# Attendance policy

# Jo Eagleton

| Approved by: | [Kevin Corke] | Date: 27.8.23 |
| --- | --- | --- |
| Last reviewed on: | (August 23) | |
| Next review due by: | (August 24) | |

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| School Attendance Officer | Sarah Short |
| Attendance Governor | Kevin Corke |
| LA School Attendance Support Team | Katherine Tame |

# Contents

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## Autumn 23 Entry and Exit Timetable

| Key Stage | Entrance and Exit Gates | Gate Opening | Time IN | TIME OUT |
|---|---|---|---|---|
| Y6 | Y6 Gate | 8.25am | 8.30am | 15.00pm |
| Y5 | Car Park Gate | 8.25am | 8.30am | 15.00pm |
| Y4 | Car Park Gate | 8.25am | 8.30am | 15.00pm |
| Y3 | Pedestrian Gate | 8.25am | 8.30am | 15.00pm |
| Y2 | Pedestrian Gate | 8.25am | 8.35am | 15:05pm |
| Y1 | Y1 Car Park Gate | 8.25am | 8.35am | 15:05pm |
| YR | YR Car Park Gate | 8.25am | 8.35am | 15:05pm |

## School Ethos

*Good attendance and punctuality habits are vital if pupils irrespective of race, disability, sexual orientation, gender and religious beliefs are to achieve their maximum achievement potential.*
*Coit Primary School is committed to working with parents/carers and pupils to ensure that each pupil benefits from the academic, personal and social opportunities available to them during their years with us.*

*A young child is dependent upon the adults in his/her life to get them to school regularly and on time. So the focus in both Foundation Stage and Key Stage 1 programmes is to establish good habits and work with parent/carers to improve attendance.*

*In Key Stage 2 we continue to work with parent/carers and start to develop 'self' responsibility in the children. The school operates within a framework of local schools, including the linked secondary school.*

*We are, therefore, committed to a whole school approach to attendance and a partnership relationship with parents/carers.*

## 1. Aims

**Our school aims to meet its obligations with regards to school attendance by:**

- Promoting good attendance

- Reducing absence, including persistent absence

- Ensuring every pupil has access to full-time education to which they are entitled

- Ensuring parent/carers and pupils are informed about the procedures for attendance and encouraging them to take an active role in promoting good attendance and punctuality

- Recognising and rewarding pupils who achieve attendance and punctuality targets throughout the academic year

- Ensuring all teaching staff, non-teaching staff and governors understand the procedures

- Having the commitment to allocate resources to support the policy

- Addressing attendance and inclusion issues across the curriculum

- Acting early to address patterns of absence with parents/carers

- We will also support parents to perform their legal duty to ensure their children of compulsory school age attend regularly and will promote and support punctuality in attending lessons

## 2. Legislation and guidance

Schools have a statutory duty under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children. While regular school attendance is predominantly the responsibility of parents and carers, schools play a central role in ensuring that children and young people attend school regularly. This includes taking a positive and proactive role in the promotion of regular school attendance through strategies identified within the school attendance policy that will engage families.

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

- Part 6 of The Education Act 1996

- Part 3 of The Education Act 2002

- Part 7 of The Education and Inspections Act 2006

- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)



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- Working Together to Improve Attendance Sheffield LA

- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

- Working Together to Improve Attendance

**The 1996 Education Act requires that:**

- All pupils of compulsory school age receive a suitable full-time education by regular attendance at school or otherwise
- The Local Authority must provide school places to parents who wish their children to be educated at school
- The school must complete attendance registers at the beginning of the morning session and during the afternoon session
- The school must report to the Local Authority pupils who fail to attend regularly or are absent for more than ten days without explanation
- The Local Authority has a duty to ensure that parents fulfil their legal responsibilities
- Failure by parents to ensure the regular attendance at school of a registered pupil is an offence punishable by law
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

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

# 3. School procedures for Recording Attendance

## 3.1 Attendance register

**By law, all schools (except those where all pupils are boarders) are required to keep an attendance register, and all pupils must be placed on this register.**

The attendance register will be taken at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

- Present

- Attending an approved off-site educational activity

- Absent

- Unable to attend due to exceptional circumstances

**Any amendment to the attendance register will include:**

- The original entry

- The amended entry

- The reason for the amendment

- The date on which the amendment was made

- The name and position of the person who made the amendment

**See appendix 1 for the DfE attendance codes.**

- Registration takes place each morning at 8.30 am for KS2 and 8.35am for KS1/F2. Afternoon registration is at 1.00 pm for both KS1/F2 and KS2 using an online registration system SQUID.

**Every entry in the attendance register will be preserved for 3 years after the date on which the entry was made.**

## 3.2 Unplanned absence

**Parents must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by 9am as soon as practically possible (see also section 6).**

Absence due to illness will be authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask parents to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

## I – Illness

If there is any doubt about the authenticity of the illness, schools can record as unauthorised. Schools can request parents to provide medical evidence to support absences due to illness. Doctors' notes must not be requested for children.

## Support/Challenge

- Have you seen medical evidence – letter, text, dated medication?

- Is a meeting needed with health care professionals/ other agencies?

- Has the child got a health/ medical care plan in place?

- Does the family need support in seeking medical help, i.e., contacting GP, attendance cert for proof of illness and how this is affecting the child's attendance/education?

- Do you need to be considering starting to unauthorise any future absences?

- G.P protocol can be discussed with the link A&I Officer

- If a parent shares their child is unable to attend due to medical needs and this will exceed 15 days, please refer to the Children unable to attend due to medical needs policy.

- Does a Reduced timetable need to be considered for a short period of time?

- Frequent authorised absences should be challenged to establish if further support needs to be put in place, or whether a punitive route needs to be followed.

- Schools should challenge illnesses at the first instance, when informed of illness and through first day calling. At this point minor ailments should be discussed, and parents should be informed that their children can attend school if appropriately medicated.

- Schools to be mindful of absences related to the female menstrual cycle, including period poverty. Schools need to be meeting with these children and looking at putting a plan in place on how they can support them. The absence should be challenged and code appropriately, such as O, C, or I code.

- Advice around general illness can be found at https://sybhealthiertogether.nhs.uk/

## 3.3 Planned Absences (Medical or dental appointments)

Missing registration for a medical or dental appointment is counted as an authorised absence; advance notice is required for authorising these absences.

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

School will request proof of medical/dental appointments which are scanned and kept in the child's file.

This information is requested before an appointment unless there is an emergency appointment.

## M – Medical/Dental appointments

These are attendance at G.P. Surgeries, dental and hospital appointments. If the child is present for registration, they receive a present mark and a comment should be added to show the time the child leaves school to attend the appointment.

## Support/Challenges

- Encourage parents to make routine appointments out of school times where possible.

- Encourage parents to bring children into school, either before the appointment or after it, or preferable before and after.

- Has proof of the appointment been seen?

  - If a child is having an operation, they get an M code, then they get an I code for the recovery period advised by the medical professionals.

### 3.4 Lateness and punctuality

- The pupil will enter the school via the main entrance after the pupil's class has entered their classroom if they are late.

- A pupil who arrives late but before the register has closed will be marked as late, using the appropriate code. (L). The time where a pupil is deemed to be late is 10 mins later than their starting time. KS2 8.40 late mark KS1 and F2 8.45am

- Any pupil arriving in school after 9am for KS2, 9.05am for KS1 and F2 respectively will be marked with a **U code which means** (unauthorised).

## L – Late (before registration has closed)

Some pupils may come into school after the register has been taken but before the register closes. This should not be a frequent pattern.

## Support/Challenges

- A school policy must reflect the start and finish times of the day and how the codes will be used and what measures will be put in place to support punctuality

- Meeting to be held with the parent/carer (and pupil if appropriate) to ascertain the reasons for the lateness and if any support can be offered

- 1-1 with the child to ascertain the reasons and what support can be offered

- Is this due to sleep issues? Does the parent need to enrol on a sleep hygiene programme? Does the parent need support with the morning routines, do they need a parenting programme?

- Does the parent/carer and child know the times of the school day •

- Would a sticker chart support in getting the pupil to school on time?

- Establish if the child is a young carer and make a referral if the child and parent agree.

- Establish if there are siblings at different schools, liaise with the other schools the reasons given for lateness. Are there difficulties getting the children to the different locations, does a breakfast club/ after school club need to be explored?

- Is SEN behaviour an issue, does the parent need support from outside Agencies around this, such as the parenting team, ADHD nurses, ASD team.

### 3.5 Monitoring Lateness

- Parents/carers will be contacted by school if their child is late more than 3 times in one half term by phone and by letter

- If lateness persists, the head will follow the matter up with the LA. Further action will be decided in partnership with the school.

### Flow chart to show the process taken to resolve punctuality issues

**Step 1** Head of School will contact parent to discuss lateness reasons once a pattern has been noted > 3 lates or unusual lateness to offer support

**Step 2** Letters will be sent half termly alerting parents to an ongoing issue asking the parents to discuss the ongoing issues

### 3.6 Following up absence including unexplained absence

**The school will follow up any absences to ascertain the reason and ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use.**

If school has not heard from a parent on the first day of absence, then the office staff will ring to check on a pupil on the same day as the absence started. All contacts will be used to try and contact a parent/relative.

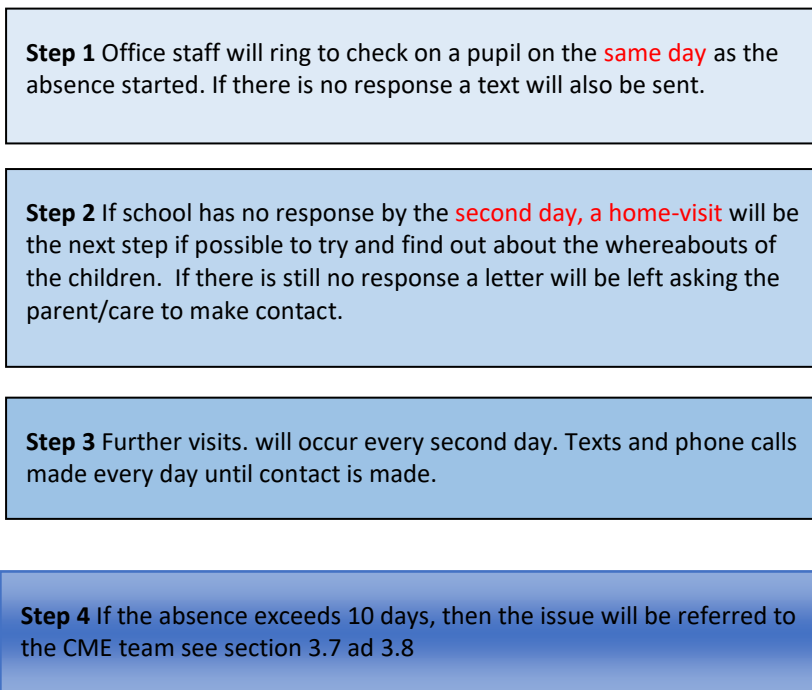Texts will also be sent on the first day of absence requesting that parents contact school to explain the absence.

If school has no response by the second day, a home-visit will be the next step if possible to try and find out about the whereabouts of the children.

If there is no answer from the door step visit, then a letter will be left to make the parent/carer aware that the school has attempted to make contact.

Further visits. will occur every second day. Texts and phone calls made every day until contact is made.

If the absence exceeds 10 days, then the issue will be referred to the CME team see section 3.7 ad 3.8

## Flow Chart showing the process School follows to address First day Absence

**Step 1** Office staff will ring to check on a pupil on the same day as the absence started. If there is no response a text will also be sent.

**Step 2** If school has no response by the second day, a home-visit will be the next step if possible to try and find out about the whereabouts of the children.  If there is still no response a letter will be left asking the parent/care to make contact.

**Step 3** Further visits. will occur every second day. Texts and phone calls made every day until contact is made.

**Step 4** If the absence exceeds 10 days, then the issue will be referred to the CME team see section 3.7 ad 3.8

## 3.7 Children Missing from Education

**When a pupil has not attended for 10 school days without authorisation the school has a statutory responsibility to**

**inform the Children Missing from Education Team.**

**Joanne Eagleton** (Head Teacher) is the nominated member of school staff to liaise with the Children and Young People's Directorate Children Missing from Education Team.
Pupils who cannot be located will be considered missing. The Children Missing from Education Team will be informed and will pursue the matter in accordance with Local Authority procedures (See Children Missing from Education policy available from school and sheffield.gov.uk)

Please refer all these cases to the Children Missing from Education Team (CME), Floor 5, Moorfoot Building, S1, Tel: 0114 2736462.

*Deputy Nominated Member of School Staff (Giselle Rodrigo Deputy Head)*

## 3.8 Children in Public Care

**Giselle Rodrigo** (SENCO & Deputy Head) is the co-ordinator who liaises with the Children and Young People's Directorate Looked After Children Team.
Looked After Children will be set up as an Attendance Group on SIMS (School Information Management System) and their individual attendance will be checked each half term.

*Deputy Nominated Member of School Staff (Joanne Eagleton Head Teacher)*

# 4. Authorised and unauthorised absence

## 4.1 Granting approval for term-time absence

**Head teachers may not grant any leave of absence to pupils during term time unless they consider there to be 'exceptional circumstances'.**

<span style="color:red">We define 'exceptional circumstances' as **exceptional** situations and incidents which are most unusual and only likely to happen once.</span>

The school considers each application for term-time absence individually, considering the specific facts, circumstances and relevant context behind the request. A leave of absence is granted entirely at the Executive Head teacher's discretion.

Any request should be submitted as soon as it is anticipated and, where possible, at least [one month] before the absence, and in accordance with any leave of absence request form, accessible via the website. The headteacher may require evidence to support any request for leave of absence.

**Valid reasons for authorised absence include:**

- Illness and medical/dental appointments – as explained in sections 3.2 and 3.3

- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong.  If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart

- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers. Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with the school but it is not known whether the pupil is attending educational provision

- The pupil is prevented from attending by an unavoidable cause (at the discretion of the Head Teacher) and dependent on pupil's past attendance record.

- The school at which the pupil is registered is not within walking distance and no suitable arrangements have been made by the Local Authority unless the parents/carers have chosen to send their child to a school which is not within walking distance

- There is a close family bereavement

- A family emergency which is explained to the Executive Headteacher/Head of School

- The pupil has a local authority licence to take part in a public performance and the school has granted leave of absence

## 4.2 Unauthorised Absence

**Examples include but are not limited to: -**

- Leaving school early to start a holiday

- No explanation is offered by the parent/carer

- The school is not satisfied with an explanation offered

- The pupil is staying home to look after parents, siblings or the home

- The pupil is absent on special occasions e.g. birthday

- The pupil is absent on exceptional term time leave for longer than agreed by the Head teacher

- The pupil is absent on holiday without agreement under the exceptional leave guidance

- The pupil is absent unnecessarily e.g. taken shopping, for a haircut
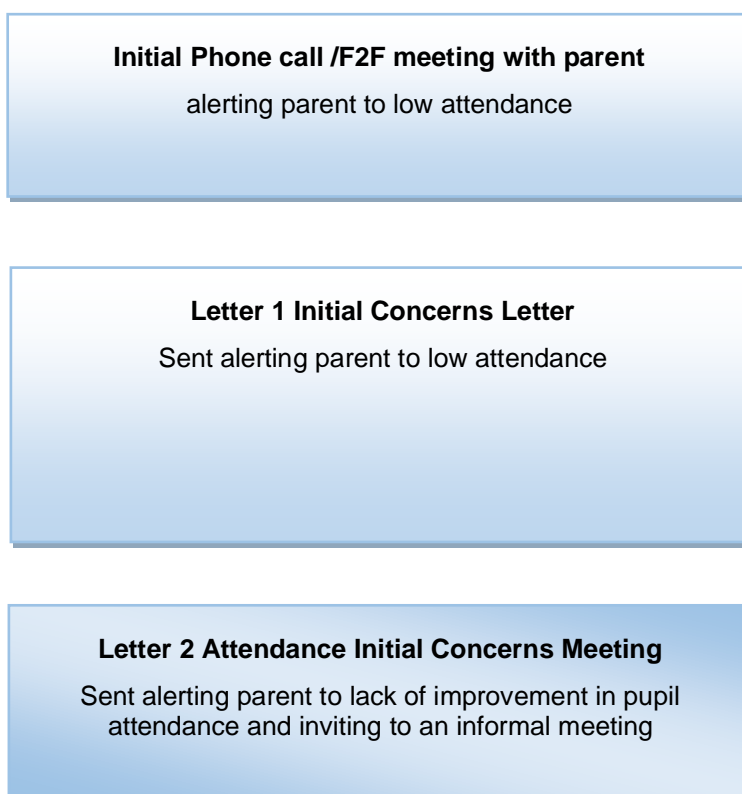
## 4.3 Reducing persistent absence

Monitoring of data and effective communication with parents reduces and or eliminates any issues of persistent absence.

It is acknowledged that, prior to making a request for a basic or aggravated offence school will have undertaken a number of actions to improve attendance and raise awareness of the concern. These may include:

- Phone calls to parents
- Correspondence to parents highlighting concerns
- Meetings in school to discuss issues
- Home visits (where resources permit)
- Staff involvement e.g. learning mentor, classroom support
- Support plans and strategies agreed with, school staff, parents and child.
- Regular reviews of the plan should also be evidenced.

*Flow Chart Showing the Process Taken to address lowered attendance*

**Initial Phone call /F2F meeting with parent**
alerting parent to low attendance

**Letter 1 Initial Concerns Letter**
Sent alerting parent to low attendance

**Letter 2 Attendance Initial Concerns Meeting**
Sent alerting parent to lack of improvement in pupil attendance and inviting to an informal meeting

**Letter 3 Non-attendance at Initial Concerns Meeting**

L3  Initial Concerns
Meeting Non Attend



**Letter 4 Invite to SAP with LA**

SAP 4 Meeting
Form.doc

# 5 Legitimate and Lawful use of Reduced Timetables

**All pupils of compulsory school age are entitled to a full-time education.**
**In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary reduced timetable to meet their individual needs. Reduced Timetables are a short-term intervention to support a child to engage in their education.**

**A reduced timetable could be the right intervention: -**
- Where a medical condition prevents a pupil from attending full-time education and a reduced timetable is considered as part of a re-integration package –
- For a child who is re-engaging with school after a period of absence –
- When a child is being supported through a graded exposure or Emotionally Based School Avoidance (EBSA) plan
- Where recovery from injury or illness (in line with their treatment plan), suggests a child would benefit from shorter periods of time at school

**Use of Reduced Timetables**
- Reduced Timetables should not be used to manage behaviour
- Reduced Timetables must have agreement from the parent / carer
- A reduced timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. In Sheffield, a maximum of 8 weeks is considered good practice.
- There should also be formal arrangements in place for regularly reviewing the reduced timetable with the pupil and their parents.
- In Sheffield these should be reviewed at least fortnightly. If the reduced timetable is not having a positive impact on the child's engagement with learning, then other interventions must be explored instead.
- In agreeing to a reduced timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.
- In Sheffield, we recommend the code C for other circumstances as the child is not expected to attend the session.

**When considering a reduced timetable, school will need to stop and think:**
- *How can we meet this child's needs in school?*
- *What do we need to meet this child's needs in school?*
- *What support can we access to ensure this child's needs are being met in school?*

**Transition to F2**

- Children in foundation stage who require a longer period of transition than their peers must be X coded when they are not expected to attend. These must be reported to us if the reduced hours continue beyond the first two weeks or 10 days after the normal whole class induction has finished.

**Transition in year or new to school**

- For children in Year 1 to Year 6 who start in September on a planned reduced timetable, school will complete the reduced timetable paperwork and submit to Sheffield LA via Anycomms.

Reduced Timetable Statutory Guidance

Reduced Timetables
Guidance for Sheffiel

# 6 Legal sanctions for Holiday Absences

**Schools can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.**

If issued with a penalty notice for a holiday absence parents must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

The decision on whether or not to issue a penalty notice ultimately rests with the Executive Headteacher/Head of School, following the local authority's code of conduct for issuing penalty notices. This may take into account:

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

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

Parents are requested to complete a request for term time leave form. A decision form following receipt of the request will be sent home.

# 7 Strategies for promoting attendance

**School's aim is to prevent patterns of absence from developing by promoting good attendance.**

**Intervening early by using data to spot patterns of attendance before they become persistent and working with families to remove the barriers to attendance**

**Targeting support for persistent and severe absentees with all local partners working together to reengage pupils**

## 7a. Awards and Rewards

- Class attendance figures are shared with all the children and staff as part of Friday achievement assembly.
- Improved attendance is recognised and rewarded in class by teacher on a 1:1 basis -prizes given
- Termly certificates will be awarded to pupils with above 96.6% attendance. Bronze (6.6%) Silver (98%)  Gold (100%)
- Attendance figures reported in the weekly newsletter

## 7b. Promoting Good Partnerships with parents/carers

**Good relationships with parents support good attendance and punctuality.**

- It is vital that parents/carers are involved in promoting good attendance and punctuality so regular mention of attendance/lateness is referenced on the School Newsletter.
- Regular attendance information is given to parents/carers e.g., by newsletter, individual letter, parent evenings and on the pupil's annual reports.
- Any concerns or problems raised by parents/carers will be responded to quickly and sensitively by the school.
- Where appropriate referrals are made to MAST team to provide parenting support to enable improvements in home circumstances which are having an impact on attendance/punctuality
- F2 new parent sessions have attendance key information shared in May/June each year
- Non-statutory pupil attendance dealt with in the same way as the rest of the school

## 8. Attendance Monitoring and Analysis of Attendance Data

Overview of Frequency of Attendance Analysis undertaken

| Frequency | School | Local Authority |
|---|---|---|
| Daily | Absent Children<br>Late Children | |
| Weekly | Attendance data analysis | |
| Half Termly | Attendance Data analysis | |
| Termly | Attendance Data analysis | 3 Meetings per year |
| Annually | Policy Reviewed | Attendance Updates |

### 8.1 Daily Attendance Data Collection

The Senior Business Support Officer monitors pupil absence on a [daily] basis.

Parents are expected to call the school in the morning if their child is going to be absent due to ill health (see section 3.2).

If a pupil's absence goes above 3 days we will contact the parents to discuss the reasons for the ongoing absence.

If after contacting parents a pupil's absence continue to rise, we will in the first instance invite the parent into school to discuss the reasons for lowered attendance.

If attendance. is not improved school will consider involving an LA Attendance Support Team Member.

The persistent absence threshold is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil will be classified as a persistent absentee.

### 8.2 Monitoring attendance Weekly Half-Termly Termly

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern ( Data is analysed for Boys/Girls/ Disadvantaged/SEND
- Identify where attendance on particular days are problematic

- Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases.
- The underlying school-level absence data is published alongside the national statistics.
- The school will compare attendance data to the national average, and share this with the governing board.

## 8.3 Analysing attendance

The school will:

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

## 8.4 Using data to improve Attendance and Punctuality

The school will:

- Provide regular attendance reports to [class teachers/form tutors], and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Meet with parents and provide support for parents to improve issues of attendance or punctuality

## 8.5 Using data to Reduce persistent and severe absence

School aims to **target support for persistent and severe absentees with all local partners working together to reengage pupils**

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance

## 8.6 School Attendance Reporting to Governors

- Half termly reports on punctuality, lates, <90% attendance pupils are recorded per class by the Executive Headteacher/Head of School.
- Attendance is reported termly to governors and any actions taken to improve attendance for particular individuals.

## 8.7. Reporting to parents

- Weekly newsletters highlight class attendance and punctuality
- Individual Pupil termly attendance reports are sent home
- Unusual absence patterns/lates will trigger a meeting with parents
- Parent's evening and end of year reports also highlight attendance and punctuality issues.
- Letters are sent to parents to alert them to attendance/punctuality issues.

# 9 Responding to absence criteria for referral to the Attendance and Includsion Service

- Inclusion & Attendance Specialists are available to support schools to ensure that their staff feel confident to:

- Identify cohorts of pupils who have attendance concerns and are at risk of becoming persistent absentees.

- Challenge parents who are failing to ensure their child attends regularly.

- Identify cohorts of pupils, who have good attendance, yet due to barriers to their learning they are not able to access their full-time education in the classroom.

- Identify pupils who have attendance concerns due to them receiving high levels of fixed term exclusions.

- Identify pupils who have attendance concerns due to being on a reduced time table.

- Understand Sheffield Local Authority legal processes (for new and existing staff).

  For any support around attendance please contact via the email address sheffieldinclusion&attendance@sheffield.gov.uk

## 9.1 Local Authority INCLUSION & ATTENDANCE; TRANSITION PATHWAY SUPPORT

**The Local Authority Inclusion and Attendance Team may offer a coordinated package of support for young people. This will be a strength based, child centred approach that supports children to engage in their education, with the outcomes of** Improving Attendance

By providing support in:-

- Reducing Persistent Absence

- Reducing the need for Reduced Time Tables

- Reducing the number of exclusions

- Removing barriers to learning

- Re-engaging children in educating

- Supporting children with Special Education Needs and Disabilities preventing them engaging in their full time educational offer

- Home/school contact has not prompted an improvement in attendance

- Patterns of absence

- Poor overall attendance (e.g. below 90%)

- If attendance continues to give cause for concern, strategies will be considered and steps taken in an attempt to improve attendance and punctuality. This could include working with the LA.

- When a pupil has not attended for 10 school days without authorisation the school has a statutory responsibility to inform the Children Missing from Education Team.

**Irregular Attendance Process – For professionals**

**Consultation:**
Consultation will need to be undertaken with an Attendance and Inclusion Officer within the Local Authority to ensure plans are sufficient

**Consultation:**
Consultation has to be undertaken with an Attendance and Inclusion Officer within the Local Authority – checking this would be appropriate for and attendance legal response.

**Assess:** (0-10 days OOE)
What are the identified barriers to attendance?
**Areas for consideration:**
- Family / Home circumstances
- Special Educational Needs
- Health:
  - Physical
  - Mental
  - Emotional
  - Anxiety
Have you accessed the GP Protocol?
How has this assessment been captured?
How much time in education can be achieved in line with Age Aptitude and Ability in consideration of and SEND

**Plan** (10 days + OOE Planning for 6-12 weeks of intervention and response)
A plan reflecting the assessment information and response linked to:
- Education
- Health
- Care
**Areas to cover:**
Parental awareness of expected attendance, evidenced by:
- Home visits
- Plans of re-engagement
- Interventions pursued
- Support available (reasonable adjustments)
- Key staff who are a support
- Agencies needed to respond to assessed and identified needs

**Do:** (6-12 weeks)
The plan is consistently, accurately and entirely carried out by all professionals who were named within the plan. Any non-engagement is clearly evidenced and plan continues regardless of non-engagement. Any new evidence which becomes known and changes the plan, means we begin again at assess.

**Review:**
Has the plan worked, is there increased attendance and engagement? (close to monitor)
Have all known areas been covered, and have all professionals completed their identified actions providing quality and timely responses?
Has the absence been marked as unauthorised?
Is there a period of complaint?
Has the GP protocol been used?
If yes, proceed through escalation, if no, return to assess stage.

# 10 Roles and responsibilities

## 10.1 The governing board

**The governing board is responsible for**

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Making sure staff receive adequate training on attendance
- monitoring attendance figures for the whole school on a termly basis.
- Holding the Executive Headteacher to account for the implementation of this policy.

## 10.2 The Executive Headteacher

**The Executive Headteacher is responsible for ensuring this policy is implemented consistently across the school, and for monitoring school-level absence data and reporting it to governors. As such Joanne Eagleton is the nominated Attendance Lead.**

**The Executive Headteacher also:**

- Overseeing the monitoring of attendance and punctuality data for individual pupils
- Overseeing the benchmarking of attendance data to identify areas of focus for improvement
- Implementing the policy, targets
- Has responsibility for investigating and, where necessary, reporting incidents of children who are Missing from Education

- Maintaining an overview of attendance and manages the day to day implementation of attendance plans and strategies
- Issue fixed-penalty notices, where necessary
- Monitoring the impact of any implemented attendance strategies
- Devising specific strategies to address areas of poor attendance identified through data
- Oversee the process for fining for unauthorised absences
- Overseeing arrangements for calls and meetings with parents to discuss attendance issues by Head of School/EHT

## 10.3 Senior Business Support Officer (SBSO) and Finance Clerk (Office Staff)

**The Office staff take calls from parents/carers about absence and record it on the school management system. (SIMS)**

- If there are concerns about the absence of lateness, then CPOMS Safeguarding system is used to record concerns.
- Prepares attendance data at the school and individual pupil level for the Executive Headteacher
- Reports concerns in a timely manner to the Executive Headteacher
- Works with School attendance officer to tackle persistent absence as necessary
- Arranges calls and meetings with parents for the Executive Headteacher to discuss attendance issues and more detailed support on attendance

## 10.4 Class teachers

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

**They also:-**

- Report to SLT any issue or problem which may affect the attendance or punctuality of a pupil verbally and using CPOMS system
- Promote good attendance and punctuality within the classroom and the school everyday
- Remind all parents of attendance issues at parent evenings and in pupil reports
- Make first contact (where appropriate) with a parent where punctuality/attendance is becoming a worry to see if there is any issue that is preventing better attendance/punctuality and to see if the parents needs support

## 10.5 Parents

**It is a parent's legal duty to ensure that their school age child attends school.**

**Parents/carers are expected to:**

- Make sure their child attends every [day/timetabled session] on time
- Call the school to report their child's absence before [time, e.g. 9am] on the day of the absence
- ([add if your school expects this] and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day

## 10.6 Pupils

**Pupils are expected to attend every day on time.**

## 11. Attendance Policy Monitoring arrangements

This policy will be reviewed annually by the Executive Headteacher.

At every review, the policy will be shared with the governing board.

## 12. Links with other policies

This policy is linked to our child protection and safeguarding policy

- Child Protection and Safeguarding Policy
- Behaviour Policy

See ICON below for Sheffield Attendance Policies and DFE Policies

Sheffield LA School Guidance for Management of Attendance Policy including legal proceedings

Exception Leave in
Term Time Policy - rev

## Appendix 1 Cases for discussion WITH THE LEGAL AIO

These cases should be where a pupil's attendance is below 92%.

Information collected by School may include: -

- Up to date attendance
- Historical attendance
- Siblings – D.O.B., school they attended
- Parents/Carers – names, addresses
- Behaviour – exclusions
- S. E. N. D.
- G.P. details

Strategies used to support families could include: -

- Weekly monitoring for efficient identification of attendance concerns
- Pupil interviews/ Pupil Voice
- Telephone contact with parents
- Writing to parents – using standard letters supplied by L.A.
- Meetings in school
- Parenting contracts
- Home visits
- Target setting
- Incentive Scheme

At the point of parent contact, either by letter or verbally, the parent should be made aware that any further absences will not be authorised unless proof of absence is provided. Where parents are contacting school and citing "illness" as the reason, schools are required to further investigate and be confident that the amount of absences is proportionate to reasons provided by parent.

It is important that the overall attendance record reflects a pattern of irregular attendance. The Legal Inclusion & Attendance Specialist will be looking to pursue legal action where appropriate and in line with criteria set by the Local Authority.

## MEDICAL EVIDENCE / GP PROTOCOL

*The Local Authority does not require parents to provide a Doctor's note to evidence a child's absence due to illness.* Schools should not ask parents to attend the GP surgery for evidence of absence due to illness. If parents feel that absence is due to illness the Local Authority will seek consent from the parent to contact the GP (through the GP Protocol) to establish whether the amount of schools days missed is proportionate to the illness presented with.

This protocol cannot be used without parent consent; however, failure to provide consent for the LA to contact the GP can be used as evidence of interventions tried prior to the legal process.

## ATTENDANCE DOCUMENTATION

If requesting the process to move towards the **Penalty Notice Warning Letter stage** documentation should show:

- The legal process can only be pursued where absence is unauthorised.
- Overall attendance is 92% or below (will require discussion with Legal AIO)
- School Attendance Officers have been involved for a minimum of 6 school weeks
- Letters provided by the LA, or ratified by the LA, have been used
- Contact has been made with parents to ensure they are aware of the issues
- Identified actions have been completed by the school, and parents/pupils have been supported and reviewed appropriately.

## PENALTY NOTICE WARNING LETTER (PNWL)

The Local Authority, in consultation with schools (and other agencies where appropriate), will be responsible for the decision to issue Penalty Notice Warning Letters. This will ensure consistent practice across **all** schools in Sheffield, assist in avoiding school / home conflicts and ensure that Penalty Notice Warning Letters are not being issued where it is inappropriate to do so, or where the Local Authority would be unable to support progression to court.

- Home Visits (where resources permit)

If you are aware of siblings in other schools please liaise with them to coordinate your support, as the Local Authority work whole family.

**If it is identified that there are any unmet needs these must be addressed and support implemented prior to consultation.**

The Legal Attendance & Inclusion Specialist will check that any current involvement by Social Care would not prevent the case being progressed to Court.

Where penalty notice warning letters are initially agreed in principle by the Legal Attendance & Inclusion Specialist, these will be subject final checks to ensure that the legal process is appropriate.

When the checks are complete and there is no change to the initial agreement the Legal Attendance & Inclusion Specialist will notify the School that a penalty notice warning letter can be sent out.

## MONITORING PERIOD

Monitoring of the PNWL period should be carried out by the school based Attendance Officer.

## REQUESTING A PENALTY NOTICE (PN)

If a pupil does not attend 100% in the Penalty Notice Warning Period, then the parents/carers may be served with a fine, unless the absence has been authorised. If School chooses to authorise the absence due to proof of absence being provided, or for exceptional circumstances, then a fine would not be issued nor would the case be progressed to court.

A period of complaint will be provided to the school if the decision to proceed with a Penalty notice is made by the Legal Attendance and Inclusion Specialist. Final paperwork should be submitted by school within 21 days.

**Penalty Notice (PN) fines can be issued for the following reasons:**

1)	As a result of taking an unauthorised leave during term time. In these cases the Penalty Notice is requested by school through completion of the request for penalty notice form.

2)	As part of School or professionals case management process.

A Penalty Notice gives the parent an opportunity to pay a fine as an alternative to receiving a summons from Court.  Evidence collected will be used for issuing the PN and any subsequent legal proceedings should the PN remain unpaid.


The Legal Attendance & Inclusion Specialist needs to be sure that the evidence is sufficient for a prosecution before issuing a Penalty Notice


Consult with your Legal Attendance & Inclusion Specialist


# PENALTY NOTICE PAPERWORK REQUIRED FROM SCHOOL

Penalty notice paperwork required from school includes;

- Head teacher's Certificate
- Case Summary covering the period of complaint
- An up to date attendance certificate

All proformas will be supplied by the Legal Attendance & Inclusion Specialist.

This information would prove that during the period of complaint, the parents/carers were aware of the child's poor attendance.

If a pupil achieves full attendance during the Penalty Notice warning period, the School Attendance Officer should continue to monitor the attendance and send a continue to monitor letter to the parents/carer. If deterioration occurs in later weeks then they should consult with the Legal Attendance & Inclusion Specialist regarding further involvement in the legal process.

School Attendance Officers should monitor a pupil's attendance following a Court hearing and re consult if attendance is not acceptable

Where requests are being made for Basic or Aggravated prosecutions the school would be expected to satisfy the Legal Attendance and Inclusion Officer that investigations have taken place, support offered and can evidence that absences warrant being unauthorised.

If an Aggravated prosecution is agreed the Legal Attendance and Inclusion Officer will invite the parents to a meeting to thoroughly assess whether parents are failing in their duty to ensure their child's regular school attendance.

If the case is Aggravated, the School Attendance Officer may be requested to provide evidence of interventions to the Legal Attendance and Inclusion Officer, and may be asked attend Court by the parents if they are pleading 'not guilty'.

## Appendix 2 School Checklist to Locate Missing/Lost Pupils

Please complete fully and include 'no response' where appropriate, as this form will be required if a Child Protection investigation is undertaken

**Name of Child:**                          **DOB:**
**School:**

| School Action | Details | Outcome including date completed |
|---|---|---|
| Telephone calls made to parent/carers | Mobile:<br><br>Landline: | |
| Telephone calls to emergency contact numbers | Name & tel number | |
| Email to parent | Email address: | |
| Letters sent to last known address | | |
| Enquiries made with school which siblings attend | Sibling name &   School | |
| Has the child has moved to another part of the UK and address is known, please contact CME team (0114 2736462) and request 'safe and well visit' | Date requested: | Date response received:<br><br>Outcome: |
| Enquiries made with agencies with known involvement | | |
| Home visited completed<br><br>(Min of 3 non-contact visits to be made). Schools may request this from their local MAST team | | |
| Enquiry made with | | |

| neighbours | | |
|---|---|---|
| Any other enquiries undertaken | | |

**All completed checklists need to be accompanied with a 'Request to Remove Child from School Roll' and sent to the CME team to enable deregistration to occur**

CME Team, Howden House, Floor 3, Sheffield, S1 2SH

## Request To Remove Child From School Roll

*Information provided may be shared with fellow professionals under Schedule 2 of the Data Protection Act 1998*

**Details of Pupil to be removed?**

| First name | | Surname | |
|---|---|---|---|
| Date of birth | | UPN | |
| Current Address | | GP name & address | |

Brief description of why you feel this child should be removed?

Do you have any concerns or worries about this child's safety or believe this child is at risk of significant or immediate harm? Please explain:

Have you informed anyone about your concerns or worries, If so who?

Where do you think this child is now living?

Is a current FCAF Available?   YES  /  NO                Date of last attendance at school?

Who else is involved with the child or family? Name, Agency, contact details

**Details of Family members**

| Name of siblings | | DOB | School attending |
|---|---|---|---|
| | | | |

| Parent/carer name & DOB | |
|---|---|
| Details of Emergency contacts | |

I believe that the child is missing and cannot be found after making reasonable enquires. I am therefore requesting that the child name is removed from the school roll.

Signed school:                                            Date:

**Return the above to: Children Missing from Education Team, Floor 3 Howden House, 1 Union Street, Sheffield S1 2SH Tel: 0114 2736462 Fax: 0114 2735470. You will receive a confirmation letter relating to the request of deregistration within 10 school days**

## Appendix 3: Attendance codes

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

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

| Code | Definition | Scenario |
|---|---|---|
| **Authorised absence** | | |
| **C** | Authorised leave of absence | Pupil has been granted a leave of absence due to exceptional circumstances |
| **E** | Excluded | Pupil has been excluded but no alternative provision has been made |
| **H** | Authorised holiday | Pupil has been allowed to go on holiday due to exceptional circumstances |
| **I** | Illness | School has been notified that a pupil will be absent due to illness |
| **M** | Medical/dental appointment | Pupil is at a medical or dental appointment |

| | | |
|---|---|---|
| **R** | Religious observance | Pupil is taking part in a day of religious observance |
| **S** | Study leave | Year 11 pupil is on study leave during their public examinations |
| **T** | Gypsy, Roma and Traveller absence | Pupil from a Traveller community is travelling, as agreed with the school |
| **Unauthorised absence** | | |
| **G** | Unauthorised holiday | Pupil is on a holiday that was not approved by the school |
| **N** | Reason not provided | Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time) |
| **O** | Unauthorised absence | School is not satisfied with reason for pupil's absence |
| **U** | Arrival after registration | Pupil arrived at school after the register closed |

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

**Further information re coding**

## Support around different reasons for absence B – Educated Off Site

Some children and young people may attend sessions off school site at an approved provider, or with another educational professional. This should be a short-term intervention to support the children return to full time education in school. Contact should be made with the provider each morning/afternoon registration period to establish if they have attended, and first day calling must be carried out for pupils who are absent.

Further contact should be made in an afternoon if the child stays all day unless an agreement has been made with the provider to notify you if the child leaves the site. Children attending an alternative provision should be in school at least one day per week.

This code can also be used for some health clinics/programmes. E.g., Diabetes Education

Programme, Ryegate and CAMHS (although assessment appointments must be coded as

'M')

## Support/Challenge

- Work with the provider to review the MyPlan, to establish if the provision is engaging the young person in their education – if not does the provision need withdrawing and other support putting in place

- Contact your linked A and I Officer to discuss where a 'B' code would be appropriate to support pupils with their health care appointments/plans

## C – Authorised Circumstance

There may be occasions when the Headteacher authorises the absence of a child for a reason not covered by any other code, for example a funeral or bereavement. This would be coded as 'C'.

Reduced Timetables where a child misses a whole session are also an authorised absence coded as C. Children must attend for at least 1 hour of each session to receive a present mark. All reduced timetables should be for no more than 8 weeks, unless the child's treatment plan from their consultant suggests otherwise, and work should be set for the child to avoid them falling behind with their learning.

Children absent from school for agreed reasons relating to performance, modelling etc may also be an authorised absence. Contact the Local Authority child employment and licencing team on 01142037442 or childpermits&licences@sheffield.gov.uk for further information.

## Support/Challenge

- Are the absences due to family circumstances, does a referral form for support from outside agencies need to be completed

- Is the child a Young Carer, and if so, has a referral been made and support identified?

- Safeguarding officer to liaise with the Young Carer, their parent and their Young Carers worker (if involved) to formulate a plan of support and to consider further support from the GP or health professionals around home help

- Reduced timetables should be a short-term intervention of no more than 8 weeks, with reviews every 2 weeks.

- Schools must notify the Local Authority if a child is attending on a reduced timetable, regardless of the attendance coding. Schools must also notify the LA when the timetable ends.

- If this code is used for a pupil who is 'flexi schooling' do you have a plan in place with parents/carers for that pupil returning to school full time

## D -Dual Registration

Some children and young people may attend sessions off school site at another school setting. This could be a short-term intervention to support the children to return to full time education in school. Contact should be made with the school to establish if they have attended, and first day calling must be carried out by the school the child is due to attend on that day.

This code can also be used for Traveller children where they are attending another school for a short period.

School-age pregnant girls will be offered group mentoring support and education for a contact period of up to 16 weeks around the time of the baby's birth. This is delivered through the Becton Outreach Service. The curriculum offer is for a total of 16 weeks of education, generally from week 36 of the pregnancy. When a pupil is receiving education through Becton Outreach the home school will Dual Register. Further support for pregnant teenagers can be accessed from the school nursing team, Sheffield Futures, http://www.dcsf.gov.uk/schoolageparents/ **Support/Challenge**

- Regular contact/communication with the other registered school is paramount, agree which school is going to chase up any absences on the day that the pupil attends that school

- Regular meetings/contact to ascertain if the provision is working for the pupil and if any further support needs to be put in place

## E – Exclusion

If a pupil breaches the school behaviour policy the Headteacher may issue a fixed term exclusion for a period of half to 5 days. For serious breaches of the school behaviour policy the Headteacher may issue a permanent exclusion. If a pupil has received a permanent exclusion the Local authority will arrange for the education of the child from the 6th school day.

## Support/Challenge

- Has the pupil got a one-page profile/MyPlan in place? No - does one need starting?

    Yes - does this need reviewing early in light of the exclusions?

- Has a Boxall profile been completed to identify any needs?

- Are further assessments needed from speech and language, the Ed Psych etc.

- Are there outside factors influencing the pupil's behaviour – does this need a referral to other services e.g., Health, Mast, Young carers, CYT etc

- Are there any unmet learning needs?

- Contact the Exclusions Team (Sarah Kelly and Genine Nuttall) for support or advice regarding a pupil who has exclusions and who you may be considering for Primary or Secondary Inclusion Panel, or a managed move

- For nursery and FS2 pupils who are struggling to engage in their learning contact the

    'transition to school readiness' Pathway Team for advice via a consultation

- For primary and secondary aged pupils, you can contact the Transition Pathway team within Inclusion and Attendance for advice via a consultation

- The Attendance and Inclusion team can also support with advice and offer 'critical friend' support to the Headteacher if a pupil has been permanently excluded

- Schools should consider arranging a governors behaviour meeting when a child accumulates 45 sessions of 'E' codes, or when a pupil is identified as at severe risk of permanent exclusion to see what support can be put in place

- Consider referrals to external agencies for support and advice, e.g., Outreach, Autism team, Educational Psychologist etc.,

- Has a managed move been considered?

- After a fixed term exclusion, a reintegration meeting needs to be put into place when the child is welcomed back into school. A plan needs to be put in place and reviewed, if the plan is not working for the pupil, other alternatives will need to be considered to support the pupil's behaviour.

- Has the voice of the child been sought, to support the behaviour plan and the reintegration meeting?

- It is not acceptable to ask the parent to collect the child during lunch time or collecting early as a plan to manage a child's behaviour. This is considered as an unlawful exclusion. Other support measures and plans must be considered to manage the child's behaviour during school hours.

## G – Family Holiday (NOT agreed or in excess of agreement)

Parents must apply for leave in advance of taking a holiday during school time. If parents do not apply for leave or you find out via social media e.g. Facebook, relative in school etc. then this is also 'G' coded as regulations do not allow schools to give retrospective approval.

## Support/Challenge

- Are parents aware that they need to complete a holiday request form – is it readily available in school/online

- Do you need to have a meeting with the parent to discuss attendance and how taking a holiday will affect this and their child's education?

- Is the holiday around other unauthorised absences – does a SAP need to take place

- Where the head teacher has not agreed the period of leave, a request should be submitted to the LA to issue a Penalty Notice

- If pupils go on holiday and do not give a return date and there has not been any communication with parents, do you need to refer to CME

## H – Family Holiday (agreed)

The Headteacher can only agree if they believe there are exceptional circumstances. Headteachers may authorise no more than 10 school days in an academic year. Parents must apply for this as they would any other holiday. **Support/Challenge**

- Do you need to have a meeting with the parent to discuss attendance and how taking a holiday will affect this and their child's education?

- Have you seen evidence that warrants an 'exceptional circumstance'

- If the parents don't return in the agreed amount of time, then the following absences must be G coded.

## I – Illness

If there is any doubt about the authenticity of the illness, schools can record as unauthorised. Schools can request parents to provide medical evidence to support absences due to illness. Doctors' notes must not be requested for children.

## Support/Challenge

- Have you seen medical evidence – letter, text, dated medication?

- Is a meeting needed with health care professionals/ other agencies?

- Has the child got a health/ medical care plan in place?

- Does the family need support in seeking medical help, i.e., contacting GP, attendance cert for proof of illness and how this is affecting the child's attendance/education?

- Do you need to be considering starting to unauthorise any future absences?

- G.P protocol can be discussed with the link A&I Officer

- If a parent shares their child is unable to attend due to medical needs and this will exceed 15 days, please refer to the Children unable to attend due to medical needs policy.

- Does a Reduced timetable need to be considered for a short period of time?

- Frequent authorised absences should be challenged to establish if further support needs to be put in place, or whether a punitive route needs to be followed.

- Schools should challenge illnesses at the first instance, when informed of illness and through first day calling. At this point minor ailments should be discussed, and parents should be informed that their children can attend school if appropriately medicated.

- Secondary schools should monitor patterns of illness, where pupils end up in the medical room on regular occasions.

- Schools to be mindful of absences related to the female menstrual cycle, including period poverty. Schools need to be meeting with these children and looking at putting a plan in place on how they can support them. The absence should be challenged and code appropriately, such as O, C, or I code.

- If a child has a confirmed case of Covid19 then they should be I coded from the point they get the Covid19 test result.

- Advice around general illness can be found at https://sybhealthiertogether.nhs.uk/

**J – Interview**

To be used for interviews with prospective employers or another educational establishment.

## Support/Challenges

- Have you seen proof of the interview and been given notice of the pupil attending?

- Pupils to attend school either side of the appointment/ interview.

- Establish if the pupils need any support prior to the visit/ interview such as clothing, travel, money, preparation and managing stress/ anxiety.

- Schools should be satisfied that the interview is linked to employment prospects, further education, or transfer to another educational establishment.

## L – Late (before registration has closed)

Some pupils may come into school after the register has been taken but before the register closes. This should not be a frequent pattern.

## Support/Challenges

- A school policy must reflect the start and finish times of the day and how the codes will be used and what measures will be put in place to support punctuality

- Meeting to be held with the parent/carer (and pupil if appropriate) to ascertain the reasons for the lateness and if any support can be offered

- 1-1 with the child to ascertain the reasons and what support can be offered

- Is this due to sleep issues? Does the parent need to enrol on a sleep hygiene programme? Does the parent need support with the morning routines, do they need a parenting programme?

- Does the parent/carer and child know the times of the school day •       Would a sticker chart support in getting the pupil to school on time?

- Establish if the child is a young carer and make a referral if the child and parent agree.

- Establish if there are siblings at different schools, liaise with the other schools the reasons given for lateness. Are there difficulties getting the children to the different locations, does a breakfast club/ after school club need to be explored?

- Is SEN behaviour an issue, does the parent need support from outside Agencies around this, such as the parenting team, ADHD nurses, ASD team.

## M – Medical/Dental appointments

These are attendance at G.P. Surgeries, dental and hospital appointments. If the child is present for registration, they receive a present mark and a comment should be added to show the time the child leaves school to attend the appointment.

## Support/Challenges

- Encourage parents to make routine appointments out of school times where possible.

- Encourage parents to bring children into school, either before the appointment or after it, or preferable before and after.

- Has proof of the appointment been seen?

- If a child is having an operation, they get an M code, then they get an I code for the recovery period advised by the medical professionals.

## N – No reason yet provided for absence

Sometimes parents/carers do not inform school the reason for their child's absence.

This code should not be left on the pupil's attendance record indefinitely. The code should be changed ideally within a 2-week timescale. If no reason is given for the absence after 2weeks, then the school should change the N code to the O code. When the code is changed the school should record who is making the change, as well as when and why (this applies to any changes to codes). **Support/Challenges**

- Has a first day phone call been made

- Does school send out a letter asking for reason (this can be taken off Sims)

- Do parents know the process for informing school of their child's absence

- If a child has not been seen for 5 consecutive days, then a home visit must be carried out. The school should record what they observed at the home visit, including if they were unable to see the child or no one appeared to be home.

## O – Unauthorised Absence

Any unauthorised absence needs to be addressed quickly following school's attendance processes, so that any issues can be resolved quickly with support put in to place.

## Support/Challenges

- Schools to promote good attendance through parent evenings, assembles, displays, attendance promotions, other platforms such as school websites, class Dojo, merits, texts, letters, and incentives.

- Follow school attendance processes – telephone calls, letters, home visits etc

- Ensure you follow the Attendance Response

- Are there siblings in other schools with the same attendance pattern/absences?

- Are other unauthorised absence codes on the registration certificate such as the U, G, N, or a combination of concerning codes that need to be taken into consideration.

- Are there any patterns with the absences?

- Are parents struggling to contact school due to financial issues, language barrier, is there another system that can be put into place for them

- School to have a meeting with the parents/ carers (and pupils where appropriate) to ascertain the reason for the absences and establish if further support needs to be put in place. This could include referrals to other agencies for support with routines and boundaries, sleep, behaviour, unmet needs etc.

- Schools to be observant of trends & patterns of absences within key cohort groups that may be having an impact on whole school attendance. - consider consulting with your linked A&IO for further support and advice in considering next steps

- Has a GP protocol been considered with an A&I Officer?

- Has a school attendance planning meeting taken place? Would there be benefit inviting the Local Authority to this meeting?

- School to consider completing a self- Assessment of Attendance Registers, and request a full Attendance Audit though your linked A&I.

## P – Approved sporting activity

This activity must be supervised by a person authorised by the Headteacher of the school. The pupil must be taking part in the activity and is taking place during the session for which the mark is recorded

## Support/Challenges

- Has school seen evidence of the activity taking place?

- School should speak to parents, the relevant authorised person and sport's, national governing body regarding the appropriateness of the activity taking place, in school hours, and the time to travel to the establishment.

- Consult with your linked A&I Officer if you are unsure if the sporting activity is approved or not.

- Details for the National Governing Body associated with the particular sport can be found online, or through request to the club or affiliation the child belongs.

- Children participating in off school site sporting activities arranged by the school or the local school sports partnership should be P coded unless the child is present in school for the registration period prior to the activity.

## R – Religious Observance

In Sheffield we are fortunate to have a variety of religious organisations which mean on occasion a pupil may need to take religious observance during the school week. Any additional days taken that are not exclusively set aside for religious observance are not to be marked as 'R'

## Support/Challenges

- Parents should be encouraged to give advance notice of any religious observance taking place

- School should seek advice from the parents' religious body about whether it has set the day aside for religious observance

- There is no set number of days for religious observance.

- Schools may consider using one of their inset days for a religious observance to which a high proportion of the school community will be observing.

### S – Study leave

This code should be used sparingly for Y11 pupils during public exams.

## Support/Challenges

- Provision should still be made for those pupils that wish to revise on school site.  Pupils revising on school site would receive a present mark and therefore schools need to arrange a place for pupils to receive their registration.

## T – Traveller absence

This code is for several different groups who are covered by the term Traveller. This code can be used for up to 60 days, when parents are travelling due to work purposes. Dual registration is allowed if the child will be attending other school/s during the period of travel. Children cannot be taken off roll at the base school whilst away travelling.  **Support/Challenges**

- School can ask for evidence when families are travelling for work? Such as contracts, or Showman Guild certificate.

- School should encourage parents/carers to enrol the child/ children at another school near their place of work. Please see the D code for advice on this.

- The child/children should be T coded until they start attending the school setting near their place of travel, at which point the D code would be used.

## U – Late (after registration has closed)

DFE advises that registers should be closed 30 minutes after the start of the session and advises against leaving the register open for the whole session. Regular 'U' codes can be a safeguarding issue particularly where the child is arriving just in time for lunch. These need to be addressed early, so that support can be put into place if needed. **Support/Challenge**

- A school policy that reflects the start and finish times of the day and how the codes will be used

- Schools should actively discourage late arrivals, be alert to patterns of late arrival

- Meeting to be held with the parent/carer to ascertain the reasons for the lateness and if any support can be offered

- Are there wider family issues, such as the child being a Young Carer, adult mental health, bereavement, SEN. With older children, is there issues with them travelling to school, grooming, contextual safeguarding to be considered etc.

- 1-1 with the child to ascertain the reasons and what support can be offered

- Is this due to sleep issues? Does the parent need to enrol on a sleep hygiene programme?

- Does the parent/carer and child know the times of the school day

- School to follow attendance processes, is a SAP needed?

- First day calling must take place, for safeguarding reasons, such as informing the parent/ carers that the child hasn't arrived yet.

- Could an alarm clock be offered to the family?

- Does travel to and from school need to be considered?

## V – Educational visit or trip

This is to be used for school organised trips and visits, including residential. This code can also be used for Y6 pupils if met in primary school and taken on to their next school (usually secondary school).

## Support/Challenges

- Where a parent takes responsibility in taking their child to a transition day this would be a B code. As would children making their own way to transition days.

- If a parent takes the child to the school trip/residential and picks them up again this would also be coded V.

- For children attending a school visit for a proportion of the school day, the registration marks would not need to be changed to V.

- Children attending swimming lessons as part of the curriculum should receive their registration mark/s prior to travel to the swimming pool and therefore would not need to be coded as V

## W – Work experience

Work experience is for pupils in the final two years of compulsory education **Support/Challenges**

- School must check on the attendance of a pupil (Y10 and Y11) who is on work experience and mark the register accordingly

- Where a work experience placement has broken down or not been provided the children are expected to be in school and work to be provided.

## X – Untimetabled sessions for non-compulsory school-age pupils

This code is used to record sessions that non-compulsory school age children are not expected to attend.

## Support/challenges

- Can be used for a short period of time at the start of the school year for all reception age pupils as part of the settling in process

- Can be used for pupils in reception who are attending school on an agreed reduced timetable up to the time they become compulsory school age.

- Not to be used for children who are compulsory school age or for exclusions

## Y – Forced and Partial Closure

This code can be used for exceptional circumstances – strikes, unable to attend due to a heavy snowfall, flooding, outbreak of infectious diseases, major construction/ maintenance, transport has stopped (unless in walking distance). Can also be used for pupils who are in custody for less than 4 months.
**Support/Challenges**

- Where there is an outbreak of infectious diseases, you must get advice from Public Health England on next steps, such as a deep clean, closing a year group, or whole school.
  https://www.gov.uk/government/collections/notifications-of-infectiousdiseases-noids

- You must notify the local authority of all situations that result in full or partial closure of the school

- If the school has evidence from the place of custody, that the pupil is attending educational activities then they can record those sessions as code B (present at approved educational activity).

- Can be used for pupils who are Abroad and returning to the UK would be contrary to International, national, or regional travel restrictions

## Z – Pupil not on roll

Used to set up registers before pupils are due to join. To safeguard children, schools must put all pupils on the admissions register on the first day that the school expects them to attend. Please do not ignore any pupils who do not attend on their first day.

## Support/Challenges

- If the pupil does not arrive to school as expected on the first day, contact parents/carers to find out the reason why

- Arrange a meeting for the parent and child to attend

- Complete a home visit to see if the family are still at the address and ascertain the reasons why they are not attending

- If not at the address contact CME, C code absences until instructed by CME to deregister a child. You must not de register until CME have given authorisation to do so.

- Contact your Local Authority attendance officer to check if the child is still due to attend your school or has started attending another school.

## # - School closed to pupils

To be used for whole or part school planned closures e.g., between terms/half terms/weekends, along with bank holidays. **Support/Challenges**

- It can also be used up to five times in academic year for curriculum planning/ training and when the school is used for polling stations.
- Schools and local authorities can agree to set different term/ start dates for different year groups. Code # can be used to record the year group(s) that is not due to attend. This is only acceptable where the school ensures that those pupils not attending on that day are still offered a full education over the school year