



Attendance Policy

Fosse Multi Academy Trust

Version Control

Date	Version	Amendments/Comments	Reviewer/s
September 2024	V1	New policy in line with DfE Aug 24	LO
September 2025	V2		DB/KJ

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a. Introduction & Aims

Our policy and ethos aim to ensure that all pupils who attend our schools are able to take full advantage of the educational opportunities provided for them by attending school regularly.

The Fosse Multi Academy Trust is an inclusive family of schools committed to the well-being, development and progress of all children, families and employees.

Good attendance at school is **essential** for our children to fulfil the trust vision:

SERVE – GROW – ACHIEVE

Where we demonstrate:

Compassion – showing kindness and respect, working collaboratively to help, protect and **serve** one another.

Courage – being brave, strong bold and **grow** in spirit.

Perseverance – showing determination and resilience to persist when things are tricky, to **achieve** well.

Our schools do not discriminate against any child, young person or adult on the grounds of race, disability, age, gender reassignment, pregnancy, maternity, marriage or civil partnership, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

This policy shows our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

The guidance is based on the following pieces of legislation, which set 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 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

It also refers to:

- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

This policy also complies with our trust's funding agreement and articles of association.

- We aim to work in partnership with families to identify and find supportive routes to improving attendance.
- Attendance, like safeguarding, is the responsibility of everyone including Trustees, Governors, the headteacher, teachers, as well as anyone who directly works with the children on roll at school, everyone should view attendance at school as a protective factor for each child.
- Attendance is important, it directly impacts on pupil outcomes and opportunities.

b. Support

We recognise there may be occasions when pupils are absent. We aim to reduce persistent and severe absence by using wider support services to offer 'The right support at the right time' and offers of Early Help pathway will be provided.

Where barriers exist, the school will meet with parent/carers, work together to get the correct support, listen to the child and family, make reasonable adjustments, review plans together, identify and plan next steps.

Universal Support

- Graduated Response - Assess, Plan, Do, Review, all plans of intervention at each stage including offers of support either formal or informal
- Support pupils' parents and carers by working together to address any in-school barriers to attendance.
- Where barriers are outside of the school's control, discuss and offer support to parents, carers and pupils also signposting to the right voluntary support. Where referrals are required for voluntary support, gain parent, carer and child voice prior to referral to services and organisations.
- Meeting with pupils their parents or carers who are at risk of persistent or severe absence at the earliest opportunity, should be a minimum expectation. This will support greater understanding of the barriers to being in school and agreeing actions or interventions to address them.
- We will explain:
 - Who will lead in each phase of support.
 - What happens at each stage in terms of support.
 - What happens if improvements are made.
 - What might initiate the next phase.
 - Describe the Impact on safeguarding.

Additional Support

- Some students find it harder than others to attend school and will need targeted or specialist support. We will work with students/pupils and parents or carers to provide support to remove barriers to attendance by building stronger relationships and putting the right support in place at the right time.'
- The 'EBSA Pathway' seeks to respond to the growing number of children and young people who experience emotional challenges in attending school, an increase which has been seen both in Warwickshire and nationally.

c. Roles & responsibilities

Everyone has a contribution to making a positive difference and contributing to a whole school strategy to secure good attendance.

The Board of Trustees

The board of trustees is responsible for:

- Setting high expectations of all trust and school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure all schools in the trust record attendance accurately in the register, and share the required information with the DfE and local authorities
 - Making sure all schools in the trust work/ effectively with local partners to help remove barriers to attendance, and keep/s them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the trust's policies and ethos
- Making sure the schools' attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the trust has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most, through termly attendance review meetings with each individual school
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole trust and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance, including with teachers from across the trust, as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The trust's legal requirements for keeping registers
 - The trust's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Sharing effective practice on attendance management and improvement across the trust and providing regular opportunities for staff from different schools to come together, learn from each other and share resources
- Holding the headteachers to account for the implementation of this policy
- Identifying and monitoring attendance patterns across the trust's schools to identify common issues and barriers, and share effective practice between schools
- The Link Attendance Trustee will report regularly to the Quality of Education Committee (QEC)

The CEO

The CEO is responsible for:

- Driving attendance improvement across the trust
- Working more intensively with schools who require support to improve attendance
- Acting as a central contact point for schools with attendance queries
- Liaising with the DfE's regional teams for advice about wider support programmes

The Headteachers

The headteacher in each school is responsible for:

- The implementation of this policy at the school

- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Referring Leave of Absence requests/ absences to Warwickshire Attendance Service (WAS)
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

The Local Governing Committees (LGC)

The LGC is responsible for:

- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Sharing effective practice on attendance management and improvement across schools
- Holding the headteacher to account for the implementation of this policy
- Link Governors and trustees will monitor attendance termly

The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring, analysing and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- The designated senior leader responsible for attendance can be contacted via the school offices.

Class teachers

- All class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office at the school set times.
- Informing the Headteacher/ Attendance Lead of any attendance concerns

School Office Staff

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Liaise with Warwickshire Attendance Service (WAS) in cases of Leave of Absence requests, preparing and submitting paperwork as necessary

d. Attendance and punctuality expectations of pupils and parents

Each school publishes its expectations of attendance and punctuality and what the school's attendance and punctuality expectations of pupils and parents/carers as below:

The school gates open at 8:45am and close at 8:55am. During this time, children are expected to enter the school site promptly and make their way directly to their classrooms, where staff are available to greet them and support their transition into the school day. Children arriving after 8:55am must enter the school via the front office. Pupils travelling on the school bus are met by a member of staff and escorted safely into school.

Morning registration opens at 9:00am and closes at 9:10am. Afternoon registration opens at 1:20pm and closes at 1:30pm. The school day ends at 3:25pm.

Tysoe CE Primary School offers wraparound childcare provision, The Hive. This operates from 7:45am to 8:45am Monday to Friday, and from 3:25pm to 5:30pm Monday to Thursday, and 3:30pm to 5:00pm on Fridays. Registers are taken as children arrive at The Hive, and all children are signed out by a member of staff at the end of their session.

Parents and carers are expected to inform the school of a child's absence by leaving a message on the school absence telephone line or by emailing the school office. Parents and carers should also use these methods to notify the school if a child is expected to arrive late. The Hive has its own dedicated telephone line and email address for communication

relating to wraparound care. Upon receipt of any absence or late arrival notifications, school office staff will inform the relevant teaching staff and any teaching assistants working on a one-to-one basis with the child.

e. Daily Routines

The DfE 'Working Together to Improve School Attendance' 2024 attendance guidance on day-to-day processes:

Alongside accurate recording of attendance and absence, effective schools have robust day to day processes to track and follow up absence and poor punctuality which are rigorously applied across the school. All schools are expected to develop processes that meet the needs of their pupils and contexts.

In this section of the policy our schools outline their first day absence procedures, ensuring they are clear on how they want parents/carers to notify them of an absence, making links to safeguarding where necessary:

A positive start to the day is vital for all children whether attending wraparound care or coming directly into school. A staff member is always available to meet and greet the children including when they arrive on the school bus.

Morning registers are taken at 9am and should the school not have had notification of any absences prior to this, office staff will begin making telephone calls home from 9:30am. We expect communication from parents on the first day and, unless there is a clearly defined timeframe for the absence (e.g. 48 hours following a bout of sickness), we expect an update from parents daily.

Should we not have a response when we attempt to contact parents we will wait until approximately 10:30am before preparing to complete a home visit. Home visits will be conducted by two members of staff and are supportive in nature; identifying barriers to attendance and avenues of support.

The school will engage external agencies as necessary and in line with the timeframes set out in this policy.

The school office staff will initially contact parents or carers if we have not had contact to explain an absence. This will happen for every instance of non-attendance with no communication as per the timeframes above. Should contact not be made, the Headteacher and DSL will decide on whether a home visit is necessary or if contact is needed with an external agency.

Where there is a pattern of non-attendance emerging, class teachers will offer initial meetings and support. This will be monitored regularly and patterns identified within no more than a half term. Should the non-attendance continue or escalate, or if parents or carers will not engage with the support offered, the Headteacher will request to meet with parents and carers to plan strategies and intervention to support.

The school use Insight to track attendance. All office staff and teaching staff have access to Insight to track attendance.

The school promote good attendance through regular communication with parents and carers, sharing updates to policies and procedures and nurturing strong relationships between home and school. Wherever necessary, the school will implement Early Help Pathways to support and in certain circumstances can use Pupil Premium funding to support attendance at wraparound care as a pathway to supporting prompt and regular attendance at school.

f. Persistent Absence & Severe Absence

- A pupil is defined by the Government as a '**persistent absentee**' when they miss 10% of their possible attendance (equivalent to 1 day or more a fortnight across a full school year) and as a '**severe absentee**' when they miss 50% of their possible attendance or more schooling throughout the school year for any reason; this can be authorised or unauthorised absence.
- Where absence escalates and pupils, schools and local authorities are expected to work together to put additional targeted support in place to remove any barriers to attendance and reengage these pupils. In doing so, we will sensitively consider some of the reasons for absence and recognize the importance of school as a place of safety and support for children who might be facing difficulties, rather than reaching immediately for punitive approaches.
- Particular focus will be given by all partners to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners. A concerted effort will therefore be needed across all relevant services to prioritise them. We aim to ensure all partners work together to make this group the top priority for support – this may include specific support with attendance or a whole family plan, but it may also include consideration for an education, health and care plan or an alternative form of educational provision where necessary to overcome the barriers to being in

school.

g. Escalation of procedures

The schools will consider the DfE guidance “Working together to improve school attendance” 2024, when reviewing their escalation of procedures.

Initially class teachers will approach parents or carers to discuss any identified absence patterns or attendance issues. This will be a minimum of once per half term or as soon as an issue has been identified. Class teachers will offer support to understand the barriers to attendance or lateness. Meetings should be documented and shared with the Headteacher.

Should absence or patterns of absence persist, parents and carers will be invited to attend a meeting with the Headteacher where a plan will be agreed and the cycle of assess, plan, do, review will be implemented. Timescales and targets will be agreed with the parents/carers and the Headteacher. These meetings will use a ‘policy on a page’ approach, including the number of sessions missed, percentages and a RAG system to ensure all involved have accurate and accessible information.

Should absence continue to be an issue after this cycle, other avenues such as input from the Family Liaison Officer, Early Help Pathways or the DSL will be considered. External agencies will be contacted as soon as necessary should attendance not improve.

If attendance improves after intervention, a period of monitoring will take place to ensure a permanent improvement.

Teaching staff, office staff, Trust staff, the Local Governing Committee and the Headteacher have oversight of attendance data and track this for appropriate cohorts of children. The Local Governing Committee also has oversight of attendance data and the strategies used to support families to improve attendance.

The Headteacher is the Attendance Officer and works with the Family Liaison Officer to coordinate any support, intervention and celebrations at each stage.

h. Formalising Support

The Warwickshire Attendance Service: Formalising support & Legal Interventions

- Our trust schools liaise closely with the Local Authority’s Warwickshire Attendance Service and will follow their standard approaches in managing attendance issues.
- Where all voluntary support options have not been successful, or have not engaged with, the law protects pupils’ right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents.
- Warwickshire Attendance Service can use the following legal interventions/formalised support; Attendance Contracts, Notice to Improve, issue of Penalty Notices, Education Supervision Orders, Attendance Prosecution, consideration of application of Parenting Orders.
- Warwickshire Attendance Service will decide which intervention will be most appropriate, however only after considering the individual circumstances of a family.
- The above voluntary support options are not appropriate for an unauthorised Leave of Absence in term time.
- Prosecutions for non-school attendance must be conducted in line with the [Warwickshire County Council Non-school attendance and Penalty Notice code of conduct](#) and the Code for Crown Prosecutors and must pass the evidential and public interest tests.

i. Leave of absence

The DfE ‘Working Together to Improve School Attendance’ 2024 attendance guidance states:

“Generally, the DfE does not consider the need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance “

All schools in the trust are deemed ‘Referring schools’ i.e. Leave of Absences are referred to Warwickshire Attendance Service (WAS)

Leave of Absence requests MUST be made on the proforma attached Appendix 2

LEAVE OF ABSENCE DURING TERM TIME UPDATED INFORMATION FOR PARENTS

This document is to be utilised within the SCHOOL'S Attendance Policy; it is advised that this is not changed.

Leave of Absence

· The law states a leave of absence may only be granted by a school if an application is made in advance and if it considers there are exceptional circumstances relating to the application.

Expectations

· A leave of absence is granted entirely at the school's discretion. Permission for a Leave of Absence from a school may only be given by a person who the school's proprietor has authorised to do so (an authorised person).

· Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.

· Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.

· Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school.

· When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify the parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.

· It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is their responsibility to ascertain if the leave is authorised prior to the start of the leave.

· The school can only consider applications for Leave of Absence which are made by the resident parent. i.e. the parent with whom the child normally resides.

· Where applications for Leave of Absences are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an "unauthorised" absence. Where a leave of absence is requested but additional days take either prior to or after the request, they may be considered as part of the leave of absence.

· Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as 'unauthorised'.

· All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service of Warwickshire County Council. Penalty notices

are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.

· Where a Penalty Notice is not paid within the timeframe set out in that Notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

The law relating to Penalty Notices changed with effect from 19 August 2024. Therefore, Penalty Notices issued for Leave of Absence taken from September 2024 will be issued in accordance with the updated legislation.

Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices – 4 in total).

- First Leave of Absence Offence: The amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.
- Second Leave of Absence Offence within a 3-year period (from the date of issue of the first penalty notice): The amount of £160 paid within 28 days. No reduced amount.
- Third Leave of Absence offence within a 3-year period (from the date of issue of the first penalty notice). A Penalty Notice will not be issued and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

j. **Non-compulsory age pupils**

Although there is no legal requirement for a pupil to attend nursery, it is widely acknowledged establishing routines including good attendance in early years reaps benefits when children become of compulsory age.

We have an Early Years Attendance Policy available on the trust and schools' websites.

The DfE have now advised in the Working together to improve school attendance that:

On each occasion the register is taken the appropriate national attendance and absence code must be entered for every pupil (of both compulsory and non-compulsory school age) whose name is listed in the admission register at the time (except for a pupil who is a boarder).

The codes enable schools to record and monitor attendance and absence in a consistent way and are used to collect statistics. The data helps schools, local authorities, and the government gain a greater understanding of the delivery of education and the level of, and reason for, absence.

k. **Legal responsibilities**

Legal Framework

The Education Act 1996 requires parents/carers or guardians to ensure their children receive efficient full-time education suitable to their age, ability and aptitude; to any special educational needs he may have, either by regular attendance at school or otherwise. A child is of compulsory school age at the beginning of the term following their 5th birthday.

Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents secure education for children of compulsory school age and where necessary, use legal enforcement.

Parents/carers and guardians have a legal responsibility to ensure their children receive efficient, full- time education by regular attendance at school or otherwise under section 7 of the Education Act 1996.

Section 576 Education Act 1996 defines 'parent' as:

- Any natural parent, whether married or not;
- Any parent who, although not a natural parent, has parental responsibility as defined in the Children Act (1989) for a child or young person;
- Any person who, although not a natural parent, has care of a child or young person.

If a child of compulsory school age fails to regularly attend the school which he/she is registered at, then the parent/guardian is guilty of an offence under section 444 of the Education Act 1996.

Schools must take the attendance register at the beginning of each morning session and once during each afternoon session. On each occasion they must record whether every pupil is:

- present;
- absent;
- attending an approved educational activity; or
- unable to attend due to exceptional circumstances.

The school will record absences in line with the DfE Attendance coding guidance.

l. **Types of Absence**

Only the Head Teacher or designated member of staff have the authority to **authorise** or **unauthorise**

absences.

There are two types of absence:

Authorised absences are morning or afternoon sessions away from school for an acceptable reason, such as illness, medical or dental appointments which unavoidably fall in school time, emergencies, or other unavoidable causes.

Where possible we ask that medical appointments be made outside of school time, during school holidays or at a time to minimise absence from school. However, we understand some medical appointments cannot be changed, please liaise with **the school office** if this is the case.

Unauthorised absences are when a pupil is absent without prior authorisation from the school and/or when no justifiable reason for absence is provided by the parent/carer or guardian (including when parents have failed to provide a reason despite attempts to establish a reason by the school).

This type of absence could lead to the school referring to the Local Authority and/or increasing the level of support offered to improve attendance.

m. Disseminating and implementing policy

Our schools will ensure:

- All documentation and other policies are consistent in their message.
- Clear Communication – sharing updates via newsletters, school website etc.
- Staff training & support, identify needs and action.
- Monitoring – the content of the policy meets requirements, what would be better if, what difference has it made.
- Sharing data and findings

n. Child Missing Education

In response to the guidance in Keeping Children Safe in Education (2024) leaders have ensured that:

- Staff understand what to do when children do not attend regularly.
- Appropriate policies, procedures and responses for students who go missing from education (especially on repeat occasions) are in place.
- Staff know that travelling to conflict zones could be an indicator of FGM and forced marriage.
- Procedures are in place to ensure that the local authority is always informed if pupils':
 - leave the school to be home educated
 - move away from the school location
 - remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards); or are permanently excluded
- Schools will ensure that students who are expected to attend the school but fail to take up the place will be referred to the local authority.
 - When a student leaves, schools will record the name of the student's new school and their expected start date.

o. Deletions from the register

The school will only delete a pupil from their register in accordance with The School Attendance (Pupil registration) (England) Regulations 2024 the local Authority will be notified of this removal.

Our schools will inform Children's Services when a child with safeguarding concerns is due to be removed from the school register.

p. Data & Monitoring

In this section each of our schools outline their strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most and explain how to school plans to reduce persistent and severe absence.

At Tysoe Church of England Primary School, attendance data is used to promote good attendance, identify concerns early, and provide timely support to pupils and families.

Attendance is recorded twice daily and monitored daily by school office staff and class teachers. Attendance data is reviewed weekly by the Headteacher and Family Liaison Officer to identify emerging patterns and pupils at risk of persistent absence. More detailed analysis takes place half-termly and termly to identify pupils who are persistently absent (below 90%) or severely absent (below 50%), and annually to inform school self-evaluation. Attendance information is shared with staff and reported to the Local Governing Committee as part of safeguarding and standards monitoring.

Attendance expectations and information are shared regularly with parents and carers through meetings, parents' evenings, and letters to parents and carers. Where attendance is a concern, parents and carers are contacted directly to discuss patterns and agree next steps.

The school uses attendance data to target support at the earliest opportunity. A graduated approach is taken, beginning with informal discussions with parents and carers, followed by monitoring and support plans where needed. Pupils identified as persistently or severely absent are prioritised for intervention, with actions tailored to individual circumstances. The impact of attendance support is reviewed regularly through meetings with families, ongoing monitoring of attendance data, and review of agreed actions. Plans are adjusted where necessary to ensure continued improvement.

Where attendance does not improve, or where there are wider welfare or safeguarding concerns, the school may refer families to Warwickshire County Council support services, including Early Help and the Local Authority Attendance Service. Support is formalised where appropriate through written agreements or meetings with senior leaders, in line with Warwickshire guidance.

The trust schools will regularly inform parents/carers about their child's attendance and absence levels.

This policy will be reviewed in line with DfE updates.

Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
I	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
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		

C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are:

		• In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2

APPLICATION FOR LEAVE OF ABSENCE FOR A SCHOOL PUPIL IN TERM TIME IN EXCEPTIONAL CIRCUMSTANCES ONLY

Important Information for Parents/Carers

Generally, the DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance.

- **Exceptional circumstances:** All schools can grant a leave of absence for other exceptional circumstances at their discretion:
 - It must be requested in advance by a parent who the pupil normally lives with.
 - Schools are then expected to consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request.
 - If a leave of absence is granted, it is for the school to determine the length of the time the pupil can be away from school.
- When making an application for Leave of Absence the resident parent is advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify of their decision.
- Requests for leave of absence should be made before any arrangements confirmed or money committed.
- It is advised if you have not received notification from the school regarding the leave of absence request, it is your responsibility to ascertain if the leave is authorised prior to the start of leave.
- Failure to make a request for a leave of absence in advance will result in the absence being recorded as unauthorised.
- Any additional days taken either side of a leave of absence period, which has not been applied for, may be considered as part of the leave of absence period and be unauthorised.
- Unauthorised Leave of Absences will be referred to the Warwickshire Attendance Service upon the child's return to school for consideration of a Penalty Notice.

Please see over for important information relating to the changes in relation to Penalty Notices

I wish to apply for Leave of Absence from school to be granted to:

Name of Child: _____ Form Group: _____

First Date of Proposed Absence: _____ Last date of Proposed Absence: _____

Expected date of return to school: _____

Reason for Proposed Absence – please provide reasons to support the application including evidence (see *overleaf before completing*):

.....
.....
.....

Total Days Requested on this occasion.

(For siblings) I have also applied to _____ School/Academy for leave of absence for
(Insert child/children's name)

Signature of resident Parent/Carer: _____

Print Name: _____ Date: _____

For school use only: NAME OF CHILD: _____ **Date received by school:** _____

1st date of absence requested by parents: Last date of absence requested by parents:
.....

Expected date of return to school (as advised by parents):

Absence: Authorised / Unauthorised / Split (please delete as appropriate)

The reasons for this decision are:

- LOA record sheet to be completed by school and submitted where verbal requests made/ for other relevant information

Head teacher/Attendance Lead:

Date:

- Copy of this completed section should be sent back to parent with letter

- Parents have a legal duty to ensure that their children of compulsory school age receive a suitable full-time education through regular attendance at a school or otherwise (ie home education) (Section 7 Education Act 1996). If a child who is of compulsory school age, who is registered at school and fails to attend regularly, it is the parent that will be guilty of an offence (Section 444 (1) Education Act 1996).
 - Section 576 Education Act 1996 defines 'parent' as:
 - Any natural parent, whether married or not;
 - Any parent who, although not a natural parent, has parental responsibility as defined in the Children Act (1989) for a child or young person;
 - Any person who, although not a natural parent, has care of a child or young person.
 - The National threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. If the local authority believes a penalty notice would be appropriate, they retain the discretion to issue one before the national threshold is met. This might apply for example, where parents are deliberately avoiding the national threshold by taking several term time holidays below threshold, or for repeated absence for birthdays or other family events. Please refer to Warwickshire County Council's Code of Conduct for non-school attendance and penalty notices for further information.
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Leave of Absence taken after 1 September 2024:

The law relating to Penalty Notices has been amended and Penalty Notices issued for Leave of Absences taken after 1 September 2024 will be issued in accordance with the updated legislation.

- **First Leave of Absence offence:** The Penalty Notice amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.
 - **Second Leave of Absence offence within a 3-year period (from the date of issue of the first penalty notice):** The amount of £160 paid within 28 days. No reduced amount.
 - **Third Leave of Absence offence within a 3-year period (from the date of issue of the first penalty notice).** *A penalty notice will not be issued, and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.*
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- Any Penalty Notices issued and/or prosecution will apply to each parent for each child who fails to attend school (e.g. 2 absent children is 2 offences under section 444 Education Act 1996).
 - A Penalty Notice is an alternative to prosecution, however if the Penalty Notice expires and is not paid Warwickshire County Council will consider instigating a criminal prosecution under the Education Act 1996.
 - Payment plans will not be offered and/or payments received outside of the 28-day period will not be accepted.
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- Where criminal proceedings are issued and a parent is found guilty, the court could issue a sentence of a fine of up to £1,000 for a Section 444(1) conviction; or £2,500, a community sentence period or a custodial period of up to 3 months for a Section 444(1A) conviction.