ACET
Striving for **Excellence**
Empowering Achievement
Shaping **Learning**

Attendance & Punctuality Policy (Junior Academies)

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This policy remains valid until it is reviewed and replaced; it does not expire by date alone. Policies are reviewed annually, or sooner if required by statutory or legislative changes, in line with best practice

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Version Number	***Date Issued***	***Updated Information***
V1	December 2024	• Roles and responsibilities of stakeholders • Newly updated for the most recent guidance • Trigger model and flow chart explaining the process. Day to day processes and what to do with absence. • Supporting students with medical needs added. • Leave of Absence – sessions for exceptional circumstances increases from 2 to 4 days (or equivalent sessions)
V2	September 2025	• Update regarding monitoring of EYFS attendance (section 5)
V3	November 2026	• Equality impact statement added. • Attendance recognised as a safeguarding indicator. • Additional guidance on severe absence, mental health, EBSA and CME. • Trust-wide attendance monitoring clarified. • EHE and remote learning expectations updated.

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This Policy has been developed in conjunction with DfE and LA Guidance. It is written taking into account the principles set out in Working Together to Improve Whole School Attendance. Reference to parent/carer throughout this document also includes any person who has parental responsibility or who cares for them.

ACET has considered the impact of this policy on pupils with protected characteristics in accordance with the Public Sector Equality Duty.

1. Aims and Principles of Good Attendance

In line with DFE guidance, all schools are expected to appoint a Senior Attendance Champion who has strategic oversight of whole school attendance. The contact details of our Senior Attendance Champion are:

Name: [INSERT STAFF MEMBER]

Position: [INSERT POSITION]

We are committed to maximising the achievement of all pupils. Improving attendance is everyone's business.

A broad and balanced education is dependent on regular attendance at the academy.

The Department for Education states that 'Pupils with the highest attainment at the end of Key Stage 4 (GCSE summative examinations) have higher rates of attendance compared to those with the lowest attainment'

As a result, there is a clear and unquestionable link between good attendance and educational achievement.

Regular and punctual attendance is vital if pupils are to benefit fully from the academic, personal and social opportunities, which are offered to them within the academy.

Parents/carers play an important role in supporting the academy and encouraging pupils to reach good attendance levels.

Where absence is identified as a concern the academy will work with parents/carers in a timely manner to support both the pupils and their family to improve attendance to the academy.

The academy will always take appropriate action to promote and encourage good attendance through our ACET Attendance Pathway initiative.

At each phase of intervention through the ACET Attendance Pathway the academy will work with parents and carers to implement effective intervention to raise pupil attendance.

1.1 Attendance as a safeguarding indicator

ACET recognises that poor attendance, persistent absence, severe absence, emotionally based school avoidance, repeated lateness and unexplained absence may be indicators of wider safeguarding concerns. Attendance concerns will therefore be considered alongside all other information held about a child and their family.

Attendance concerns may indicate:

- Mental health difficulties
- Neglect
- Child criminal exploitation
- Child sexual exploitation
- Online harms
- Radicalisation
- Domestic abuse
- Unmet SEND needs

- Risks associated with Elective Home Education

Attendance staff must work closely with Designated Safeguarding Leads (DSLs) where concerns are identified.

2. Statement of Expectations

What the academy expects of our pupils:

- The academy day begins at 8:30am
- At 8.40am registration is formally taken by the class teacher
- The academy day ends at 3.10pm
- Pupils are expected to attend the academy every day. Where a pupil cannot attend the academy we expect to be informed in a timely manner and prior to the start of the academy day.
- The academy day is as follows:
- The registers close at 9.10am. All pupils who arrive after 8.40am and prior to 9.10am are marked Late for the morning session.
- Any pupil who arrives after 9.10am will be coded U (late after the register has closed) which is an unauthorised absence.
- Pupils arriving after 9.10am will not receive their attendance mark for the morning session.
- All pupils who arrive late must report to main reception.

3. Roles and Responsibilities

3.1 Pupils

Ensure they attend the academy every day on time by 8.30am

3.2 Involvement of Parents/Carers

The DFE guidance states that 'where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance of school.'

In line with this guidance the academy expects that all parents/carers will:

- Ensuring their children attend the academy **every day** and on time.
- Ensuring that they **contact the academy every day that their child is unable to attend** by 9am
- Ensuring their child arrives on time and is well prepared for the school day [full uniform, equipment, completed homework etc.]
- Contacting the Attendance Team whenever any problem occurs that may keep their child away from the academy.
- Informing the main reception and seek authorisation for any forthcoming Leave of Absence requests or appointments should be arranged appointments outside of the academy day.
- Ensuring the continuity of their child's education by **not taking holidays during term time**.
- When reporting a child's absence, parents **must** contact the academy confirming the child's name, why they are not in the academy and when they will be back in school by 9am.

3.2.1 Key Contacts for Parents:

The following are the additional key contacts for parents in relation to attendance.

Attendance Hotline: [INSERT ACADEMY NUMBER]

Attendance Email: [INSERT ACADEMY EMAIL]

Reception: [INSERT ACADEMY NUMBER]

Principal: [INSERT PRINCIPAL]

Attendance Lead: [INSERT STAFF MEMBER]

Education Welfare Officer: [INSERT STAFF MEMBER]

3.3 The Governing Body

The Governing Body supports the academy in its efforts to raise attendance. To facilitate this role they will receive attendance information through the Principal's reports. Parents, staff and pupils will be made aware of this Policy and reminded periodically of its contents.

3.4 The Principal

The Principal has designated responsibility for attendance will ensure the implementation of the attendance action plan.

The specific responsibilities for the Principal include:

- Academy wide vision for attendance underpinned by high expectation and core values
- Leading on the creation of a culture of good attendance in the academy
- Contribution to the academy attendance policy working in collaboration with ACET
- Creation and review of the academy attendance plan for improving academy attendance and reducing persistent and severe absenteeism
- Presenting to the Principal on Attendance Panels
- Responsibility for registration procedures throughout the academy
- Interrogation of the impact of all attendance driven interventions
- Lead on persistent and severe absence tracking
- Delegation of key pupil groups for intervention as identified through the persistent and severe absence tracker
- Reporting on attendance to LT and Governors
- Identifying pupils for, and leading on, attendance driven 'Team Around the Child Meetings'
- Representative at ACET attendance meetings
- Lead on attendance specific whole school rewards
- Contribute to Attendance Meetings

3.5 Attendance Team

The Attendance Team is responsible for the administration of attendance procedures within the academy. They are responsible for liaising with all stakeholders to ensure that attendance procedures are effective. Their sole responsibility is to improve academy attendance and reduce persistent absenteeism.

The specific responsibilities of the attendance manager include:

- Collection of data for attendance
- Ensuring the pupils identified through the persistent absentee tracker are targeted for daily phone calls as a priority
- Monitoring of the N codes and ensure these are cleared daily
- Leading on all aspects of persistent and severe absence, including legal routes and fixed penalty notices
- Participating in attendance panels
- Ensuring all classroom registers are completed and log daily points of failure to liaise with Senior Leaders within the academy
- Leading on clearing of code N
- Leading on punctuality monitoring including late to lesson
- Monitoring absence triggers for letters
- Leading on the distribution of attendance letters including FPN pathway as directed by Pastoral Teams
- Supporting in regard to attendance displays, social media and rewards

3.6 Education Welfare Officer

The EWO is responsible for tracking, monitoring and intervention for pupils who are severely and

persistently absent. They will prioritise home visits to families where the attendance of the child is below 90% or in danger of falling below 90%. They have an additional responsibility for tracking and monitoring the attendance of severely absent pupils; those with an attendance of below 50%. This is a key role for the liaison between external agencies and the academy.

The specific responsibilities of the EWO include:

- Working with specific families to develop attendance support plans which identify, and mitigate against, barriers to attendance
- Leading as the 'Get out of PA' family liaison
- Leading on the home visits strategy
- Making first day phone calls for designated cohorts of pupils
- Undertaking daily home visits for identified pupils
- Completing the home visit tracker daily
- Liaising with external agencies and safeguarding
- Leading on all CME issues, in partnership with the DSL
- Liaising with the LA and the Principal regarding
- EHE requests
- Meeting with parents to improve attendance

3.7 Class Teacher

Registers taken by class teachers form an overall picture of attendance and ensure we are aware of the location of all pupils in the academy. It is a very important document with regards to registration and safeguarding. The class teacher must ensure that attendance to lessons is as high as possible.

The specific responsibilities of a class teacher include:

- Completing an accurate, verbally taken, register on time.
- Ensuring the register is refreshed prior to taking. This will update the register with the most up to date information including existing codes.
- Informing the attendance team and Pastoral Team of any suspicious absence immediately. (Pupils who have been marked present earlier in the day but absent from lesson)
- Amending the register quickly in the case of late arrivals
- Noticing when pupils have returned from absence and welcome them back into lessons positively

4 Attendance Protocol – The academy's day to day processes:

Pupils are expected on site by 8.30 am and are registered by classroom teacher by 8:40am.
Afternoon registration takes place at 12.50pm.

The academy will adopt the following non-negotiable procedures in relation to the daily monitoring of absence:

- Voicemail and email procedures will begin promptly at 7.30am. The Attendance Team will decide upon any necessary follow up phone calls
- Absence calls will be directed straight to the Attendance Team
- The Attendance Team will make proactive phone calls to parents/carers of pupils who are at risk of persistent absenteeism or severe absence
- First Day contact procedures will commence following registration and consequent (N) codes
- Parents will receive a phone call, follow-up text message if no response, a follow-up phone call and a home visit if the academy feels one is necessary.
- All pupils late to the academy will be registered as (L)
- All pupils that are in the academy after 9:10 are registered as (U) and classed as unauthorised absent for the morning session based on new guidance
- Pupils who are at risk of persistent absenteeism have their attendance monitored daily by Attendance Team
- All (N) codes must be cleared by the end of the day and no later than 3:30pm
- Attendance data is available each day and can be communicated via the attendance office.

4.1 Attendance Protocol – The academy's day to day processes following contact from parents:

Where parents or carers have contacted the academy in order to explain their child's absence the Attendance Team may still make contact regarding the child's wellbeing and possible length of absence.

In the event of long-term absence, the academy will adhere to the following procedure:

- Day 1 – 5 – the academy will continue to liaise with parents regarding absence. It is likely that on day 3 of absence the attendance team will phone home following on from parental contact explaining absence. This will be in order to enquire about the child's wellbeing and their likely return to the academy.
- Day 6 – following 5 days of absence, and a corresponding weekend, the EWO will complete a home visit in order to complete a safe and well check.

4.2 Attendance Protocol – The academy's day to day processes following no contact or communication with parents:

Where parents or carers have not contacted the academy in order to explain their child's absence the Attendance Team will make contact regarding the child's wellbeing daily.

This contact will be a phone call in the first instance. Where the academy has been unable to make contact over the phone a safe and well text message will be sent requesting contact from parents or carers.

Where no contact has been established with parents and carers, the academy will adhere to the following procedure:

- Day 1 – phone call attempted and, where no contact, a safe and well text sent
- Day 2 – phone call attempted and, where no contact, a safe and well text sent
- Day 3 – phone call attempted and, where no contact, a safe and well text sent. If the academy has still not had contact from parents a home visit will be completed in order to complete a safe and well check.

Our EWO will routinely make home visits on a daily basis as a core part of their work. This is a very important part of their work in order to enquire about the wellbeing of pupils who are unaccounted for and to work with parents in order to transition the pupil back to the academy.

5 What parents and pupils can expect of the academy

- A broad and balanced education that is dependent on regular attendance at the academy.
- The encouragement and promotion of good attendance
- Regular, efficient and accurate recording of attendance
- Contact with parents in a timely manner when a pupil fails to attend the academy without providing good reason. The Aston Community Education Trust Pathway initiative prompts discussions and meetings around attendance following 3 days of absence within a 4 week period.
- The academy will act promptly in response to any problems notified
- Close liaison with Early Help to assist and support parents and pupils where needed
- Notification to parents/carers of their child's attendance record
- The office will record all attendance related incoming messages from parents
- Attendance data will be collected, analysed and monitored. The academy will respond to any areas of concern identified
- We will follow up on absence of children in Early Years Foundation Stage that have prolonged or persistent absence from the academy
- The Trust recognises its duties under the Equality Act 2010. Attendance concerns involving pupils with SEND will be considered within the context of their identified needs and any reasonable adjustments required. This will be monitored through EHCP annual reviews and graduated SEND support.

5.1 Severe absence

A pupil will be considered severely absent where their attendance falls below 50%.
Severe absence will trigger enhanced intervention, which may include:

- Attendance panel meetings
- Early Help assessment
- Multi-agency planning
- Children's Services involvement where appropriate
- Individual attendance support plans
- Alternative provision consideration
- Regular safeguarding reviews

5.2 Mental health and attendance

The Trust recognises that anxiety, trauma, neurodiversity and other mental health needs may affect attendance.

Where attendance concerns may be linked to mental health difficulties, academies will seek to:

- Understand barriers to attendance
- Work collaboratively with parents/carers and external agencies
- Provide reasonable adjustments where appropriate
- Consider phased returns and support plans
- Ensure attendance intervention remains supportive as well as challenging

5.3 Child Missing in Education (CME)

Pathway of referral:

Concern	Action
Day 1 unexplained absence	First-day contact
No response	Welfare checks
Repeated absence	Attendance meeting
Safeguarding concern	DSL referral
Child whereabouts unknown	CME referral
Significant risk	Police welfare check

5.4 Emotional Based School Avoidance (EBSA)

Where attendance concerns appear to be linked to anxiety or emotional distress and supported with medical evidence, academies will adopt a graduated and supportive approach focused on understanding barriers and reintegration rather than simply applying sanctions.

6 Rewards and incentivising attendance

It is important to acknowledge, incentivise and reward good attendance. The following approach to rewards and recognition are in place:

- Awards Assemblies that recognise 100% attendance across an academic year
- Year group incentive leagues that recognise good attendance
- Half termly most improved attendance award. Certificates may be awarded to pupils with high attendance rates and significantly improved attendance
- At the end of the year, certificates and 100% Attendance Badges may be awarded to all those with 100% attendance
- Verbal praise from teachers and leaders
- Targeted incentives that are thematic throughout the year
- Academy wide praise culture

7 Reintegration into the academy after absence

- The Academy will endeavour to support pupils returning to school after a long period of absence.
- Looked After Children (LAC) will be supported following significant disruption to their education by implementing a Personal Education Plan. Pupils could be referred to the Education Support Team for LAC for support with reintegration, where appropriate.
- The academy operates a positive reintegration after absence. Classroom teachers will welcome all pupils back to the academy after any absence.

8 How the academy uses data to target improvements in attendance and persistent absenteeism:

The academy tracks and monitors attendance data on a daily, weekly, monthly and half termly basis through the following:

- OFSTED data dashboard to show three-year trends in regards to whole school attendance and persistent absenteeism
- Power Bi for trust wide comparisons to national averages
- Class Charts to see trends and patterns in absence
- Persistent Absence Tracker that is updated daily for ongoing intervention
- Monitoring and intervening with students who are severely absent to school
- The Aston Community Education Trust Pathways that identify when a student hits an absence trigger in order to support parents/carers in improving a student's attendance
- Students Attendance Bands will be analysed monthly (see key below)

Band	1	2	3	4	5	6	7	8	9	10	11	12	13	14

The longer absence goes untackled the more likely it is to become embedded within a student's approach to education. The academy operates waves of intervention that are graduated to ensure we support our families in improving student attention. Once a trigger has been identified through the ACET Attendance monitoring pathways, waves of intervention will be agreed through Attendance Support Plans and Attendance Panels.

ACET as a trust will monitor attendance data by:

- Academy
- Year group
- Gender
- SEND
- FSM
- Looked After Children
- Ethnicity
- Other protected characteristics
- Monitoring should include:
- Persistent absence
- Severe absence
- Punctuality
- CME cases
- EHE withdrawals
- Attendance intervention outcomes

9 The academy's strategy for reducing persistent and severe absence:

Any pupil who is identified as persistent or severely absent from the academy will be identified through the ACET attendance pathway in order to intervene and support pupils.

We identify, half termly, those pupils who are categorised as:

- Persistently absent – with an attendance of 90% or below
- Severely absent – with an attendance of 50% or below

For all pupils who have been identified as persistent or severely absent the school will act in line with

DFE guidance detailed in Working Together to Improve Whole School Attendance by:

- Ensuring that they understand the individual needs of the pupil and their family
- Working in partnership with the pupil and their family to put in-academy support in place
- Working with the local authority and other agencies where external support is needed and available
- Working with families and other agencies to ensure the regular attendance of every pupil
- Facilitating pastoral support with the clear aim of improving attendance
- Considering reasonable adjustments to practice and policies to help meet the needs of pupils who are struggling to attend the academy
- Regularly reviewing any adjustments that have been agreed with pupils and their families
- Ensuring pastoral care is joined up where needed
- Formalising support in partnership with the Local Authority in line with their Code of Conduct.

Information in regard to additional support and the Local Authority Code of Conduct can be found at [INSERT LOCAL AUTHORITY ATTENDANCE LINK]

Parents should be aware that ACET will not permit any flexi schooling requests.

10 Fixed Penalty Notices:

We monitor all absences. Early intervention is a significant factor in limiting pupil absence and ultimately improving pupil attendance. As an academy we ensure that a rigorous attendance monitoring and family support system works in partnership with our parents in their statutory duty of ensuring their children attend the academy regularly. This system will add an additional layer of support before the Fixed Penalty Notice pathway directed by the Department for Education and the Local Authority.

Our attendance monitoring system implements 5 trigger points of intervention, each will be over a 4 week period, prior to pursuing the Fixed Penalty Notice Pathway. This can be seen below.

10.1 Attendance Trigger Model

Trigger points	Parameter met	Action	If successful 0 – 2 sessions absence in a 4 week period	If matched 2.5 to 5 sessions absence in a 4 week period	If unsuccessful 5.5+ sessions of absence in a 4 week period
Attendance Trigger Point 1	6 session up to Oct 10 sessions up to Dec 14 sessions up to Feb 18 sessions up to Apr 22 sessions up to May 26 days up to July	Attendance monitoring for 4 week period **Letter 1 – overview sent**	Improvement message sent	Continue to monitor at this ATP for a further 4 week period	**Move to ATP 2** **Letter 2 – meeting invite** Attendance meeting with Attendance manager and PSM Targets and strategies agreed
ATP 2	5.5 or more further sessions absence over a 4 week period	Attendance meeting or telephone meeting with Attendance manager and PSM Targets and strategies agreed Monitor for 4	Improvement message sent	Continue to monitor at this ATP for a further 4 week period	**Move to ATP 3** **Letter 2 – meeting invite** Meeting with Attendance Lead or PLL Formal Attendance Support Plan put in place

		weeks			
ATP 3	5.5 or more further sessions absence over a 4 week period	Meeting with Attendance Lead or PLL Formal Attendance Support Plan put in place Offer of Early Help	Improvement message sent	Continue to monitor at this ATP for a further 4 week period	**Move to ATP 4** **Letter 3 – attendance panel invite** **Letter 4 - FPN** Meeting with Senior Leader and Governor
ATP 4	5.5 or more further sessions absence over a 4 week period	Formal Attendance Panel with Principal or Senior Leader and Governing Body FPN pathway	Improvement message sent Continue to monitor	Continue to monitor at this ATP for a further 4 week period	**Move to ATP 5** **Letter 5 - FPN** No meeting required Refer to Local Authority
ATP 5	Continued failure to meet parameters of support	Refer to Local Authority	Continue to support within school strategies		Fixed Penalty Notice Education Supervision Order Prosecution

10.2 Flow chart of support



attendance MATTERS

If a pupil misses a day of school, tutors will review and query the reason. If there are concerns, contact home will be made by the attendance team or tutor.
If a pupil does not attend and there has been no contact from home, a home visit will be made by day 3

If 4 days of school have been missed and there is no valid reason, medical evidence to be requested. Attendance is analysed for current and possibly last academic year.
Has medical evidence been requested?

YES

Are there any known medical issues?

YES

Is the correct support in place? Meeting with parents needed? School nurse referral? Parental Support Plan considered

NO

Attendance to be monitored, if there is no improvement, a phone call home is made.
ATP 1
Send Letter 1

After 4 weeks of monitoring has attendance improved?

YES

Continue to monitor/reward/
Refollow SAMP if needed

NO

Phone call home to discuss concerns. Speak to pupil to ensure there are no issues in school.

Was this successful?

YES

NO

SAMP to be followed
Is there an existing Early Help assessment in place or are the family open to Social Care?

YES

Contact the lead professional to discuss concerns. Attendance should be explicitly in the plan with clear actions to address poor attendance.
ATP 2
Send Letter 2
Continue to follow SAMP

NO

Phone call to parents and speak to the student to get voice of the child.
ATP 1
Send Letter 1

After 4 weeks of monitoring has attendance improved?

YES

Offer Early Help support
If parents decline, advise that attendance will be monitored and SAMP will restart if no improvement is made

If Early Help is completed, reveiew every 6 weeks by holding TAFs. If no improvement, go back to SAMP

NO

ATP2
Send Letter 2
Set up meeting for parents to attend and attendance discussed and targets set

After 4 weeks of monitoring has attendance improved?

YES

Continue to monitor/reward
Refollow SAMP if needed

NO

ATP 3
Send Letter 3
Set up attendance panel with Principal and LA

After 4 weeks of monitoring has attendance improved?

NO

ATP 4
Send SAMP Letter 1
(ACET Letter 4)
Starting FPN process

After 4 weeks of monitoring has attendance improved?

NO

ATP 5
Send SAMP Letter 2
(ACET Letter 5)
FPN issued by LA

11 Statutory Requirements, the Law and the Local Authority

The academy requests that parents do not arrange family holidays during term time. The academy will not agree to an absence for a holiday in term time in line with legal frameworks. The law says that parents do not have the right to take their child out of school for holidays during term time.

If you feel there are exceptional circumstances that mean your child needs to be absent from the academy, you should apply, in advance, by writing to the headteacher explaining clearly the dates and reasons you are requesting leave of absence.

If the academy refuses a request for leave of absence and the child is still taken out, this will be recorded as unauthorised absence and noted in the child's record.

You may also receive a penalty notice for the period of absence.

Please note: all absences on the last day of term will be unauthorised unless we have medical evidence. This will count towards the Fixed Penalty Notice process.

11.1 Elective Home Education (EHE)

- Requirement for written parental notification.
- Attendance procedures remain in place until deregistration is confirmed.
- DSL consultation before deregistration.
- Recording requirements for all EHE requests
- Explicit statement that ACET academies will not encourage EHE to resolve:
- Attendance concerns
- Behaviour concerns
- Exclusion risk
- Academic performance concerns

11.2 Remote learning and attendance

- Participation in remote learning does not constitute attendance unless specifically authorised under legislation and DfE guidance.
- Pupils who are unable to attend school due to illness, medical needs or other exceptional circumstances may be provided with remote education, however attendance coding will reflect statutory registration requirements.

12 Working Together to Improve Whole School Attendance

https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf

Where all voluntary support options are unsuccessful or are not appropriate (e.g. an unauthorised holiday in term time), the local authority's School Attendance Support Team should liaise with school and the early help lead practitioner or social worker (where applicable) to take forward attendance legal intervention in line with chapter 5 to formalise support and/or enforce attendance. All local authorities are therefore expected to:

Understand and make use of formal support options including attendance contracts and education supervision orders and use them fairly and consistently.

Set out clearly for pupils, parents, and schools when and how attendance legal intervention will be used where voluntary support is not appropriate, or where absence was not for legitimate reasons and support has not been engaged with and/or been successful.

Secure effective joint working between the School Attendance Support Team and statutory children's social care services to work together where there are safeguarding concerns or absence becomes severe. This should include building attendance expectations into children in need and child protection plans where appropriate or considering developing a plan as an intensification of support where formalised attendance support (such as an education supervision order) is no longer sufficient or has not been effective.

Issue Notices to Improve and penalty notices in line with the National Framework where absence was unauthorised and support has been provided but has not worked or been engaged with, or would not have been appropriate in the circumstances of the offence (e.g. an unauthorised holiday in term time).

Take forward attendance prosecution as a last resort where all other routes have been exhausted or deemed inappropriate.

In regards to the new National Fine Thresholds schools and Local Authorities will have to consider a fixed penalty notice if a pupil misses 10 sessions (5 days) of unauthorised absence in a rolling period of ten school weeks. However, this is a decision that the academy will take on an individual basis.

However, the academy and Local Authorities retain the discretion to issue one before a threshold is met.

Fixed Penalty Notices are issued by the Local Authority to avoid duplicate notices. This ensures consistent and equitable application of policy, protects academy-home relationships and allows alignment with other enforcement sanctions and statutory interventions.

Fixed Penalty Notices will only be issued for offences where the Local Authority is willing and able to prosecute and that are agreed at either the Local Authority School Attendance Panel (LASAP) or the FPN panel.

The Local Authority will ensure that the issuing of Fixed Penalty Notices will be closely monitored to ensure that recipients pay the relevant fine. In instances where the penalty is not paid within the appropriate period, the Local Authority will prosecute.

A Fixed Penalty Notice can only be issued in cases of unauthorised absence.

The Local Authority will receive requests to issue Fixed Penalty Notices from schools and requests will be screened to ensure adequate evidence of support and intervention, as required by the pathway, is submitted

Enforcement action can be one of the following:

- A Fixed Penalty Notice is £80 per parent, per child. This increases to £160 if not paid within 21 days. If a Fixed Penalty Notice is not paid, then it will be referred to the Magistrates Court. There is no right of appeal once a Fixed Penalty Notice has been issued according to the Code of Conduct.
- An Education Supervision Order is a court order made in the Family Court, which gives the Local Authority a supervisory role over a child's education. When an Education Supervision Order is made, the child's parents are legally required to comply with any directions the court makes under the Education Supervision Order. If parents do not comply with the Education Supervision Order they can be prosecuted.
- A referral to the Magistrates Court for prosecution. This could result in a fine of up to £2,500, an order to do unpaid work or imprisonment of up to 3 months.
- In some cases, it may also be necessary to refer to Children's Social Care.

All sanctions are used to improve attendance and punctuality and reduce absence. Further information regarding the Local Authority Fixed Penalty Notice Pathway can be found here

[INSERT LOCAL AUTHORITY ATTENDANCE LINK]

13 How the academy uses statutory attendance codes:

Mark	Meaning	Stands as	Explanation
/	Present	Present	Student is in the academy
L	Late	Present	Student is late within 30 mins of close of register
N	No mark	Unauthorised absence	Student does not yet have a mark
I	Ill	Authorised absence	Parent/carer has made contact and the student is ill This code will be used for a students first four periods of absence, for further absences, I code will only be used if medical evidence is provided or the academy has prior knowledge of ongoing health concerns
O	Unauthorised absence	Unauthorised absence	Student is not in the academy This code will be used for all absences beyond the first four periods of absence if medical evidence is not provided. This code will also be used when parents/carers do not contact for a student absence
U	Late beyond close of register	Unauthorised absence	This code is only used for an AM morning code and is when a student arrives beyond 30 mins after close of registers. e.g. 8.30am registers open, if a student arrives after 9.00am, they will be U coded. This will count as an unauthrosied absence for the morning mark
M	Medical / dental appointment	Authorised absence	This code will be used when evidence of a medical, dental or hospital appointment has been provided
C	Other authorised absence	Authorised absence	This code can be used when there another circumstance for absence that the Principal authorises e.g. a family wedding
C2	Modified timetable	Authorised absence	This code is only used when a student has a modified timetable, this code will be inputted for the marks when a student is not expected to be in the academy
E	Suspended	Authorised absence	The student has been suspended from the academy
G	Unauthorised holiday	Unauthorised absence	The student is on a family holiday
P	Approved sporting activity	Authorised absence	The student is playing a sporting fixture that has been approved by the Principal
R	Religious observence	Authorised absence	The student is absent due to an approved religious observance
V	Educational visit	Present	The student is a school trip or visit
W	Approved work experience	Present	The student is confirmed at being attendance at an approved work experience
X	Non compulsory age	Does not count	The student is not of comulsory school age. This code will be used when a student is not expected to be in the academy. e.g. nursery student who only attends mornings, their PM mark will be an X
Y	Unable to attend due to unforseen circumtance	Does not count	There are multiple Y codes that can be used, these can be used when a student cannot attend and it will not count against their overall attendance e.g. snow day closure

Appendix 1 - Children with health needs who cannot attend academy policy

As a general rule, academy staff will not provide work for students who are off school ill. Work, however, can be found if students feel able to do it by using academy online platforms such as Sparxs maths, Google classroom or other online resources such as those found at the 'Oak Academy' or 'BBC Bitesize'.

This section of our Attendance and Punctuality Policy sets out our approach to supporting those children with medically diagnosed health needs who cannot attend school. It aims to ensure that suitable education is arranged for pupils/students on roll who cannot attend academy due to their health needs and that students, staff and parents/carers understand what the academy is responsible for when this education is being provided by the local authority.

This policy is based on the following legislation:

- The Education Act 1996
- The Education (Pupil Registration) (England) Regulations 2006

It is also based on the following statutory guidance from the Department for Education (DfE):

- Alternative provision
- Arranging education for children who cannot attend academy because of health needs

This policy complies with our funding agreement and articles of association.

Rotherham Metropolitan Borough Council is responsible for ensuring that pupils/students with health needs are not at home or in hospital for more than 15 working days without access to education: this may be consecutive or cumulative with the same medical or health condition.

Where possible, the child's health need should continue to be managed by the home academy so that they can continue to be educated there, with support.

Initially, our academies will attempt to make the arrangements to deliver the same high standard of education for children with health needs who cannot attend the academy.

- The academy will liaise with parents / carers of students who are not currently attending school due to a diagnosed medical need
- The academy will discuss with parents/carers the specific advice that medical professionals are giving regards the education of the child
- The principal and attendance leads will be responsible for organising and monitoring these arrangements. This may include sign posting work on websites such as The Oak Academy, directing parents/carers to online packages such as Sparxs maths etc, sending work home and/or organising hospital home tuition.
- The Principal and Year/Attendance Teams will work closely with the family to re-integrate the child back into school as soon as is possible.

Our academies will make suitable arrangements, working with the local authority if it is clear that a child will be away from academy for 15 days (consecutive or over the course of the year) or more because of their health needs, the local authority will then become responsible for arranging suitable education for these children.

See specific local authority policies

Rotherham

https://www.rotherhamsendlocaloffer.org.uk/wp-content/uploads/2023/05/RMBC-Medical-Tuition-Guidance-March-2023.pdf

Derbyshire
https://www.localoffer.derbyshire.gov.uk/site-elements/documents/education-and-learning/derbyshire-supporting-children-with-medical-needs.pdf

Sheffield

https://www.sheffielddirectory.org.uk/localoffer/education-and-learning/children-who-cannot-attend-school-because-of-health-needs-1/children-who-cannot-attend-school-because-of-health-needs/#:~:text=Sheffield%20City%20Council%20have%20an,go%20on%20time%2C%20every%20day.

When a local authority arranges alternative education, the education should begin as soon as possible, and at the latest by the 6th day of the child's absence from academy.

Where full-time education is not in the child's best interest for reasons relating to their physical or mental health, the local authority must arrange part-time education on whatever basis it considers to be in the child's best interests.

In cases where the local authority makes the arrangements, our academy will:

- Provide the local authority, at agreed intervals, with the full name and address of any students/pupils of compulsory academy age who are not attending academy regularly due to their health needs
- Work constructively with the local authority, providers, relevant agencies and parents/carers to ensure the best outcomes for the child
- Collaborate with the local authority to ensure continuity of provision and consistency of curriculum, including making information available about the curriculum
- Along with the local authority, regularly review the provision offered to ensure it continues to be appropriate for the child and that it is providing suitable education
- Share information with the local authority and relevant health services as required
- When a child has complex or long-term health issues, work with the local authority, parents/carers and the relevant health services to decide how best to meet the child's needs (e.g. through individual support, arranging alternative provision or by them remaining at academy, being supported at home and back into academy after each absence)
- Where possible, allow the child to take examinations at the same time as their peers, and work with the local authority to support this
- Help make sure that the child can be reintegrated back into academy successfully
- When reintegration is anticipated, work with the local authority to:
- Plan for consistent provision during and after the period of education outside the academy, allowing the child to access the same curriculum and materials that they would have used in academy as far as possible, including through digital resources
- Enable the child to stay in touch with academy life (e.g. through newsletters, emails, digital learning platforms, social media platforms, invitations to academy events or internet links to lessons from their academy), and, where appropriate, through educational visits
- Create individually tailored reintegration plans for each child returning to academy, which includes extra support to fill any gaps arising from the absence
- Consider whether any reasonable adjustments need to be made

Links to other policies

This policy links to the following policies:

- Accessibility plan
- Supporting pupils with medical conditions
- ACET Attendance and Punctuality Policy

Appendix 2 - Leave of Absence Requests (including Holidays in Term Time)

Principals can only grant term time absences in 'exceptional circumstances. These will be decided on the individual circumstances and the relevant context behind the request.

The principal does not have to give permission if you request a holiday. If the holiday is not approved; your child's absence will be recorded as unauthorised.

Exceptional Circumstances may include:

- Funerals or weddings of close family members
- Forces staff returning from abroad
- Religious observance
- Graduation of an immediate family member
- Parents/carers returning from having to work abroad for a fixed, minimum term period
- Compassionate leave
- Performance at representative level (County/National) with accompanying letter from the relevant body

NB Please see note re: Fixed Penalty notices in respect of Poor School Attendance and Unauthorised Holidays / Leave of Absence which can be found at the end of the document.

How do I make a request for a Leave of Absence?

- Complete the leave of absence request form on the next page.
- Detach the form and hand it in to the academy reception.
- If you consider the circumstances to be exceptional attach a letter addressed to the principal explaining the circumstances of the request.
- You will be notified in writing informing you of the decision.
- Please note that unless circumstances are judged to be exceptional, the leave of absence will be declined.

"Taking your child out of school during term time will result in missed learning opportunities. National studies have shown that there is a strong link between school attendance and attainment."

Should I still fill in a form if I know the request will be unauthorised?

YES

We contact parents/carers on a daily basis if we do not know the reason for absence of a student. It is very important you let us know why your child is absent even if the absence will be recorded as unauthorised.

If deciding if the absence is EXCEPTIONAL, the Principal will consider the following:

Is the absence within the control of the parent/carer?

(A letter, on headed paper, from an employer is required if the absence is due to the availability of leave)

Does the student have a good attendance record? (e.g. At least 95%+)

Will the absence affect the student's academic progress?

(for example, a holiday taken at the start of the academic year, an absence which occurs at the same time as external or internally set exams or an absence which requires a student to be absent from school at set periods of times each week, each month etc.)

Is the activity a worthwhile experience which will enrich the student's broader education?

(Our guidance is to only authorise to a maximum of 4 days or equivalent in each academic year for such activities)

Application by Parent/Carer for child's Leave of Absence from school during Term Time

If you consider you must take your child out of school in term time, please complete this form and return to school at least 14 days before the date you wish to remove your child from school.

Student Name: .....

Tutor Group: .....

Home
Address: .....
.....

First day of absence: .....

Date of return to school: .....

Total number of days missed:
.....

Reasons for absence (please attach a letter if you require additional space)
.....
.....
.....
.....
.....

I understand that if the absence request is unauthorised the Education Welfare Officer will be notified.

I understand that a Fixed Penalty Notice can be issued. From September 2013 these are £80 per parent per child if paid within 21 days.

Name of Parent/Carer making application: .....

Signed: ..... Date: .....

PLEASE RETURN TO THE SCHOOL RECEPTION. REMEMBER TO INCLUDE ANY SUPPORTING INFORMATION

For official use only

Authorised: For the following dates: ___ / ___ / ___ to ___ / ___ /___

Unauthorised: Reason: ……
……

Decision taken by: ……

Students should make every effort to catch up on work missed due to absence, whether the absence is authorised or unauthorised. This may involve asking teachers for the materials in advance.

Below is an extract from the 'Frequently Asked Questions' section of the Department for Education publication: Advice on School Attendance, published in 2012

Can a school fine a parent for taking their child on holiday during term time?

Yes.

Parents have a legal duty to make sure that their child aged 5-16, if registered at a school, attends that school regularly. If taking an unauthorised term time holiday is grounds for issuing a penalty notice according to the local authority's code, and if the leave of absence for holiday was not authorised by the school, either the school or the local authority may issue a penalty notice.

****Please note**

'The Local Authority Code of Conduct for the issue of Fixed Penalty Notices in respect of Poor School Attendance and Unauthorised Holidays / Leave of Absence taken in Term-Time states that a parent will not be issued with more than 1 Fixed Penalty Notice in respect of an individual child in any 2-year period.

This means that if any parent/carer who has already received a Fixed Penalty Notice then takes their child out of school in term time for a holiday, which falls within 2 years of the date of the last day of absence of the previous holiday, a request will be made to the Local Authority and the matter may be referred to the Magistrate's Court. This could result in a prosecution of up to £1000'.