**WILLIAM LILLEY**

**INFANT AND NURSERY SCHOOL**



**ATTENDANCE & PUNCTUALITY POLICY**

We aim to apply this policy fairly, sensitively and consistently, and consider our obligation under the Equality Act 2010 and the UN Convention on the Rights of the Child.

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| **Governors’ Committee Responsible:** | **Outcomes and Data** |
| **Policy originator:** | **Head Teacher** |
| **Date policy written:** | **September 2017** |
| **Reviewed on:** | **Summer 2024** |
| **Next review:** | **Summer 2025 or sooner as required** |

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**1. AIMS OF THE POLICY**

The Attendance and Punctuality Policy aims to:

* make parents/carers aware of their legal responsibilities,
* outline the clear expectations, procedures and responsibilities associated with promoting, managing and improving attendance for all,
* support children and their parents/carers in the establishment of the highest possible levels of attendance and punctuality, achieving a minimum of 97% attendance for all children,
* establish how we will work in partnership collaboratively to remove any barriers to attendance,
* detail how we account for specific needs of certain pupils and pupil cohorts,
* high-light school attendance is everyone’s responsibility.

**2. KEY INFORMATION AND TERMS**

A school session is half a day. Each day counts as two sessions and is made up of a morning and an afternoon session. A week has 10 school sessions and a school year has 380.

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| Our school day starts at: | 8.45am for children in Reception and Key Stage 1  8.50am for children in Nursery |
| Our school day ends at: | 3.15pm for children in Reception and Key Stage 1  3.20pm for children in Nursery |
| Our morning register closes at: | 9.15am |
| Our afternoon register closes at: | 1.30pm |
| Attendance Champion | Mrs S Beardsley, Head Teacher and Senior Designated Safeguarding Lead |
| Attendance Champion Support | Mrs V Yard, Pastoral Support and Administration Assistant |
| Chair of Governors | Ms B Cameron |
| Link Attendance Governor | Miss J Bult |
| Contact can be made through usual school channels:  by calling 01159 179 277, emailing [office18@williamlilley.notts.sch.uk](mailto:office18@williamlilley.notts.sch.uk) or by visiting the School Office. | |

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| Authorised absence | The law states (Education Pupil Registration Regulations 2006 and Amendments 2013)   * that only the school can approve absence, not parents, * that Head Teachers may **NOT** grant any leave of absence during term time unless there are ‘exceptional circumstances’.   An absence is classified as authorised when   * a child is away from school for a legitimate reason and * the school has received notification from a parent/carer.   If doubt remains about the explanation offered – or where no explanation is forthcoming at all – the absence will be treated as unauthorised. |
| Exceptional circumstance | Circumstances that could not be reasonably foreseen and for which there was insufficient time to take necessary action to resolve the situation arising from those circumstances. These include unique and/or a one-off situation which is unlikely to arise in the future. |
| Parent | Under section 576 of the Education Act 1996, a “parent” in relation to a child or young person is defined as either:   * The biological parents of a child, whether they are married or not and/or, * Any person who has parental responsibility for a child or young person, * Any person who has day-to-day care of a child or young person even if they are not the biological parent or don’t legally hold parental responsibility for the child or children in question (i.e. lives with and looks after the child). This can include stepparents and resident grandparents. * Parents of pupils in separated families have joint parenting responsibility. * During school hours, school staff are legally in loco parentis and therefore must know where the pupils are during the school day. |
| Persistent absence | A pupil misses 10% or more of school – equivalent to 1 day or more every fortnight across a full school year. |
| Regular attendance | The child must attend every day that the school is open, except in a small number of allowable circumstances. The Governing Body have set this as a minimum of 97% of the time. |
| Severe absence | A pupil is absent from school more than they are present; they miss 50% or more of school. |
| Significant proportion of unauthorised absence | 10 half-day sessions in a 10-week period. |
| Unauthorised absence | An absence is classed as unauthorised when a child is away from school without the permission of the Head Teacher. |

**3. THE LAW ON SCHOOL ATTENDANCE**

The law entitles every child of compulsory school age to a full-time education.

Under Section 7 of the Education Act 1996, it is the legal responsibility of parents to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. If a child of compulsory school age who is registered at a school fails to attend regularly at the school then the parent is guilty of an offence under Section 444(1) of the Education Act 1996. Our Governing Body have set the regular attendance target of the individual and the school to be 97%.

**4. LEGISLATION AND GUIDANCE**

This policy meets the requirements of

* The Education (Pupil Registration) (England) Regulations 2006 (amended)
* Education Act 1996
* Working Together to Improve School Attendance (Department for Education) 2024
* School Attendance (Pupil Registration) (England) Regulations 2024
* Department for Education Keeping Children Safe in Education 2024
* Children Missing Education (Department for Education) 2016
* Summary Table of Responsibilities for School Attendance 2024
* The Education (Penalty Notice) (England) (Amendment) Regulations 2024

Further guidance can be obtained from the following publications:

* Nottinghamshire County Council Improving School Attendance – A Toolkit for Maintained Schools and Academies (2024)
* Educational Psychology Service Guidance to Schools – A Graduated Response to School Non-Attendance.
* Summary Table of Responsibilities for School Attendance (Department for Education)
* www.nottinghamshire.gov.uk (School Attendance, Absence and Truancy)
* Summary Of Responsibilities Where A Mental Health Issue Is Affecting Attendance (Department for Education)
* Supporting Children Medical Conditions at School
* Education for Children with Health Needs (who cannot attend school)
* The Education (Penalty Notices) (England) (Amendment) Regulations 2024

**5. SCHOOL’S COMMITMENT**

William Lilley Infant and Nursery School is committed to providing a full-time education to all children whose parent has enrolled them. We know that excellent attendance and punctuality is important if children are to benefit from that education and all that school can provide. Good attendance and relationships are a central part of our ethos, whereby we work hard to create a sense of belonging where our families and children can feel safe and secure.

Children who are persistently late or absent soon fall behind with their learning, developing large gaps that impact on their progress, their self-esteem, emotional health and their relationships with their peers. Regular attendance is essential for pupils to get the most out of their school experience, including their attainment, welfare, wellbeing, wider development and life chances. It is also a life skill, one that is insisted upon in all future employment opportunities.

To fulfil our commitment, we will ensure a **whole school** culture of high attendance and punctuality, underpinned by clear and consistent expectations, procedures and responsibilities where it is seen as ‘everyone’s responsibility’. We will do this by consistently:

* developing and maintaining a whole school culture that promotes the benefits of good attendance,
* expecting high standards of attendance from all pupils, ensuring equality and fairness for all,
* providing a welcoming calm, orderly, safe and supportive environment as we believe that good attendance begins with school being somewhere pupils want to be and belong,
* recognising that good attendance is a learned behaviour and that absence is a symptom,
* challenging misconceptions surrounding what ‘good attendance’ looks like, providing clarity on the short and long term consequences of poor attendance,
* viewing attendance as a protective factor for pupils, that every child is safeguarded and their right to an education is protected and central to their overall welfare,
* recognise the impact of attendance has on efforts in other areas such as curriculum, behaviour, bullying, special educational needs support, pastoral, mental health and wellbeing,
* use resources effectively such as pupil premium to help ensure good attendance,
* working in partnership collaboratively with families to remove any barriers to attendance by building strong and trusting relationships and putting in place the right support at the right time, whilst being particularly mindful of pupils absent from school due to mental or physical ill health or special educational needs,
* accurately completing electronic admission and attendance registers,
* having robust daily processes to follow up absence,
* having a designated senior leader with overall responsibility for championing and improving attendance – the Attendance Champion.

The **Attendance Champion** will have ongoing responsibility for:

* setting a clear and tangible vision for improving and maintaining good attendance, having day-to-day and longer term processes in place, and promoting that it is everyone’s responsibility,
* conveying high expectations for all and clear messages about how absence affects attainment, wellbeing and wider outcomes,
* ensuring that the policy is easily accessible to leaders, staff, pupils and parents,
* establishing and maintaining effective systems for tackling absence and make sure they are followed by all staff, providing regular reports to class teachers to facilitate discussions,
* proactively managing and improving attendance,
* regularly monitoring and systematically analysing data to identify patterns at a pupil or cohort level, the use of certain codes and days of poor attendance,
* targeting improvement efforts by putting effective strategies in place, using local and national information to inform this process,
* sharing information and work collaboratively with other schools and other partners, including transitional educational establishments and/or where families have children who attend more than one setting,
* looking at historic and emerging patterns,
* having a strong grasp of absence data to focus the collective efforts of the school,
* ensuring that it is a continuous school improvement priority and is resourced appropriately,
* regularly monitoring and evaluating progress, including the efficacy of strategies and processes,
* rigorously using attendance data to identify patterns of poor attendance so that all can work together immediately to resolve them before they get entrenched,
* working with the Local Authority to meet attendance responsibilities through making mandatory data returns and engaging with Targeted Support Meetings/briefings,
* reporting to the Governing Body so they have an accurate view of school attendance.

We expect that, as well as reviewing this policy annually, the **Governing Body** will:

* have a named attendance link-governor,
* take an active role in attendance improvement, supporting the school to prioritise attendance and work with school leaders to set whole school cultures,
* recognise the importance of school attendance and promote it across the school’s ethos and policies,
* regularly review attendance data, discuss and challenge trends and helping school leaders focus improvement efforts on individuals and cohorts who need it most,
* benchmark attendance data at whole school, year group and cohort level against local, regional and national levels,
* ensure school leaders fulfil expectations and statutory duties and adequate training is received,
* recognise that attendance improvement does not happen in isolation and therefore is prioritised in wider improvement strategies,
* provide support and challenge, specifically to the Attendance Champion,
* ensure that a clear vision for improving and maintaining good attendance is up-held,
* monitor systems in place for tackling absences,
* share effective practice on attendance management and improvement,
* approve an accessible and user friendly attendance policy,
* ensure that the School preserves every entry on the attendance register for 6 years from the date the data was entered.

**6. PARENTAL EXPECTATIONS**

The Home School Agreement helps parents/carers, pupils and staff understand their responsibilities and work together towards the same goals, and has one aim:

**TO DO EVERYTHING WITHIN OUR CAPACITY TO SUPPORT THE LEARNING AND DEVELOPMENT OF EACH CHILD.**

When a parent enrols their child at our school, they have a legal duty to ensure their child attends school regularly. We have set regular attendance as above 97%. To fulfil this commitment, we expect that all parents will:

* make sure that their child is in school every day except when their child is too ill to go to school, they have permission for leave of absence due to exceptional circumstances or their religious body has a day for religious observance,
* know that they play a key role in ensuring that their infant aged children attends school regularly and on time,
* ensure the punctuality of their child and they are collected on time at the end of the school day,
* make sure the child understands the importance of attending school and that the family do not approve of missing school, even if the child is of non-statutory school age,
* for unplanned absences, let the school know as soon as possible (and by 9.15am at the latest) on the first day of absence and advise when they are expected to return,
* contact the school promptly wherever any problem occurs that may keep their child away from school in the future,
* provide and maintain up-to-date contact details for more than one emergency contact,
* only request a leave of absence in exceptional circumstances and do so well in advance of any known future absence,
* take family holidays during school holiday periods,
* seek to arrange dental and medical appointments out of school hours wherever possible,
* agree to and take part in accessing any support agencies if they become involved, in the best interests of the child, and whilst waiting for help, ensuring uninterrupted education.

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| The rest of this policy will outline how we can **work together** to fulfil our  commitments and expectations. |

**7. RECORDING ATTENDANCE AND PUNCTUALITY**

The Law

* All schools are required to have an admission register and, except for schools where all pupils are boarders, an attendance register.
* These registers must be kept electronically.
* All pupils (regardless of their age) must be placed on the admission register and have their attendance recorded in the register.
* A school who fails to comply with these regulations is guilty of an offence.

The Admission Register

* This can be referred to as the school roll. The school roll must be kept in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and it must contain specific personal details of every pupil in school along with their start date, information regarding parents, and details of the last school attended.
* Schools must enter pupils’ names on the admission register on the first day that the school have agreed the pupil will attend the school. If a pupil fails to attend school on the agreed starting day, the child is subject to the school’s non-attendance procedures including being referred to the Child Missing Education Officer if the absence is for 10 days or more and contact has not been made.

The Attendance Register

* The attendance register must be kept in accordance with School Attendance (Pupil Registration) (England) Regulations 2024 to improve consistency and accuracy nationally.
* The attendance register will be taken at the start of each morning session of each school day and once during each afternoon session.
* On each occasion, the school must record whether each registered pupil (of both compulsory and non-compulsory school age) has attended punctually, is physically present in school, or if not, the reason they are not in school using the appropriate national attendance and absence codes. All codes are applied at the Head Teacher’s discretion.
* Any amendments to the attendance register will be recorded including the original entry, the amended entry and reason for amendment, the date the amendment was made and the name and position of the person making the amendment.
* They must be recorded the same way for pupils of compulsory school age and non-compulsory school age (School Attendance (Pupil Registration) (England) Regulations 2024).

We use an electronic management information system (SIMS) to keep our attendance and admissions registers, which enables us to keep accurate information that can be shared and analysed. The registers are a legal record and we preserve every entry for 6 years from the date that data is entered. This is to enable a pupil’s attendance to be viewed throughout their school career.

**8. MONITORING AND EVALUATING**

The electronic recording of the admission and attendance register, using appropriate national attendance and absence codes (Appendix 1), enables our school, the Local Authority and the government gain a greater understanding of the delivery of education and the level of, and reason for, absence.

Together with SIMS, we use CPOMs and Excel Spreadsheets to rigorously, systematically record, and monitor individual, group and whole school attendance and we use this data to target attendance improvement efforts to the pupils and cohorts who need it most (Appendix 2 Timetable of attendance recording, reporting, monitoring and evaluating).

All schools are required to share attendance data with the DfE system, which enables national and regional comparisons, via the View Your Education Data tool.

We follow the procedures outlined in Working Together to Improve School Attendance 2024 and have

four thresholds for monitoring and managing attendance and punctuality that are applied in sensitively consideration of highly individual contexts.

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| **GREEN**  Your child may have absences, but they are not of a concern. | **AMBER**  Your child’s attendance and/or punctuality is concerning and the school will be working to  support you. | **RED**  Your child has absence and/or punctuality rates that are concerning over a prolonged period. School will be working with you to improve attendance and a referral may be made to access support from the Local Authority.  Education and Attendance Team. | **BURGUNDY**  School will be working with you to ensure that support is accessed and in some cases, the school may engage with the Local Authority’s processes for pursuing legal interventions. |

These thresholds are viewed in line with the percentage attendance information generated by SIMS, summarised in the table below (and found broken down further in Appendix 3). This is with the aim to help prevent patterns of poor attendance and punctuality emerging and so that all parties can work together to resolve them before they become entrenched.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Yearly attendance | Half-termly  sessions missed  (days) | Yearly learning sessions missed  (days) | Reception to  Year Two learning sessions missed  (days) |
| Expected Attendance | 100% | 0 | 0 | 0 |
| Emerging Absenteeism | Below 97% | 2 (1 day) | 11 (5.5 days) | 33 (15.5 days) |
| Concerning Absenteeism | Below 94% | 4 (2 days) | 23 (11.5 days) | 69 (34.5 days) |
| \* Persistent Absenteeism | Below 90% | 6 (3 days) | 36 (18 days) | 108 (52 days) |
| Chronic Absenteeism | Below 80% | 13 (6.5 days) | 76 (38 days) | 228 (114 days) |
| Severe Absenteeism | Below 50% | 32 (16 days) | 190 (95 days) | 570 (285 days) |

\* *Persistent Absenteeism*

*All pupils with an attendance rate of 90% and below are considered as persistent absentees. Contact will be made with the family and the child to work out the barriers preventing above 90% attendance. Actions arising will be documented and there will be regular reviews accompanied by an intensification of support if there is no improvement or continues to fall below 90%. Further absences may be unauthorised unless requested evidence is presented.*

**9. COMMUNICATION AND REWARDS**

The main reward from regular and punctual attendance is that continuity and progression in learning are ensured.

We actively promote and incentivise good attendance and improvements through all available channels at whole school, year group, class and individual level and include the following:

* displays,
* assemblies,
* during registration periods,
* certificates,
* prizes,
* What did School Council pick? – eg playtime rewards for improved, best class not just 100%
* attendance policy available on the school website,
* including a parent information leaflet in the school welcome pack,
* using school communication channels e.g. texts, email, telephone calls, dojo?, website
* 100% outing
* letters

**10. NON-ATTENDANCE PROCEDURES**

All schools are expected to proactively manage lateness and restrict leaves of absence to specific circumstances set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024. Non-attendance is recorded as part of the legal requirements and is coded at the Head Teacher’s discretion.

**10.1 Punctuality**

The bell will sound at 8.45am to indicate the start of the school day and the doors will close at 8.50am.

* If pupils arrive after 8.50am, they will need to enter the school via the School Office to be registered and parents/carers may be requested to sign the punctuality register noting down the reason for being late.
* The morning register opens at 8.45am ~~and closes promptly at 8.55am~~. Any child arriving after 8.55am will be monitored as arriving late to school.
* The afternoon register opens at 1.00pm ~~and closes promptly at 1.10pm~~. Any child arriving after at 1.10pm will be monitored as arriving late to school.
* Whole school registration closes at 9.15am and 1.30pm respectively and after this, lateness will be recorded as an unauthorised absence. A Fixed Penalty Notice can be requested for any pupil registered as an unauthorised late absence (recorded as U) when there are 10 or more in a 10 week period.
* Being late for school adds up to sessions of lost learning.
* Issues relating to punctuality will initially be addressed with the parents/carers through the first two steps on the Attendance Support Map (page 32). Any or all of the following approaches may be adopted and other modes of support will be explored on a case by case basis:

> communication with parent/carers to understand potential barriers to punctuality,

> offer of support through a subsidised place at our before school breakfast club,

> referral to the Early Help Unit for identified needs,

> establishing an Improving Attendance Contract,

> use of rewards and incentives to encourage punctuality,

> staff member on welcome duty to praise punctual attenders,

> use of main school entrance.

If no improvement is made or sustained, the Head Teacher, ~~reserves the right to unauthorise late arrivals before the main school register closes~~ along with the family, will consider if more formal support is needed.

* Our school day ends at 3.15pm. We have procedures in place should there be exceptional circumstances which prevent children being collected on time. On these occasions, we will ensure that the child is safeguarded until alternative arrangements have been secured. Should this involve them remaining at school beyond 3.30pm, they will attend our After-School Club (Mini-Explorers) and associated costs will be incurred.

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| Time | Detail | Action |
| 8.45am | Morning registration opens. | Register is marked as present. |
| 8.50am | Doors are closed. Entry to school is through the School Office. | Register is marked with minutes late on register. |
| 8.55am | Entry is through the School Office. | Register is marked with a L on the register and the number of minutes late recorded. |
| 9.15am | Entry is through the School Office. | Register is marked with a ‘U’ on the register and the number of minutes late recorded. Late entry after the register has closed is recorded as an unauthorised absence for the whole morning session. If a child arrives after the register has closed 10 times in a rolling period of 10 weeks, the threshold has been met for attendance enforcement which could result in a Fixed Penalty Notice or Prosecution. |
| 1.00pm | Afternoon registration opens.  Entry is through the School Office. | Register is marked as present. |
| 1.05pm | Entry is through the School Office | Register is marked with minutes late on register. |
| 1.10pm | Entry is through the School | Register is marked with a L on the register and the number of minutes late recorded. |
| 1.30pm | Entry is through the School Office. | Register is marked with a ‘U’ on the register and the number of minutes late recorded. Late entry after the register has closed is recorded as an unauthorised absence for the whole morning session. If a child arrives after the register has closed 10 times in a rolling period of 10 weeks, the threshold has been met for attendance enforcement which could result in a Fixed Penalty Notice or Prosecution. |

**10.2 Unplanned absences**

* Our day-to-day processes for managing absence are rigorously applied to all children attending William Lilley Infant and Nursery School.
* We require all **unplanned absences** to be reported on their first day by 9.15am. In all cases of unplanned absence the parents/carers should:

> only keep their child away from school if really necessary - the school will always call and send home an unwell child,

> consult the NHS website to help them decide whether they can go to school,

> keep the school informed regularly for the duration of the absence. School may request daily contact if attendance is, or has been, at a concerning level,

> if the absence is extended, e.g. beyond a week, seeking medical advice will be encouraged and safeguarding checks may be made on the child’s welfare.

* All communication channels are acceptable means of informing school of the absence. These include email, answer phone message, telephone call, text message, verbally informing a member of staff and Class Dojo.
* We will mark absence due to illness as authorised. In the majority of cases, the notification received will be the evidence required to accept the absence without question or concern and we will not routinely request medical evidence to support illness absences. However, guidance states that we have the right to consider whether to accept the parents/carers position with regard to medical absence. We will treat every illness absence on a case-by-case basis and in some circumstance may request the absence request to be substantiated e.g. in the form of a doctor’s note, appointment card, prescription, receipt of medicines purchased. This may be due to:

> existing attendance concerns,

> genuine and reasonable doubt about the authenticity of the illness,

> clarification of the nature of the illness in order to consider if reasonable adjustments are required,

> requiring information to support referrals to outside agencies e.g. Healthy Families Team.

N.B. We are mindful that requesting additional medical evidence unnecessarily places pressure on health professionals and appointment systems, particularly if the illness is one that does not require treatment by a health professional.

* Where there are grounds to believe the pupil will have to miss 15 consecutive school days or more due to illness, we are required to inform the Local Authority Education and Attendance Team, requesting the involvement of the Health Related Education Team.
* If the nature of the absence causes concern, the Attendance Champion or a member of the Designated Safeguarding Team will be alerted.
* The **First Day of Unknown Absence Process** (Appendix 5) will be activated if a child fails to register and no known reason for their absence has been obtained by 9.15am (or by 1.30pm for those children that are only attending in the afternoon). This is to ensure that the school safeguards children who are ‘missing from education’;
* Once the reason for the unplanned absence is determined, it will be recorded as authorised or unauthorised. If a child is absent from school with no accepted explanation offered by the parents/carers within five school days, it will no longer be able to be considered as authorised.

**10.3 Requests for a future absence**

* Attending a medical or dental appointment will be counted as authorised as long as we have received advanced notice of it. However, we encourage appointments to be made out of school hours. Where this is not possible, the pupil should be out of school for the minimum amount of time possible; parents are requested to confirm the reason for the appointment, the time of leaving and return and the child must be collected via the School Office.
* All other requests for known future absences must be:

> made using the school’s Absence Request Form (Appendix 5). This can be handwritten and handed into the school office or completed electronically and emailed to [office18@williamlilley.notts.sch.uk](mailto:office18@williamlilley.notts.sch.uk),

> completed at least 2 weeks before the first day of the known absence,

> requested only for exceptional circumstances.

* All requests will be considered sensitively on a case-by-case, taking into account specific facts, circumstances and relevant contexts, whilst applying this policy consistently and fairly (Appendix 6).
* However, the Head Teacher may **NOT** grant any leave of absence during term time unless there are ‘exceptional circumstances’.
* Absence requests for holidays, or where the primary purpose of the period of absence is for recreation and/or leisure, will automatically be recorded as unauthorised for children enrolled in Reception or Key Stage One.
* If there is a delay returning from a period of known absence, all additional days taken will be unauthorised.
* When considering granting the leave of absence as exceptional circumstance, the Head Teacher will consider:

> The amount of time requested

> Circumstances of the request

> Frequency of the request

> Previous leave of absences taken

> When the request was made

> Assessments taking place

> Current attendance records

> Impact of absence on attendance records

> Impact on child’s education and ability to catch up on work missed.

* Examples of leave authorised for exceptional circumstances include:

> For a child to attend the wedding of their parent(s), for an immediate family

member and/or due to the child playing a given role in the ceremony – approval may be given for the day of the wedding and one-day travel either side of the wedding day,

> For a child to attend a funeral – authorisation may be given for a day,

> For a child to attend a graduation – authorisation may be given for a day,

> To support the application process for obtaining official documents e.g. passport, visa – authorisation may be given for a day.

* If the non-attendance is unauthorised by the school, the pupil’s attendance is deemed irregular. Under section 444 of the Education Act 1996, if a child of compulsory school age, who is a registered pupil at a school, fails to attend regularly, their parent/carer are guilty of an offence, and the Local Authority may take formal action for failure to comply with the law including prosecution.
* If absence requests are received out of the requested time frame, the absence will still be considered following this policy.
* Penalty Notices can be issued by a Local Authority Officer in line with the Local Code of Conduct as an alternative to prosecution and the Education (Penalty Notices) (England) Regulations 2007 have been amended to introduce a National Framework for Penalty Notices from August 19th 2024 (Appendix 7).
* Extended periods of absence are those in excess of 15 days; you may be required to enrol your child in the location where you are taking this leave and if your child is absent for more than 20 consecutive days, they can be removed from school roll. Extended periods of absence may be taken straight to prosecution by the Local Authority.

**10.4 SEND, Health/Medical Related Absence and Emotional Based School Avoidance**

* William Lilley Infant and Nursery School recognizes that pupils with SEND and/or mental or physical health/medical conditions may face greater barriers to attendance than their peers. However, it is important to note that these pupils are still expected to attend school regularly.
* The school will ensure that reasonable adjustments are made in these instances to reduce barriers to attendance, in line with plans in place that have been implemented e.g. Education, Health and Care Plans.
* The school will actively secure additional support from external partners to help secure the highest possible levels of attendance and punctuality.
* All pupils will be supported with their mental health in accordance with our SEMH Policy.
* If required, the school will provide support to pupils who are absent from school for health needs by liaising with parents/carers to arrange schoolwork as and when required, including facilitation online access to the curriculum from home.
* Following an extended period of absence, a personalised or part-time timetable will be considered and agreed periods of absence will be recorded with as authorised in the register.
* Any adaptations made will be tailored to the individual, documented and reviewed by considering the following:

> regular meetings to evaluate any implemented reasonable adjustments,

> carrying out strengths and needs analysis,

> identifying pupils’ unmet needs through an Early Help Assessment,

> enabling a reduced timetable for a limited time e.g. late starts and early finishes,

> referring to external agencies of support.

* If a child has been out of school for 15 consecutive days, or more, due to illness, the Local Authority Health Related Education Team will be contacted for their involvement.

**10.5 Children Missing Education (CME)**

* Early intervention if a child is missing education is paramount. This is to identify the existence of any underlying safeguarding risk and to help prevent the risks to children going missing particularly on repeat occasions, prolonged and/or unexplainable absences.
* All staff are aware of Children Missing from Education protocol which detail processes for:

> a child who is on roll but not attending,

> a child who is moving out of the country or the family indicate they are moving abroad,

> a family that indicate they are returning ‘home’ for any reason,

> a child who is of statutory school age but not applied or on roll of a school,

> parents who indicate they wish to Electively Home Education (EHE),

> a child is permanently excluded or is not in full receipt of education (part-time timetable).more detail required.

* In all instances, the school is required to work collaboratively with the Local Authority Children Missing Education Officer.

**11. WORKING TOGETHER TO IMPROVE ATTENDANCE**

For some children, attending school every day will be harder than for others. We recognise there may be legitimate reasons why some children miss school and we are committed to working together, in partnership, to understand with sensitivity and respect and reduce barriers to a child’s attendance by putting the right support in place.

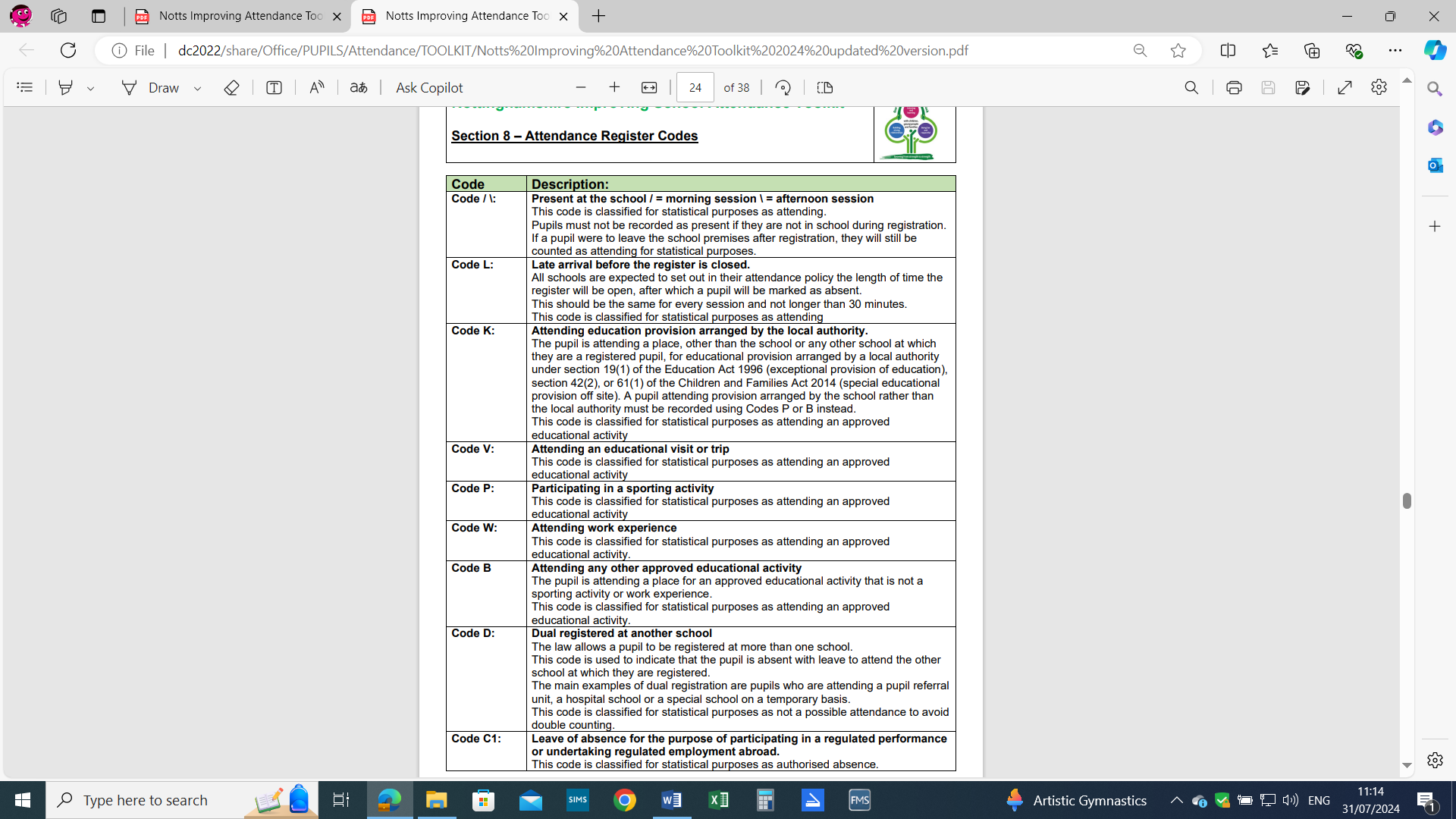
We recognise that barriers to accessing education are wide and complex, both within and beyond the school gates, and are often unique to individual pupils and families. We will always want to support our families in ensuring good attendance whatever the circumstances they face.

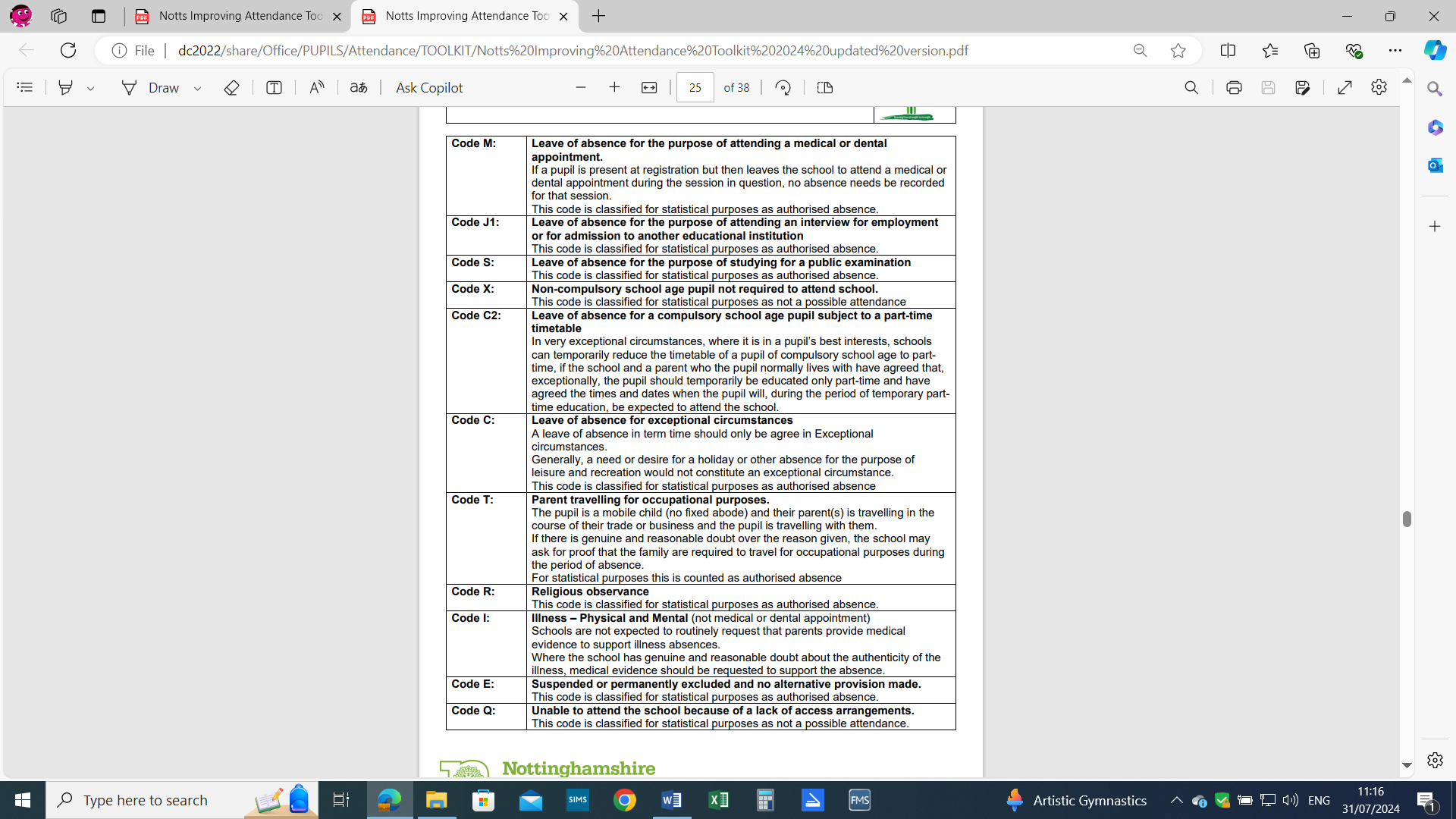
Our ethos of Working Together is that pupils and families should receive holistic support. In the first instance, the school will be the lead practitioner and we are committed to working with other agencies to provide wider-holistic support when required. Where a pupil or their family already have a lead practitioner working with them, we will work alongside them to help make attendance a key element of the existing plan of support. This includes pupils with a social worker, early help practitioner or with an Education Health and Care Plan.

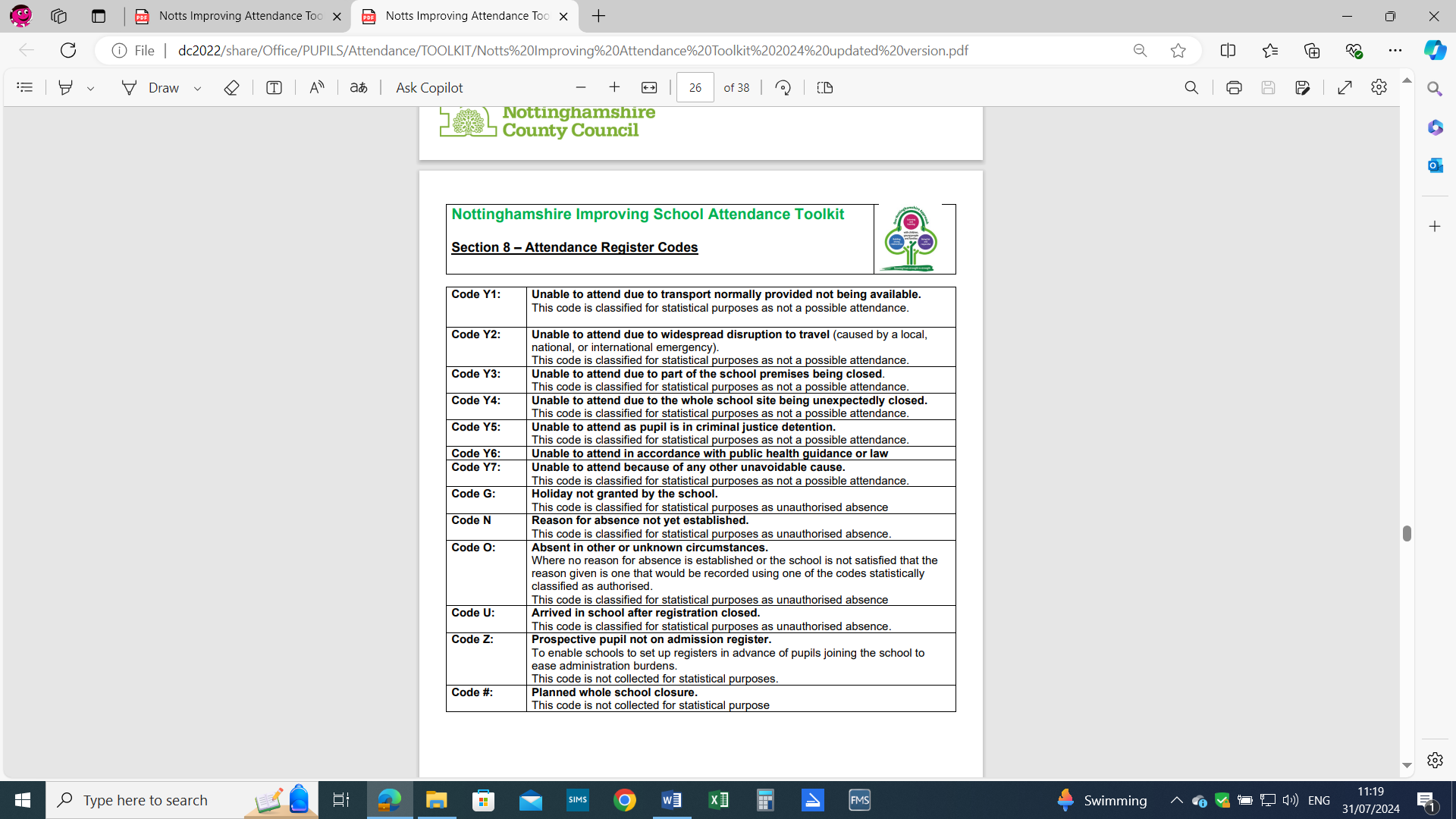
All absences will be looked at sensitively, within the context of the whole school curriculum, Special Education Needs support, relational, mental health and well-being policies. They will be considered on a case-by-case basis, looking at the individual needs of pupils and their families giving due regard to the school’s obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

Any non-attendance is a concern and all severities of absence falling below 97% will be considered. Communication with home may begin at any point, particularly with families whose child’s attendance falls below 94% and a model of early intervention, intensification of support and escalation of procedures will be followed (Attendance Support Map Appendix 8).

Appendix 1 Attendance and Absence Codes







Source : Nottinghamshire Improving Attendance Toolkit 2024

Appendix 2 Timetable of attendance monitoring

|  |  |  |
| --- | --- | --- |
|  | Monitoring and Evaluating | Responsibility |
| Daily | Register taken and daily praise | Class Teacher |
| Ensure absences are recorded on the school system (SIMS0 | Office |
| Monitor punctuality | Office |
| Home collections/visits as required | Senior DSL |
| Unknown absences investigated | Office - elevated to a DSL |
| Highlight to safeguarding leads parents who request additional support with attendance | Office and Class Teacher |
| Weekly | Class of the week award presented and 100% attenders entered into raffle | Senior Leadership Team |
| Review children with persistent absenteeism | Head Teacher (Attendance Champion) |
| Process Leave of Absence applications | Head Teacher (Attendance Champion) |
| Attendance highlights shared in newsletter | Head Teacher (Attendance Champion) |
| Fortnightly | Monitor children with concerning absenteeism | Head Teacher (Attendance Champion) |
| Half-termly | Preparation of attendance data including benchmarking against local, regional and national levels | Office |
| Attendance thresholds to persons with parental responsibility | Office |
| Review children with emerging absenteeism | Head Teacher (Attendance Champion) |
| Termly | Report to Governors | Head Teacher (Attendance Champion) |
| Review attendance processes, monitoring and evaluation. | Attendance Governor |
| Attendance Certificates | Office |
| Attendance Prize | Head Teacher (Attendance Champion) |
| Cross reference attendance with pupil progress | Head Teacher and Class Teacher |
| Yearly | Attendance Policy | Head Teacher (Attendance Champion) and Attendance Governor |
| Focused discussion on children with historical attendance concerns | Senior Leadership Team |
| Attendance Certificates and 100% celebration, Annual class and year group awards. | Head Teacher (Attendance Champion) |
| 3 yearly | Analysis of attendance data including benchmarking against school, local, regional and national contexts. | Head Teacher (Attendance Champion) |

Appendix 3 What Absence Really Means

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Attended  number of days | Attendance percentage | Sessions of learning lost | Days of learning lost | Weeks of learning lost |
| 190 | 100% | 0 | 0 |  |
| 189 | 99.47% | 2 | 1 |  |
| 188 | 98.95% | 4 | 2 |  |
| 187 | 98.42% | 6 | 3 |  |
| 186 | 97.86% | 8 | 4 |  |
| 185 | 97.37% | 10 | 5 | 1 school week |
| 184 | 96.84% | 12 | 6 |  |
| 183 | 96.32% | 14 | 7 |  |
| 182 | 95.79% | 16 | 8 |  |
| 181 | 95.26% | 18 | 9 |  |
| 180 | 94.74% | 20 | 10 | 2 school weeks |
| 179 | 94.21% | 22 | 11 |  |
| 178 | 93.68% | 24 | 12 |  |
| 177 | 93.16% | 26 | 13 |  |
| 176 | 92.63% | 28 | 14 |  |
| 175 | 92.11 | 30 | 15 | 3 school weeks |
| 174 | 91.58% | 32 | 16 |  |
| 173 | 91.05% | 34 | 17 |  |
| 172 | 90.53% | 36 | 18 |  |
| 171 | 90.00% | 38 | 19 |  |
| 170 | 89.47% | 40 | 20 | 4 school weeks |
| 169 | 88.95% | 42 | 21 |  |
| 168 | 88.42% | 44 | 22 |  |
| 167 | 87.89% | 46 | 23 |  |
| 166 | 87.37% | 48 | 24 |  |
| 165 | 86.84% | 50 | 25 | 5 school weeks |
| 164 | 86.32% | 52 | 26 |  |
| 163 | 85.79% | 54 | 27 |  |
| 162 | 85.26% | 56 | 28 |  |
| 161 | 84.74% | 58 | 29 |  |
| 160 | 84.21% | 60 | 30 | 6 school weeks (half a term) |
| 159 | 83.68% | 62 | 31 |  |
| 158 | 83.16% | 64 | 32 |  |
| 157 | 82.63% | 66 | 33 |  |
| 156 | 82.11% | 68 | 34 |  |
| 153 | 81.58% | 70 | 35 | 7 school weeks |
| 154 | 81.08% | 72 | 36 |  |
| 153 | 80.53% | 74 | 37 |  |
| 152 | 80.00 | 76 | 38 |  |
| 151 | 79.47% | 78 | 39 |  |
| 150 | 78.95% | 80 | 40 | 8 school weeks |

Appendix 4

**ABSENCE REQUEST FORM (EXCEPTIONAL CIRCUMSTANCES ONLY)**

**EVERY MINUTE OF EVERY DAY MATTERS**

|  |
| --- |
| The Government has made amendments to the Education Regulations 2006, promoting good attendance and reducing absences, including persistent absences. It states that Head Teachers may **NOT** grant any leave of absence during term time unless there are ‘exceptional circumstances’. Leave of absence requests for holidays, or where the primary purpose of the period of absence is for recreation and/or leisure, will automatically be recorded as unauthorised, even if your child is of non-statutory school-age.  **WARNING**  **If you allow your child to miss school in term time for an avoidable reason without obtaining the authorisation of the Head Teacher, you may be issued with a Penalty Notice per parent, per child, or made the subject of court proceedings under Section 444 Education Action 1996. As of 19th August 2024, a National Framework for Penalty Notices was introduced with a threshold of 5 consecutive days of term time leave or 10 sessions of unauthorised absence in a rolling period of 10 school weeks. There is a two-penalty notice limit to the same parent in respect of the same child and then an escalation in cases of repeat offences, applicable to a 3 year period.** |

|  |  |  |  |
| --- | --- | --- | --- |
| Pupil’s name : | | | |
| Pupil’s date of birth : | | Pupil’s class : | |
| I wish to apply for my child to be absent from school during the following dates: | | | |
| From (first day) : | To (last day) : | | Total number of school days missed: |
| Please fully explain the **exceptional circumstances** that you would like the Head Teacher to consider. This section must be completed. Please continue on a separate sheet if needed. | | | |

**Please continue overleaf**

*In making this application, I/we understand that any leave of absence that is not an exceptional circumstance will be treated as unauthorised and any child who is absent from school without permission or valid explanation will incur unauthorised absences and potentially further action. I/we also understand that only the school can approve absence and all absences are coded at the Head Teacher’s discretion on a case-by-case basis.*

|  |  |
| --- | --- |
| Full legal name and contact details of **ALL Parents/Carers** making the application. By providing the email address, you are consenting to receiving further communication regarding this application by email.  Under section 576 of the Education Act 1996, a “parent” in relation to a child or young person is defined as either:   * The biological parents of a child, whether they are married or not and/or, * Any person who has parental responsibility for a child or young person and/or * Any person who has regular care of a child or young person even if they are not the biological parent or don’t legally hold parental responsibility for the child or children in question. | |
| Name (inc. title) : | Name (inc.title) : |
| DOB : | DOB : |
| Address : | Address : |
| Postcode : | Postcode : |
| Email address : | Email address : |
| Telephone number : | Telephone number : |
| Signature : | Signature : |
| Date : | Date : |

*This form should be returned to school in advance of the proposed absence and at a minimum of 2 weeks before the first date of leave.*

|  |  |
| --- | --- |
| FOR OFFICE USE ONLY | |
| Date processed : | Date of review (if applicable) : |
| Notes : | Head Teacher’s signature : |

***Issued by Nottinghamshire Education Welfare Service October 2018***, ***Reviewed 2024***

***For more information, please see our Attendance Policy.***

Appendix 5

FIRST DAY OF UNKNOWN ABSENCE PROCESS

If a child fails to register and there is no know reason for their absence, we are required to find out where they are and that they are safe. This is to ensure that the school safeguards children who are ‘missing from education’.

Appendix 6 Requests for Future Absences process

Appendix 7

National Framework for Penalty Notices

The Education (Penalty Notices) (England) (Amendment) Regulations 2024

The Education (Penalty Notices) (England) Regulations 2007 have been amended to introduce a National Framework for Penalty Notices after August 19th 2024.

The national threshold for considering a penalty notice is

**5 consecutive days of term time leave or**

**10 sessions of unauthorised absence in a rolling period of 10 school weeks.**

A school week means any week in which there is at least one school session and the period of 10 weeks can span different terms or school years. INSET days are school days and can be included in the 5 or more consecutive days where there was an intent to be absent for term time or there is a pattern of non-attendance.

When the threshold is met, we consider the following:

* Whether attendance support has already been provided and has not worked or been engaged with and
* Whether the penalty notice is the best available tool to improve attendance and support is not appropriate e.g. the absence is due to holiday in term time and
* Our considering obligations under the Equality Act 2010 such as where a pupil has a disability.

Penalty Notices can be issued by a Local Authority Officer in line with the Local Code of Conduct and:

* to parents as an alternative to prosecution where they have failed to ensure that their child of compulsory school age regularly attends the school where they are registered,
* where the pupil’s absence is recorded with one or more of the unauthorised codes and the absence constitutes an offence,
* to each parent liable for the offence,
* where parents have allowed their child to be present in a public place during school hours without reasonable justification during the first 5 days of a fixed period or permanent exclusion.

There is a two penalty notice limit to the same parent in respect of the same child and then an escalation in cases of repeat offences, applicable to a 3 year rolling period:

* 1st offence : a Penalty Notice will be issued. The fine amount is £160 if paid within 28 days, reduced to £80 when paid within 21 days,
* 2nd offence : a Penalty Notice will be issued. The fine amount is £160 if paid within 28 days,

Fines per parent are capped at two within any three-year period. Once this limit is reached, other action is considered e.g.

* 3rd offence alternative legal action taken e.g prosecution at Magistrates court where fines of up to £2500 per parent per child can be issued. Cases found guilty can show on parents future DBS certificates as a ‘failure to safeguard a child’s education’.

Penalty notices can be issued to a child/young person’s parents, step-parents and/or any adult residing in the family home that has day to day care of the child/young person. This means that each responsible “parent” may receive a penalty notice for each child included in the request and in line with Nottinghamshire County Council’s duty to apply the code of conduct consistently and fairly, the Penalty Notice will be issued to both parents of pupils in separated families due to them having joint parenting responsibility.

There is no right of appeal against a Penalty Notice and they can only be withdrawn under specific criteria by the named referrer. As a school, we have decided that this can only be done with the authorisation of the Governing Body. If the Penalty Notice is not paid, the Local Authority can proceed to prosecution.

Please note – money raised via fines is only used by the Local Authority to provide Services for Young People. ~~to cover the costs of administering the system and to fund attendance support~~ . Any surplus money is returned to the government.

Appendix 8

ATTENDANCE SUPPORT MAP

The stages of support follow the expectation for everyone to be able to and want to be in school. School is a place for belonging through attendance and we work hard to create welcoming environments in which

all children can gain that, in which they can thrive and achieve. We monitor attendance data to identify who may need some support with their attendance.

Appendix 8a

SUPPORT PLAN

Threshold set –

* Punctuality issues within a 4 week period
* Any 4 unauthorised absences

|  |  |  |
| --- | --- | --- |
| Child’s name: | DOB: | Class: |

|  |  |  |  |
| --- | --- | --- | --- |
| Attendance information | | | |
| Number of L | Number of U | Number of unauthorised | Holidays? |

|  |  |  |
| --- | --- | --- |
| Listen and Understand | Action options | Date |
| Facilitate Support | EHAF – consent |  |
| Attendance Improvement Plan |  |
| Breakfast Club |  |
| Incentives |  |
| Letter with leaflet |  |
| SEMH - EBSA, ARNA, MHST, CAMHS, EPS, HRET, SBAP |  |
| TAF |  |
| HFT |  |
| Medical |  |
| SEND/EHCP - ICDS |  |
| Social Care |  |
| Formalise Support | Resubmit EHAF – consent |  |
| Improving Attendance Contract |  |
| Home visits |  |
| All absences unauthorised |  |
| Reasonable adjustments |  |
| Targeted support meeting |  |
| Targeted re-engagement plan |  |
| Involvement with other sibling’s schools |  |
| EHAF – enforcement (Education and Attendance Team) |  |
| Enforcement  (20 unauthorised in a 10 week period) | LA attendance contract |  |
| Education Supervision Order |  |
| Parenting Order |  |
| Penalty Notice |  |
| Notice to Attend |  |
| Formal Warning |  |
| Court Action |  |
| Social Care Assessment |  |

Appendix 9 Parent Information Booklet – Punctuality and Attendance

To be compiled from policy once approved and live (Autumn Term 2024).

Appendix 10 – Sample letters

To be compiled from policy and Attendance Toolkit (September 2024-July 2025).

Appendix 11 – Attendance Improvement Plan

**Attendance Improvement Plan**

**(source: ATTEND framework)**

|  |  |
| --- | --- |
| Child’s name |  |
| Date of initial meeting |  |
| Adults present |  |
| Current attendance % |  |
| Child’s strengths |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Statement | Identified factor (Y/N) | Action plan | Review |
| Significant fear of an aspect of the school environment. |  |  |  |
| Significate fear of something happening at school. |  |  |  |
| General school phobia characterised by a fear reaction (tears, sweating, fast breathing, racing heart, panic, angry outbursts, aggression) when near school, before school, discussing school. Insomnia on school nights. |  |  |  |
| Mental or physical health problems/condition that impacts on daily life. |  |  |  |
| Gender dysmorphic. |  |  |  |
| Intolerance to certain sensory input. |  |  |  |
| Bullying/loss of class friend/isolated/falling out with another student. |  |  |  |
| Problems involving social media or cyberbullying. |  |  |  |
| Bad reputation at school. |  |  |  |
| Felling of social exclusion due to culture/ethnic/gender/LGBTQ identity. |  |  |  |
| Learning difficulties/special educational needs. |  |  |  |
| Finds work too hard/easy. |  |  |  |
| Trouble with certain teacher. |  |  |  |
| Mistrusts teachers/worries about interactions with teachers. |  |  |  |
| Exam anxieties. |  |  |  |
| PE/games difficulties. |  |  |  |
| Finds school hierarchy/rules too strict/inflexible. |  |  |  |
| Recent change of schools/move from Primary to Secondary/transitional year group. |  |  |  |
| Recent move to UK/English is an additional language. |  |  |  |
| Parental mental or physical health needs. |  |  |  |
| Significant parental anxiety about CYP’s health. |  |  |  |
| Safeguarding concern. |  |  |  |
| Loss/separation/bereavement. |  |  |  |
| Stressful or traumatic life event. |  |  |  |
| Change in family structure. |  |  |  |
| Young carer. |  |  |  |
| Money worries/debts/family living in poverty. |  |  |  |
| Inadequate housing. |  |  |  |
| Practical difficulties getting into school. |  |  |  |
| Significant distress separating from main attachment figure. |  |  |  |
| Cultural values which do not prioritise school-based education. |  |  |  |
| Liberal access to PC/phone/games console/internet/TV/food. |  |  |  |
| Girlfriend/boyfriend out of school. |  |  |  |
| Same-age or older peers out of school. |  |  |  |
| Other family members at home during the day. |  |  |  |
| Work/earnings out of school. |  |  |  |
| Extra attention from, or time with, a parent. |  |  |  |
| Greater control over environment and routines at home. |  |  |  |
| Access to social online gaming. |  |  |  |
| Access to learning through other means. |  |  |  |
| Membership to a gang or radical group. |  |  |  |
| At risk of Child Sexual Exploitation. |  |  |  |
| Low motivation – little point to school. |  |  |  |
| How to explain absence to friends – social embarrassment. |  |  |  |
| Facing teachers. |  |  |  |
| Specific anxieties relating to returning to the school environment. |  |  |  |
| Inability to catch up with school work. |  |  |  |
| Secondary trigger event. |  |  |  |
| Difficulty accessing professionals. |  |  |  |
| Disrupted sleep cycles. |  |  |  |
| Strained relationships/lack of trust between school/family/professionals. |  |  |  |
| Length of the school day |  |  |  |

Appendix 12 – Improving Attendance Contract

What is an Improving Attendance Contract?

* An Improving Attendance Contract (IAC) is a formal written agreement between a parent and the school to address irregular school attendance, and is an offer on our Attendance Support Map (Appendix 8 – Attendance Policy),
* It is not legally binding, however it is intended to formalise support offered as an alternative to prosecution.
* Parent(s)/Carer(s) cannot be compelled to an IAC, and they cannot be agreed in a parent’s absence.
* There is no obligation on the school to offer an IAC and it may not be appropriate in every instance, but should always be explored before moving to enforcement or prosecution.

The Improving Attendance Contract Meeting

In order for an IAC to be established, a meeting will be arranged with the parent(s)/Carer(s) at which:

* the IAC will be explained and why one will be beneficial in the circumstances,
* support that has already been offered will be reviewed,
* parent(s)/Carer(s) will have the opportunity to outline changes in circumstances, any underlying issues previously not disclosed and if any further support would be helpful in securing the pupil’s regular attendance.

As part of the contract, where possible, the pupil’s views will be obtained.

Where a parent or carer fails to attend the meeting without good reason or notification, x (how many) further attempts will be made to rearrange it. If further attempts are unsuccessful, prosecution will be sought.

The Improving Attendance Contract

IAC’s will be written in language that can be easily understood and will contain:

* details of the requirements the parent(s)/Carer(s) is expected to comply with,
* details of the support,
* a statement from the School agreeing to provide the support to the parent(s)/Carer(s)/child to meet the requirements,
* a statement by the parent(s)/Carer(s) that they agree to comply with the requirements for the period of time specified by the contract,
* a timetable of review and the duration it will be in place. There is no minimum or maximum review period, however most will be in place for a minimum of 12 weeks and a maximum of 12 months, with short-term targets detailed.

The requirements specified, and the support provided, will depend on the individual case and will be tailored to the needs of the individual and their family. Examples of requirements may include:

* measures to ensure the pupil attends school punctually and regularly e.g. unauthorising absences due to illness , any lates will be recorded as an unauthorised absence,
* meetings that must take place and that parent(s)/Carer(s) must attend,
* clear expectations that support that is offered is engaged with.

The support provided to help may include:

* Bespoke incentive and rewards,
* Weekly contact with a named professional,
* In-school parent learning opportunities e.g. (phonics information morning),
* Expected attendance by the parent(s)/Carer(s) at in-school events (e.g. parents evening),
* Further signposting or referrals to external services, voluntary or community sector programmes (e.g. housing, health services, foodbanks),
* Formal parenting programmes,
* Temporary reasonable adjustments within school for the pupil concerned (e.g. alternative drop-off and collection arrangements).

Once agreed, the IAC will be signed by all involved parties and copies shared. This may include other agencies who are already working with the family. A review meeting will be arranged and improvements will be required to be sustained.

Non-compliance

Where a parent does not comply with the requirements set out in the Contract, they will be contacted for an explanation. A decision will be made whether the explanation offered is reasonable, and if the Contract remains useful.

If the explanation shows that the IAC is proving too difficult to comply with through no fault of the parent(s)/Carer(s), then the review meeting will be held early to enable amendments.

Where no explanation is given, or it is not satisfactory, a warning in the form of a letter will be sent explaining that the contract is being undermined and may be terminated, and another course of action pursued if the parent(s)/Carer(s) do not engage. If further instances of non-compliance occur e.g. an arranged meeting to discuss how it can be made to work is not attended, it will be necessary to cease the contract and an alternative course of action sought (e.g. a legal intervention).

Further meetings may involve the Local Authority in the form of a Targeted Support Meeting.

There is no criminal sanction for a parent/carer’s failure to comply with, or refusal to sign, an IAC. If the pupil’s irregular attendance continues or escalates to the point where prosecution is deemed appropriate, however, any failure or refusal may be presented as evidence in the case.

Record Keeping

All discussions, decisions and formal documents will be recorded using the School’s electronic system, CPOMS. Where children leave the school, their electronic file will be transferred to the new school.

Improving Attendance Contract (template)

The law entitles every child of compulsory school age to a full-time education. Under Section 7 of the Education Act 1996, it is the legal responsibility of parents to make sure their child receives that education.

<Name of child> is registered at William Lilley Infant and Nursery School, and there is an additional legal duty for parents to ensure they attend regularly. If a child of compulsory school age who is registered at a school fails to attend regularly at the school, the parent is guilty of an offence under Section 444(1) of the Education Act 1996. Our Governing Body have set the regular attendance target of 97%.

This Improving Attendance Contract is:

* a formal written agreement between their parent/Carer and the school to address irregular school attendance, and is an offer on our Attendance Support Map (Appendix 8 – Attendance Policy),
* not legally binding, however it is intended to formalise support offered as an alternative to prosecution.

|  |  |
| --- | --- |
| Date/time of meeting: |  |

|  |  |  |
| --- | --- | --- |
| Pupil’s name: |  | |
| Date of birth: |  | |
| Address: |  | |
| Current attendance information including percentage: |  | |
| Summary of reasons for the pupil’s absences (including reasons for lateness) and identified barriers/support needs: |  | |
| What requirements need to be met? (including the attendance target and the timescale for improvement). |  | |
| Attendance target: |  |

|  |  |  |
| --- | --- | --- |
| Actions and support agreed to meet requirements  (including short-term targets): | By whom (Parent/Child/School): | By when: |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

These actions will be reviewed at the Improving Attendance Contract Review meeting, which is to take place :

|  |  |
| --- | --- |
| on: | at: |

|  |  |  |  |
| --- | --- | --- | --- |
| Parent/ Carer | | | |
| I am committed to Working Together to improve the attendance of my child and confirm that this Improving Attendance Contract was agreed by all present. I am aware that if this contract is not complied with, the School will be required to engage with the Local Authority’s processes for pursuing Statutory (Legal) Interventions. This is to protect my child’s right to an education. | | | |
| Signed: | Name: | | Date: |
| Signed: | Name: | | Date: |
| School Representative | | | |
| William Lilley Infant and Nursery School is committed to Working Together to improving the named child’s attendance and confirm that this Improving Attendance Contract was agreed by all present: | | | |
| Signed: | | Name: | |
| Role: | | Date: | |
| Other Agency (if applicable) | | | |
| I am committed to Working Together to improving the named child’s attendance and confirm that this Improving Attendance was agreed by all present: | | | |
| Signed: | | Name: | |
| Role: | | Date: | |