (d) the pupil's future address and destination school, if applicable
- (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register.

Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the LA, before deleting the pupil's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii).

All schools must notify the LA upon receipt of written notification from the parents that the pupil is receiving education otherwise than at school. The [Elective Home Education - Safeguarding Pupil Form \(smartsurvey.co.uk\)](https://www.smartsurvey.co.uk) should be completed in all cases.

Further information on elective home education

[Elective home education - Support for schools and settings \(devon.gov.uk\)](https://www.devon.gov.uk)

## APPENDIX 1: DfE Attendance Codes, Descriptions and meaning

CODE	DESCRIPTION	MEANING	FOR STATISTICAL PURPOSES
/	Present at the school (AM)	Present	
\	Present at the school (PM)	Present	
B	Attending any other approved educational activity	Approved Education Activity	Counted as physically present
C	Leave of absence for exceptional circumstances	Authorised absence	
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad	Authorised absence	
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable	Authorised absence	
D	Dual registered at another school	Approved Education Activity	Counted as physically present
E	Suspended or permanently excluded and no alternative provision made	Authorised absence	
G	Holiday not granted by the school	Unauthorised absence	
I	Illness (not medical or dental appointment)	Authorised absence	
K	Attending education provision arranged by the local authority	Approved Education Activity	Counted as physically present
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution	Approved Education Activity	Counted as physically present
L	Late arrival before the register is closed	Present	
M	Leave of absence for the purpose of attending a medical or dental appointment	Authorised absence	
N	Reason for absence not yet established	Unauthorised absence	
O	Absent in other or unknown circumstances	Unauthorised absence	
P	Participating in a sporting activity	Approved Education Activity	Counted as physically present
Q	Unable to attend the school because of a lack of access arrangements		
R	Religious observance	Authorised absence	
S	Leave of absence for the purpose of studying for a public examination	Authorised absence	
T	Parent travelling for occupational purposes	Authorised absence	
U	Arrived in school after registration closed	Unauthorised absence	
V	Attending an educational visit or trip	Approved Education Activity	Counted as physically present
W	Attending work experience	Approved Education Activity	Counted as physically present
X	Non-compulsory school age pupil not required to attend school	Not counted in possible attendances	
Y1	Unable to attend due to transport normally provided not being available	Not counted in possible attendances	
Y2	Unable to attend due to widespread disruption to travel	Not counted in possible attendances	
Y3	Unable to attend due to part of the school premises being closed	Not counted in possible attendances	

<b>Y4</b>	Unable to attend due to the whole school site being unexpectedly closed	Not counted in possible attendances	
<b>Y5</b>	Unable to attend as pupil is in criminal justice detention	Not counted in possible attendances	
<b>Y6</b>	Unable to attend in accordance with public health guidance or law	Not counted in possible attendances	
<b>Y7</b>	Unable to attend because of any other unavoidable cause	Not counted in possible attendances	
<b>Z</b>	Prospective pupil not on admission register	Not counted in possible attendances	
<b>#</b>	Planned whole school closure	Not counted in possible attendances	

See Chapter 8: [Working together to improve school attendance \(applies from 19 August 2024\)](#) ([publishing.service.gov.uk](https://publishing.service.gov.uk))

## APPENDIX 2: Religious Observance

Authorised absence may be granted for religious observance, for example, Eid. The Department for Education definition is as follows:

**“Absence to take part in any day set aside exclusively for religious observance by the religious body to which the parents belong, including religious festivals.”**

If the religious body has not set the day apart, there is no requirement for the Academy to approve the absence or grant leave of absence.

Individual religions and their religious observance are too numerous to detail in this document. Parents should contact the Academy to request leave of absence for all religious observance.



**APPLICATION FOR ABSENCE FROM SCHOOL (parents of Nursery Children are permitted leave for holidays without prior permission, A separate Nursery absence form needs to be filled in: Appendix 5)**

Parents do **not** have a right to take their children out of school for holidays during term time. By law you must ask permission for your child to miss school. If you don't you risk the school referring the case to the Local Authority and this could result in a fixed penalty notice or court summons. Landkey Community Primary Academy follows a clear policy on holiday absence, but it is up to the Head Teacher of the school to decide whether or not the absence will be authorised. A copy of the full Attendance and Punctuality Policy is available on the School's website)

Parents wishing to apply for their child to have leave from school should complete this form and return it to school for authorisation at least 4 weeks in advance of the proposed leave.

Some things to consider in respect of taking children out of school during term time:

- Children/young people must attend school regularly to achieve their full potential
- Children/young people who are kept out of school can feel vulnerable and miss out on key work
- Family Holidays in term time are disruptive to children's learning and no holidays will be authorised unless under exceptional circumstances. Cost is not an exceptional circumstance.
- On average children who miss 10 or more days per school year fall behind significantly and can lose significant ground on their peers.

Landkey Community Primary Academy states that absence during term time **cannot be authorised unless under exceptional circumstances.**

If, under the above circumstances, parents or carers take their child from school for a holiday, their child's absence will be recorded as unauthorised in the class register.

Other Absence from school will be authorised if it is for the following reasons:

- Genuine illness
- Unavoidable medical/dental appointments (but try to make these after school if at all possible) – evidence may be requested by the school
- Day of religious observance (one day only)
- Exceptional circumstances, such as bereavement
- Seeing a parent who is on leave from the armed forces
- External examinations
- When Traveller children go on the road with their parents
- When a child is competing in a sport or playing an instrument at county, regional or national level. (Evidence may be requested by the school)

**No holidays will be authorised in term time except in exceptional circumstances.**

Application Form

Parents wishing to apply for their child to have leave from school should complete the form overleaf and return it to school for authorisation.

Thank you

Georgie Gratton  
Head Teacher

**PLEASE COMPLETE ONE APPLICATION PER CHILD**

(Parents of Nursery Children are permitted to request holiday leave in term time if at the same time of the holiday the child is in Nursery. Please use the appropriate form for a nursery child.)

**WARNING:** Parents should ensure that they know whether the absence will be authorised or not before they go away as an unauthorised absence will likely result in a penalty notice or court summons being issued to each parent for each pupil affected following the case(s) being referred to the local Authority. It is therefore recommended that this completed form is sent into the school at least four school weeks before the intended absence. (See the School’s Attendance and Punctuality Policy)

**PARENTS SECTION** (to be completed first)

<b>Surname of child/young person</b>		<b>First name</b>	
<b>Class</b>		<b>Year Group</b>	
<b>Surname of parent/guardian</b>		<b>First name</b>	
<b>Names of siblings at this school and other primary/secondary schools: -</b>			
<b>Name of siblings/other chil(ren) in family:</b>		<b>School attending:</b>	
<b>About the request for your child’s leave of absence (attach supporting information where necessary)</b>	<b>Reason for absence request. Holidays <u>will not</u> be granted unless under exceptional circumstances.</b>		
	<b>Did s(he) have leave of absence during term-time in the previous school year?</b>		<b>Yes / No</b>
<b>Length of absence (school days)</b>		<b>From (date)</b>	<b>To (date)</b>
<b>Telephone contact (if school wishes to discuss this request)</b>			
<b>Parent/guardian Signature</b>		<b>Date</b>	

**LANDKEY COMMUNITY PRIMARY ACADEMY SECTION**

<b>Request for absence</b>	<b>YR – Y6 PUPILS</b>		
	<b>(i) approved</b>	<input type="text"/>	<b>school days</b>
	<b>(ii) Not approved</b>	<input type="text"/>	<b>school days</b>
<b>Attendance this year (to be completed by school)</b>	<b>Attendance last year (to be completed by school)</b>		
<b>Date of Meeting with Parent (if applicable)</b>			
<b>Head Teacher’s signature</b>		<b>Date</b>	

**Please return a copy of this form to the parent after consideration**

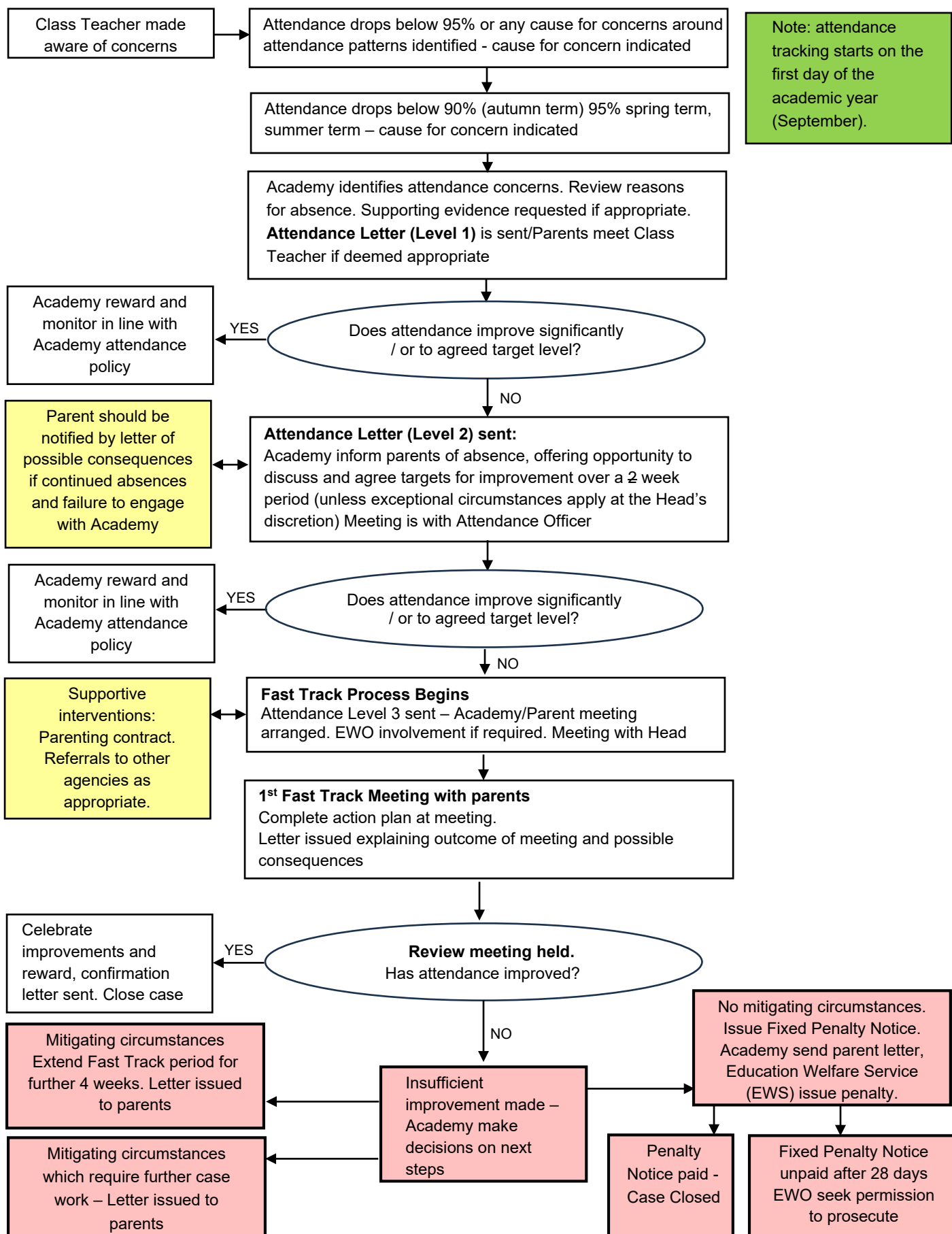
The School will not authorise absence for:

- Any type of shopping
- Resting after late night
- Look after brother, sister or unwell parents
- Travel to and from family events
- Routine Medical Appointments
- Visiting relative birthdays
- Holiday Request unless under exceptional circumstances
- Minding the house



## APPENDIX 4: Fast Track to Attendance Academy Flow Chart

The following process outlines how the Fast Track process should be followed and what meetings/letters should be used at each stage. The process may be deviated from to support the individual circumstances of each case where the Academy deems it necessary to support the needs of the child/young person.



## APPENDIX 5: Nursery absence request form

### NURSERY ABSENCE REQUEST FORM

Parents wishing to inform us that their child will be absent from Nursery should complete the form and return it to school.

As Nursery children are permitted leave for holidays, it will not be necessary for the school to return the form back to you once you have submitted it. We will use the form just to record your child's absence.

### PLEASE COMPLETE ONE FORM PER CHILD

#### **PARENTS SECTION** (to be completed)

Surname of child		First name	
Surname of parent/guardian		First name	
Reason for absence			
Length of absence (nursery sessions)		From(date)	To(date)
Telephone contact (if school wishes to discuss this)			
Parent/guardian Signature		Date	

## APPENDIX 6: Exemplar letters to parents

[School letter templates - Support for schools and settings \(devon.gov.uk\)](#)

Letter 1: Attendance letter

Address 1.  
Address 2.  
Address 3  
Address 4



[Click here to enter a date.](#)

Dear **Parents name**

I am writing to express my worry about the continuing pattern of absence authorised by the school for **Child's name**

**Child's name**'s attendance is now **percentage** % and there have been **Enter sessions of absence** of sessions of absence due to illness or medical appointments.

If there is an ongoing medical issue that we are not aware of or if there is anything that you would like to discuss with me, or another member of staff regarding the absences, please do not hesitate to contact the school so we can support you.

If you consider that there are additional issues which impact on your child's ability to attend school regularly, it may also be possible for the school to access some additional support through Early Help so if you would like us to look into this with you then please get in touch.

I enclose a copy of **child's name**'s attendance this year to date and an Early Help Leaflet for your information.

Yours sincerely

**Senders name**  
**Senders job title**

Enc. Early Help leaflet [Education and skills websites - Early Help Leaflet.pdf - All Documents \(sharepoint.com\)](#)

Letter 1a: Unauthorised absences letter



Address 1.  
Address 2.  
Address 3  
Address 4

[Click here to enter a date.](#)

Dear [Parents name.](#)

I am writing to express my worry that [child's name](#) has incurred [number](#) of unauthorised absences since [the beginning of the academic year or specific date.](#) As a result your child's attendance is now [Percentage](#)%.

Unauthorised absences are recorded when either no reason for the absences is given, or the reasons given are not authorised by the school. A student may also incur unauthorised absence for a whole session if they are late to school after the registers have closed, or a request for a leave of absence was not authorised or not requested by you prior to the absence.

If there is an ongoing issue that we are not aware of, or if there is anything that you would like to discuss with me, or another member of staff, please do not hesitate to contact the school so we can arrange a meeting to support you. If you consider that there are additional issues which impact on your child's ability to attend school regularly, it may also be possible for the school to access some additional support through Early Help so if you would like us to look into this with you then please get in touch.

I enclose a copy of [child's name](#) attendance this year to date and an Early Help Leaflet for your information.

Yours sincerely

[Senders name.](#)  
[Senders job title](#)

Enc. Early help leaflet [Education and skills websites - Early Help Leaflet.pdf - All Documents \(sharepoint.com\)](#)

Enc. Learning missed chart [Education and skills websites - DCC School attendance matters leaflet A5 4pp.pdf - All Documents \(sharepoint.com\)](#)



Address 1  
Address 2  
Address 3  
Address 4

[Click here to enter a date.](#)

Dear [Parents name](#)

### Attendance Concern

We previously wrote to you to outline our worry that [Child's name](#) was not attending school regularly.

This letter is to inform you we are now becoming really concerned about the number of absences your child has had from school. [Child's name](#) is part of our school community and we want them to thrive during their time with us and for that to happen, we need all our pupils attending 100% of the time.

Currently [Child's name](#) attendance is recorded as [percentage](#) % with [Enter sessions of absence](#) half day sessions of absence. This attendance percentage will be having an effect on your child's overall education.

Due to this, future absences we will now only be authorised if we are satisfied that the reasons for the absence are completely unavoidable. You are invited to provide the school with additional information or documentation to enable us to make an informed decision regarding authorisation for each absence.

We are committed to supporting you and while this letter is highlighting our concern, we really want the opportunity to talk to you so to see if we can offer any additional support so that [Child's name](#) attendance improves.

Therefore, I would like to invite you into the school on the following date and time.

Date: [Enter date](#)  
Time: [Enter time](#)  
With: [Enter staff name](#)

If there is someone already supporting your family and you would like them to be invited to this meeting, please let me know as they can also be invited to this meeting.

During this meeting we will explore with you and your child if there is any additional support that can be offered either within school with an Individual Health Care Plan or, it may be possible for the school to access some additional support through Early Help.

If you are unable to attend this meeting, then please contact me on details above at your earliest convenience so we can arrange a more suitable time.

Yours sincerely

[Name of sender](#)  
[Senders job title](#)

Enc. Learning missed chart. [Education and skills websites - DCC School attendance matters leaflet A5 4pp.pdf - All Documents \(sharepoint.com\)](#)

Enc. Early Help Leaflet. [Education and skills websites - Early Help Leaflet.pdf - All Documents \(sharepoint.com\)](#)

Letter 3: Review reminder and copy of plan



Address 1  
Address 2  
Address 3  
Address 4

[Click here to enter a date.](#)

Dear **Parents name**

Thank you for attending the Attendance meeting on **Enter last meeting date** I am writing to enclose a copy of the plan agreed by you to help support **Child's name** improve their attendance at school.

If you any concerns or questions regarding the plan or you have further concerns at any time, please contact me.

As discussed, a review meeting has been arranged and I stress the importance of you attending the review meeting with **name of child** so that we can review progress and confirm any future necessary action.

Date: **Enter date of meeting.**

Time: **Enter time of meeting**

With: **Enter staff name**

If you are unable to attend this meeting, then please contact me on the details above at your earliest convenience so that we can rearrange to time more suitable for you.

Yours Sincerely

**Name of sender**

**Job Title**

Enc. Copy of Plan

Letter 4: Review meeting outcome



Address 1.  
Address 2.  
Address 3  
Address 4

[Click here to enter a date.](#)

Dear [Parents name.](#)

Thank you for attending the attendance review meeting on [Enter date of review](#) regarding [Enter child's name](#) attendance, I enclose a copy of the further plan made at this meeting.

The recommendations of this meeting were [Choose an item.](#)

If you have any further concerns that require support, please let me know at the earliest opportunity.

Yours sincerely

[Name of sender](#)  
[Job Title](#)

Enclose: Copy of Plan

Letter 4a: Further review meeting



Address 1  
Address 2  
Address 3  
Address 4

[Click here to enter a date.](#)

Dear **Parents name.**

Thank you for attending the attendance review meeting on **Enter date of review** regarding **Enter child's name** attendance, I enclose a copy of the plan made at this meeting.

As discussed at the review, the attendance targets have not yet been met so a further review of the was agreed at:

Date: **Enter date of meeting.**

Time: **Enter time of meeting**

With: **Enter staff name**

If you are unable to attend this meeting, then please contact me on the details above at your earliest convenience so that we can rearrange to time more suitable for you.

Yours sincerely

**Name of sender**

**Job Title**

Enc. Copy of Plan



Letter 5: Failure to attend meeting



Address 1.  
Address 2.  
Address 3  
Address 4

[Click here to enter a date.](#)

Dear **Parents name.**

It is unfortunate that you were unable to attend the meeting arranged for **date of meeting missed** to discuss **Child's name** attendance at school. The purpose of the meeting was to support your family and child in school and to explore any barriers that may be impacting on their ability to attend school regularly.

Currently **Child's name's** attendance for the academic year is **percentage** % with **total number of absences** sessions of absences of which **number of unauthorised absences** sessions have been recorded as unauthorised. This attendance percentage will be having an effect on your child's overall education.

Please can you contact me within 5 days of receipt of this letter to rearrange a suitable meeting date to give us the opportunity to support you and **Child's name** attendance at school.

However, if you do not contact me, I need to advise you that should **child's name** incur any further unauthorised absences and the overall attendance does not improve satisfactorily then consideration will need to be given instigate legal proceedings.

Yours sincerely

**Senders name.**  
**Senders job title.**

Enc. **Registration certificate**  
School attendance leaflet [Education and skills websites - DCC School attendance matters leaflet\\_A5\\_4pp.pdf - All Documents \(sharepoint.com\)](#)

Letter 6: Reception letter for term after 5<sup>th</sup> birthday



Address 1  
Address 2  
Address 3  
Address 4

[Click here to enter a date.](#)

Dear [Parents name.](#)

Re. School Attendance.

I am writing to inform you that [.....](#) attendance is currently [...](#)%. S/He has missed [...](#) days of school on [...](#) different occasions.

Being within the term following his/her fifth birthday, [...](#) is now of statutory school age.

Parents are responsible in law for ensuring that their children attend school regularly and attendance below 90% is of high concern and classed as persistent absence. The Local Authority's Education Welfare Service monitor persistent absence and the Local Authority may take legal action if your child's attendance does not improve.

For a child to achieve their full potential and make progress and development, children need to be in school as consistently as possible and their attendance to be at least above 95%. Attendance below 90% would equate to a child missing 27 weeks of Primary school which is a significant amount of their school life.

Please contact the school office if you would like to discuss [...](#) attendance or we can be of any support.

Yours sincerely,

[.....](#)

Headteacher

Letter 7: Lateness letter 1



Address 1.  
Address 2.  
Address 3  
Address 4

[Click here to enter a date.](#)

Dear [Parents name.](#)

Regular attendance at school and good punctuality are important for all children. Children benefit by having a familiar routine and ensuring learning is not missed.

Our records show that ..... has been late on several occasions this year. A copy of their attendance record is enclosed.-

Classroom doors open at **8.30am** to allow time for children to be in and settled for registration at **8.35am**. If you require any help to improve punctuality, please speak to your child's class teacher in the first instance who will be happy to offer support.

Yours sincerely

.....

Head Teacher



Address 1  
Address 2  
Address 3  
Address 4

[Click here to enter a date.](#)

Dear [Parents name.](#)

Regular attendance at school and good punctuality are important for all children. Children benefit by having a familiar routine and ensuring learning is not missed.

Following my letter on [.....](#) our records show that [.....](#) has been late on several occasions this year. A copy of their attendance record is enclosed.

Classroom doors open at [8.30am](#) to allow time for children to be in and settled for registration at [8.35am](#).

In order to support you in improving punctuality, you will be invited to discuss this matter with [.....](#)

Yours sincerely

[.....](#)

Head Teacher



Address 1.  
Address 2.  
Address 3  
Address 4

[Click here to enter a date.](#)

Dear **Parents name.**

Further to my previous correspondence and meeting regarding lateness at school, I note that ..... has continued to be late for school. A copy of the attendance record is enclosed. The school office will make an appointment with you to meet with **headteacher name** to resolve this matter.

If you are unable to attend a meeting and no improvement is made, the decision may be made to refer this matter to the Attendance Improvement Officer at the Local Authority.

I hope that this matter can be resolved to ensure that your child arrives on time. It is the legal responsibility of all parents to ensure that all children start school promptly.

Yours sincerely

.....

Head Teacher

Letter 8: Nursery letter- absence risks loss of place



Address 1  
Address 2  
Address 3  
Address 4

[Click here to enter a date.](#)

Dear **Parents name.**

I am writing in regard to .....'s placement in our Nursery at .....

.....'s last day of attendance in our Nursery was on ..... (date). In line with the Nursery parent/provider contract you signed when ..... started in our Nursery, we reserve the right to withdraw Nursery places where there is a pattern of regular non-attendance at Nursery.

Please can you contact school to let us know whether you intend for ..... to attend our Nursery or not moving forward. If s/he is going to continue to attend our setting, please can we meet to plan for how we can successfully induct him/her back into the setting. If you contact the school office, they will be able to support with this.

Following no contact, we will withdraw the Nursery place for ..... on ..... (date). If you have any questions, please feel free to contact school.

Yours sincerely

.....

Head Teacher



Address 1  
Address 2  
Address 3  
Address 4

[Click here to enter a date.](#)

Dear **Parents name.**

**Unauthorised Holiday/Leave Request.**

**NAME OF YOUNG PERSON:.....**

**DATE OF BIRTH:.....**

As you will be aware, Government Guidance advises that schools should not authorise requests for term time absence unless the school has received suitable evidence of exceptional circumstances. The Government does not consider a family holiday to be an exceptional circumstance.

***In the absence of suitable evidence of exceptional circumstances, on this occasion the school cannot authorise your request for a Term Time Absence.*** We believe that if students are to benefit from education, good attendance is crucial. It is the policy of our school to celebrate achievement and full attendance is a critical factor to a productive and successful school career.

I must take this opportunity to remind you, that should you still choose to take your child out of school unauthorised, then the school must refer the absence to the Local Authority for the consideration of initiating Parental Responsibility Measures. If you have Parental Responsibility, this could mean receiving any of the following.

- A Penalty Notice. Should a Penalty Notice be issued, one notice will be issued to each parent/carer for each child involved. Currently, each Penalty Notice is for £120, which is reduced to £60 if paid within the first 21 days. If a Penalty Notice goes unpaid after 28 days, then court proceedings will be initiated. If a previous Penalty Notice has been issued within the past 2 years, then the Local Authority will proceed straight to Court.
- A Magistrates Summons that could lead to a criminal record, a fine of up to £2,500 and/or a term of imprisonment for up to 3 months.

We understand the disappointment that this refusal may cause, and we apologise, but as you can appreciate this policy represents the school's responsibility and commitment towards ensuring your child's full and efficient education.

Yours sincerely

.....

Head Teacher

Letter 10: DCC bi-annual term-time holiday warning letter (it is suggested that this letter is sent in September and again in March)



Address 1.  
Address 2.  
Address 3  
Address 4

[Click here to enter a date.](#)

Dear **Parents name.**

We are writing to remind you of Devon Council's policy in relation to school attendance.

Parents/carers have a legal duty to ensure their child who is of compulsory school age receives an efficient, full-time education. Parents/carers are therefore committing an offence if they fail to ensure the regular and punctual attendance of their child at the school at which the child is registered unless the absence has been authorised by the school.

All leave of absences from school can only be agreed by the school in advance, so it is therefore very important that you apply to the school by completing an S2 form as far in advance of any absence as is reasonably possible. Please be aware that a school can only grant leave in 'exceptional circumstances'.

In situations where a child accumulates 10 or more unauthorised absences (the equivalent of 5 school days) within any six-month period, parents/carers will make themselves liable to receiving a Penalty Notice per parent/carer per child.

The Penalty Notice carries a penalty of £60 if paid in full within 21 days or £120 if paid in full after this time but within 28 days. We are unable to accept part or late payments and there is no legal right to appeal the Penalty Notice once it has been issued. If a Penalty Notice goes unpaid, this is likely to result in Court proceedings being taken against you for an offence of failing to ensure regular school attendance contrary to section 444 Education Act 1996. If convicted, you may face a fine of up to £2500 and/or a maximum 3 month's imprisonment.

You are reminded to read both the School's Attendance Policy (on the school website) regarding taking holidays in term time and the Local Authority's Penalty Notice Code of Conduct.

For further information or to discuss this, please speak to the Head Teacher or Attendance Officer at school.

Yours sincerely

**Senders name.**  
**Senders job title.**



## School attendance – A very important message for all parents and carers

Dear Parent/Carer,

This is an important update about school attendance for the 2024/2025. academic year.

Landkey Community Primary Academy is working in partnership with parents and the Local Authority to improve school attendance.

### A big thank you to the majority of parents who make sure their children attend school regularly!

Your efforts, working in partnership with the school, will ensure that your child will have the best chance to achieve their academic potential and have real opportunity in further education and the world of work. It will also enable your child to:

- access the lessons needed to achieve their expected grades
- maintain friendships and develop new ones
- have access to social and sporting events offered by the school
- explore potential life skills
- develop work habits such as good punctuality which are essential to thrive in the world of employment

### How does your child compare?

Attendance during one school year	equals this number of days absent	which is approximately this many weeks absent	which means this number of lessons missed
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons

If you are worried about your child/children's attendance the first port of call is to discuss your concerns with the school directly. The school has specialist staff who may be able to help, and all schools work closely with Early Help, health and the local authority teams who may also be able to help if needed. We are committed to supporting you so it's important you contact us as soon as you have concerns.

We wish you and your child/children all the best for the new academic year.

Kind regards

Georgie Gratton

Head Teacher

## APPENDIX 7: School Review Form and Attendance Support Meeting Record and Plan

### School Review Meeting

The focus of the meeting should be to review the attendance and any improvements made.

It is useful to focus on what has worked well or had a positive influence. This is an opportunity for everyone to share ideas further ideas about anything else that might help, including any new strategies or interventions that may be worth trying to prevent things becoming worse. At the end of the review meeting, a revised plan should be offered if further improvements are required or, where there is no improvement, consideration for escalation to consider legal intervention.

<b>Pupil Name:</b>		<b>Parent name(s):</b>	
<b>Date:</b>		<b>Staff Member:</b>	
<b>Invitee Name:</b>	<b>Role &amp; Organisation:</b>	<b>Attended? (Y/N)</b>	<b>Email address:</b>

<b>% Attendance at start of last meeting</b>	<b>Attendance target set at last meeting</b>	<b>% Attendance presently</b>

#### Child's view:

Depending on the age of the child and their understanding, it would be a good idea to obtain their views of attending school. This must be the most appropriate person, usually the class teacher or someone else who they may be working with.

#### PREVIOUS ACTION PLAN INTERVENTION/SUPPORT PROVIDED TO DATE SINCE THE LAST MEETING:

(In this section you should discuss the child's absence to date providing a copy of the registration certificate)

<b>What has gone well?</b>	<b>What has not gone so well?</b>
Parent(s)	Parent(s)
School:	School:
Child	Child
Other professional support or family member:	Other professional support or family member:

Has the previous target been met?	
<b>Yes</b>	If the target has been met, it may be that you there is no further action, however you may need to continue with a further action plan to keep things on track.
<b>Some Improvement</b>	If there has been some improvement, further support may need to be explored and another action plan will need to be implemented with another review date.
<b>No</b>	<p>If the target has not been met and there has been no engagement or attendance has not been improved with <b>further unauthorised absences, there are two options:</b></p> <ul style="list-style-type: none"> <li>• A further plan will need to be implemented today but if there is no improvement over the next 3 weeks, legal intervention will need to be considered. Legal intervention will be a last resort, so we are hoping that the attendance of your child will improve.</li> <li>• If there is no improvement or the improvement is not satisfactory, a further letter will be sent to you inviting you to a further meeting which may result in considering legal intervention.</li> </ul>

Further Actions to be taken to achieve improved attendance: (Include school, parent(s), child, other professionals)		By When:	Person responsible:	How will we know it is working for the child?
	Identified Barrier:	Actions/interventions to be taken to address barrier:	By when:	Person responsible:
1				
2				
3				
4				
5				

## Days off school add up to lost learning!

365 days in each year	175 – Non-school days each year (104 days of weekends) These 175 days are available to spend on family time such as visits, holidays, shopping, household jobs and other appointments																													
	190 school days each year 190 days for your child's education					180 school days each year					171 school days each year					161 school days each year					152 school days each year					143 school days each year				
	100	99	98	97	96	95	94	93	92	91	90	89	88	87	86	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71
	100%					95%					90%					85%					80%					75%				
	EXCELLENT/VERY GOOD/GOOD					NATIONAL AVERAGE/CAUSE FOR CONCERN					CAUSE FOR CONCERN/MAJOR ISSUE					MAJOR ISSUE					MAJOR ISSUE									
	Best chance of success – gets your child off to a flying start					Less chance of success – Makes it harder to make progress					Nor fair on your child – Progress will suffer					Significant impact on outcomes and achievement					Significant impact on outcomes and achievement									
						School contact with support and advice - possible involvement of external support					School contact with support and advice escalated - Involvement of external support with possible Local Authority involvement					Further escalation of external support and Local Authority involvement					Local Authority involvement									
	97% and above – pupils with attendance at this level throughout their school career, will make the most progress and this should lead to better prospects for work, college, and university.					95% - pupils with attendance at this level should reach their target grades and should have good prospects and opportunities for work, college, and university but they are just below the national average rate of attendance					90% - pupils with attendance at this level are missing a month of school per year and are likely not to reach their target grades. Progress will be negatively affected, and their attendance will be viewed negatively by employers, further and higher education.					85% - pupils with this attendance will find it very difficult to keep up and their chances of achieving their potential will be significantly damaged					Any attendance percentage below this will be very hard for the pupil to keep up with the work and feel connected to friends and the school experience as a whole									
	<p>&gt; Please don't let your child miss out on the education they deserve.</p> <p>&gt; Every school day counts</p>																													

## Attendance

80% - 90% in a test is excellent and generally good news!

The danger is that we feel the same way about attendance until it is explained

90% attendance is equivalent to missing half a day every week (approx. 2.5 hours of learning)

80% attendance is equivalent to missing a whole day every single week (approx. 5 hours of learning)

If attendance is 90% from Year 7 to 11 then this is equivalent to missing half a year of school

If attendance is 80% from Year 7 to 11 then this is equivalent to missing an entire year of school

Attendance %	Missed Days	Missed Weeks	Days Missed Over 5 years	Weeks Missed Over 5 years	Annually	Hours of Learning Missed (approx.)	Impact over 5 years
100%	0	0	0		Excellent	0	None
99%	1.9	0.38	9.5	1.9	Very Good	9.5	
98%	3.8	0.76	19	3.8	Very Good	19	
97%	5.7	1.14	28.5	5.7	Very Good	28.5	
96%	7.6	1.52	38	7.6	Good	38	
95%	9.5	1.9	47.5	9.5	National Average	47.5	Quarter Year missed
94%	11.4	2.28	57	11.4	Below National Average	57	
93%	13.3	2.66	66.5	13.3	Below National Average	66.5	Approximately third year missed
92%	15.2	3.04	76	15.2	Requires Improvement	76	
91%	17.1	3.42	85.5	17.1	Requires improvement/worrying	85.5	
90%	19	3.8	95	19	Cause for concern	95	Half Year missed
89%	20.9	4.18	104.5	20.9	Serious concern	104.5	
85%	28.5	5.7	142.5	28.5	Major issue	142.5	
80%	38	7.6	190	38	Significant impact on outcomes	190	Whole Year missed
75%	47.5	9.5	237	47.5	Significant impact on outcomes	237.5	1 ¼ year missed

## School Attendance Support Meeting Record and Plan (SAM)

This format of this form is a guide to help schools identify any barriers to attendance as an early intervention. You are welcome to amend it to suit your needs whilst still addressing all areas for reason of absence.

<b>Attendance%</b>	The focus of the meeting should be on how to improve attendance and really understand the barriers you face and agree how we can all work together to resolve them. (It is also useful to identify on what has worked well or had a positive influence) This is an opportunity for everyone to share ideas about anything else that might help, including any new strategies or interventions that may be worth trying to prevent things becoming worse. At the end of the meeting, everyone will have a clear plan of the way forward.
--------------------	--

<b>Date of Meeting:</b>		<b>Location:</b>	
<b>Parent Name:</b>		<b>Parent name:</b>	
<b>Address:</b> (If different from school records)		<b>Address:</b> (If different from school records)	
<b>Name of pupil:</b>		<b>Year Group:</b>	<b>Attendance %</b>
<b>Name of pupil:</b>		<b>Year Group:</b>	<b>Attendance %</b>
<b>Siblings:</b>		<b>School:</b>	<b>Year group:</b>
<b>Siblings:</b>		<b>School:</b>	<b>Year group:</b>

Invitees Name:	Role & Organisation:	Attended? (Y/N)	Email address:

<b>Sibling(s):</b>				
Name:		DOB:		School:
Name:		DOB:		School:
Name:		DOB:		School:
Name:		DOB:		School:

<b>EARLY HELP: Support/Services already involved?</b>			
Is there anyone that is working with your family that has not been invited to this meeting?	Y/N		
<b>If Yes:</b> Who are they and organisation? What support is in place and how is it working?	Right for Children system number (if applicable):		
<b>If No:</b> Would you like us to explore support for you and your child at the end of this meeting?	Y/N		
<b>Is the child subject to a Child Protection or Child in Need</b>	Y/N	Social worker name (if applicable)	

**Child's view:**

Depending on the age of the child and their understanding, it would be a good idea to obtain their views of attending school. This must be the most appropriate person, usually the class teacher or another significant adult who they may be working with.

If they have not been given chance to have their voice heard and they are at the meeting, ask if they would a chance to talk to someone now.

See relational and restorative practice on suggestions when working with a young person [Relational and Restorative Practice in Devon - Workforce Development](#) – form attached below.

**Attendance is presently:**

% Attendance	Authorised sessions:	Unauthorised sessions:	Sessions available:	Full weeks your child could have attended:	Full weeks your child has only attended:
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**To put this in perspective, any broken weeks will impact on their academic and social progress.**

**85% and below** - Any attendance percentage below this level will be very hard for the pupil to keep up with the work and feel connected to friends and the school experience as a whole, and their potential could be significantly damaged.

**What are the main reasons for not attending:****SCHOOL INTERVENTION/SUPPORT PROVIDED TO DATE:**

(In this section you should discuss the child's absence to date providing a copy of the registration certificate, log of school support provided both academic and pastoral including phone calls/letters sent home)

*Include EHCP – what's in plan? Do you understand what actual support is in place and what it looks like for your child?*

*Does your child know what support is in place, what it means for them, how it may help, are they happy with the support in place, does it need to change?*

*If there are SEN needs – what reasonable adjustments have been made in school?*

<b>Present situation</b> – You already may know what is impacting the attendance so any questions can be adjusted to suit the family circumstances.	
<b>What has impacted/caused the current low attendance?</b> Worries at home, school issues, relationships, friendship group. All relevant safeguarding concerns Impact of absence on the child's attainment and progress) Include any SEND requirements	
<b>What actions are you currently taking to improve the attendance?</b>	
<b>What has worked previously?</b> What helped me the past? When have things been better? Why were things better?	
<b>What strengths do you think your family and the pupil has?</b> Identify and record pupil strengths that can be built upon to secure improved attendance	
<b>What can we do to help them with improving attendance?</b>	
<b>Is there anything you could be doing to improve attendance?</b>	
<b>Other key issues discussed: (please ensure you record any issues/key points not captured above):</b>	



**We need to set up a plan to support you and your child to attend school with a target for attendance over the next 2-4 weeks initially.**

The target is up to you and may vary according to circumstances

**Action Plan Aim:**

**Actions to be taken to achieve this Aim:**

(Include school, parent(s), child, other professionals)

If there is a medical condition that requires support in school - complete an Individual Healthcare Plan (IHCP) [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

	Identified Barrier:	Actions/interventions to be taken to address the barrier:	By When:	Person responsible:	How will we know it is working for the child?
1					
2					
3					
4					

**Everyone is to be given a copy of the plan.**

**A review of your child's attendance will be carried out in 2-4 weeks.**

**Review Meeting Date:**

**Time:**

**Venue:**

**School could either**

- send a letter with a copy of the plan to the parents with a reminder of the review meeting date.
- Phone parents prior to the review date to remind them.

If there are any difficulties or concerns that they have forgotten to mention after, they must contact the school rather than wait for the review as the earlier any concerns are addressed the better.

If things change for your family, you must also contact the school in the first instance

**SCHOOL CONTACT NAME:**

<b>OPTIONAL: Day in the life of the pupil:</b> On days that the pupil is not in school, what does it look like? The questions asked would depend on why they are not attending school:	
<b>Do the parents work?</b>	
What time do they leave for work? Is the pupil at home all day on their own? Does anyone visit them throughout the day?	
<b>How does the day start?</b>	
What time do they get up, who wakes them? Alarm/Mobile phone/parents – what happens? Do they get up straight away, do they have to be reminded? Do they get angry/upset?	
<b>What do they do after they get up?</b>	
Do they go on computer? Are they on their phone? Playstation/Xbox/TV? What games are they playing? Are they inactive all day?	
<b>What does bedtime look like?</b>	
What time do they go to bed? Do they have their mobile phone with them? Do they have their laptop/Computer/games in their room?	
<b>Does the poor attendance effect his friendships?</b>	
How does the low attendance affect friendships, In and Out of school? Do they see their friends in the evenings or at weekends? What do they do? Could friends meet them before school?	
<b>Medical support: Anxiety/Mental/Physical Health needs?</b>	
CAMHS – engagement/waiting – What are you doing while waiting Have you seen your GP? When did you see them? (In person appointment) Has any evidence been given to school? What School support is in place? When are the next appointments? What do you think will help?	
<b>What school support is in place?</b>	
What support is offered in-house Counselling/121/pastoral support/Safe place Have any reasonable adjustments been made? Has the school received medical advice on what reasonable adjustments could/should be made? How is the pupil in school?	

## Child Focused Restorative Enquiry

Restorative enquiry questions can be used as a prompt for reflecting on an event or situation impacting on a child. Whilst you may not be using these questions directly with a child, they open a professional curiosity to consider the child's perspective, impact and focus towards a solution. This can be completed as a reflective exercise within your individual practice or as a discussion during supervision. The questions can also prompt others to connect with the child's experience and could be used with family members/carers and professionals.

Question	Why is the question important
1) What happened? What is the child's experience? How do you know?	Remaining child centred, grounded in understanding their experience and perspective.
2) What was the child thinking? How were they feeling? How do they feel now?	Linking thoughts, feelings and behaviour.
3) How has the child affected by what has happened? What has the impact been?	A focus on harm and how to repair this harm; on the effect of the action and who has been affected.
4) What does the child need to move forward?	An appreciation of individual needs and also that there is much similarity between the needs on all sides.
5) So what needs to happen now? What support does the child need? Who can help them? What do others need to do?	Ownership of problem-solving and decision making by those directly involved Accountability; empowerment; collaborative problem-solving

### Recording

Case recording should say when a restorative enquiry has been used. You might like to consider using a phrase like:

*"A restorative enquiry was used as a reflection tool to better understand the child's lived experiences, what impact this has had, and what solutions can be considered to address the difficulty."*

A summary of how the activity deepened your understanding or opened new questions to make sense of will demonstrate reflection and professional curiosity.

**Days off school add up to lost learning!**

365 days in each year	175 – Non-school days each year (104 days of weekends) These 175 days are available to spend on family time such as visits, holidays, shopping, household jobs and other appointments																													
	190 school days each year 190 days for your child's education					180 school days each year					171 school days each year					161 school days each year					152 school days each year					143 school days each year				
	100	99	98	97	96	95	94	93	92	91	90	89	88	87	86	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71
	100%					95%					90%					85%					80%					75%				
	EXCELLENT/VERY GOOD/GOOD					NATIONAL AVERAGE/CAUSE FOR CONCERN					CAUSE FOR CONCERN/MAJOR ISSUE					MAJOR ISSUE					MAJOR ISSUE									
	Best chance of success – gets your child off to a flying start					Less chance of success – Makes it harder to make progress					Nor fair on your child – Progress will suffer					Significant impact on outcomes and achievement					Significant impact on outcomes and achievement									
						School contact with support and advice - possible involvement of external support					School contact with support and advice escalated - Involvement of external support with possible Local Authority involvement					Further escalation of external support and Local Authority involvement					Local Authority involvement									
	97% and above – pupils with attendance at this level throughout their school career, will make the most progress and this should lead to better prospects for work, college, and university.					95% - pupils with attendance at this level should reach their target grades and should have good prospects and opportunities for work, college, and university but they are just below the national average rate of attendance					90% - pupils with attendance at this level are missing a month of school per year and are likely not to reach their target grades. Progress will be negatively affected, and their attendance will be viewed negatively by employers, further and higher education.					85% - pupils with this attendance will find it very difficult to keep up and their chances of achieving their potential will be significantly damaged					Any attendance percentage below this will be very hard for the pupil to keep up with the work and feel connected to friends and the school experience as a whole									
<p>&gt; Please don't let your child miss out on the education they deserve.</p> <p>&gt; Every school day counts</p>																														

## Attendance

80% - 90% in a test is excellent and generally good news!

The danger is that we feel the same way about attendance until it is explained

90% attendance is equivalent to missing half a day every week (approx. 2.5 hours of learning)

80% attendance is equivalent to missing a whole day every single week (approx. 5 hours of learning)

If attendance is 90% from Year 7 to 11 then this is equivalent to missing half a year of school

If attendance is 80% from Year 7 to 11 then this is equivalent to missing an entire year of school

Attendance %	Missed Days	Missed Weeks	Days Missed Over 5 years	Weeks Missed Over 5 years	Annually	Hours of Learning Missed (approx.)	Impact over 5 years
100%	0	0	0		Excellent	0	None
99%	1.9	0.38	9.5	1.9	Very Good	9.5	
98%	3.8	0.76	19	3.8	Very Good	19	
97%	5.7	1.14	28.5	5.7	Very Good	28.5	
96%	7.6	1.52	38	7.6	Good	38	
95%	9.5	1.9	47.5	9.5	National Average	47.5	Quarter Year missed
94%	11.4	2.28	57	11.4	Below National Average	57	
93%	13.3	2.66	66.5	13.3	Below National Average	66.5	Approximately third year missed
92%	15.2	3.04	76	15.2	Requires Improvement	76	
91%	17.1	3.42	85.5	17.1	Requires improvement/worrying	85.5	
90%	19	3.8	95	19	Cause for concern	95	Half Year missed
89%	20.9	4.18	104.5	20.9	Serious concern	104.5	
85%	28.5	5.7	142.5	28.5	Major issue	142.5	
80%	38	7.6	190	38	Significant impact on outcomes	190	Whole Year missed
75%	47.5	9.5	237	47.5	Significant impact on outcomes	237.5	1 ¼ year missed