



**EMMAUS**  
CATHOLIC ACADEMY TRUST

DIOCESE OF  **SALFORD**

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# Attendance Policy

September 2024

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Humility • Faithfulness • Service



<b>POLICY DOCUMENT</b>	Attendance Policy
<b>Legislation/Category: Academy Schools</b>	<b>LEGALLY REQUIRED</b>
<b>Lead Member of Staff:</b>	Senior Leader i/c of Behaviour and Personal Development
<b>Approved by:</b>	Trust Board
<b>Date of approval:</b>	
<b>Date of Renewal:</b>	September 2025

### EMMAUS CATHOLIC ACADEMY TRUST

The Diocese of Salford provides Catholic Academy Trusts, schools, and colleges for the following reasons:

1. To assist in the mission of making Christ known to all people;
2. To assist parents and carers, who are the prime educators of their children, in the education and religious formation of their children;
3. To be of service to the local Church – the Diocese – the Parish and the Christian home;
4. To be of service to society.

**Emmaus Catholic Academy Trust Vision:**

**To provide great Catholic education across Greater Manchester.**

**Journey with Emmaus CAT...**



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## 1. Policy Statement

Our core purpose is to create a healthy Catholic organisation serving the pupils in our Catholic schools, communities, families, and parishes across Greater Manchester. We are aligned in our mission to work collegially to ensure that we have great schools, strong in faith, serving society. Schools where every pupil has an equal opportunity to thrive and receive the very best Catholic education and formation. Our guiding principles and this SEND Policy exist to ensure that each Emmaus CAT school has a clear and compelling vision for all of its pupils, focused on creating an inclusive environment, tailored to the needs and abilities of each and every pupil. At Emmaus CAT we will succeed with our philosophy of aligned autonomy, the belief that talent is key and the sharing of curriculum knowledge and academic rigor.

## 2. Aim of Emmaus CAT Policies

The aim of this, and all Emmaus CAT policies is to support the seven major themes of Catholic Social Teaching, which include;

- The dignity of work and the rights of the worker;
- Solidarity with all people;
- A preferential option for the poor;
- Stewardship and care for creation;
- The call to community and participation;
- The sacredness of life and the dignity of the human person;
- Human rights and the responsibility to protect them;

as well as ensuring that national legislation and guidance are implemented across all our schools. Our policies should not be viewed in isolation, but along with our guiding principles, as integral to all aspects of school improvement. With our policies we aim to create an effective partnership with parents and carers, the prime educators of their children, to ensure that all children reach their potential whilst setting high expectations and aspirations, in a positive and supportive environment. All Emmaus CAT policies will clearly define and communicate the core principles which underpin our Catholic culture, mission and vision.

The following key principles underpin the Emmaus CAT Attendance Policy and our approach to attendance practice:

1. Whole school culture and approach
2. Defining roles and responsibilities
3. Systems and processes
4. Targeted support
5. Data analysis and Reviews

## 3. School Procedures

### Attendance register

By law, all schools are required to keep an attendance register, and all students must be placed on this register. Each school will have the register session times for morning/afternoon detailed in school their own policies. The afternoon (PM) register has to be taken during the lesson after the longest break of the day, this is usually lunch time. If lunch is over a split period, it must be taken in the lesson after the completion of the split lesson to truly reflect the afternoon session.



Each register will mark whether every student 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 A for the DfE attendance codes.

Every entry in the attendance register will be preserved for 6 years after the date on which the entry was made.

### School procedures

The Education (Information About Individual Pupils) (England) (Amendment) Regulations 2024 sets out the information that schools must provide the Department of Education (DfE) on request, effective from 18 August 2024. The department publishes fortnightly attendance data which can be viewed via the DfE website. [Pupil attendance in schools, Week 18 2024 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/government/statistics/pupil-attendance-in-schools-week-18-2024): Emmaus CAT aims for all schools to be at least the national average for school attendance as a minimum target.

### Attendance register

In line with the Department for Education guidance, the school will take the attendance register at the school start time stated by the school. The morning register will close 30 minutes after this time, meaning any subsequent student arrival will be coded as an unauthorised absence unless there is sufficient reason for this to be authorised.

### Unplanned absence

Parents and carers 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 a time set out by each school or as soon as practically possible. Local school attendance policies will make reporting systems and procedures clear to parents. These will be available on school websites, for instance if there is a designated telephone number or a set time to call.

Absence due to illness will usually be authorised unless the school has a genuine concern about the authenticity of the illness. The school may ask parents/carers to provide medical evidence, such as a doctor's note or appointment card. Schools 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.

If a student is absent from the school, it is vital that parents/carers contact the school at the earliest opportunity to provide a reason for absence, and no later than the time stated in the localised policy. Primarily, pupil absence should be communicated in line with *the schools absence reporting protocol*. In the event that absence cannot be communicated in line with the schools absence reporting protocol, the school must provide alternative ways of reporting absence for parents (e.g *email address* or alternative contact *telephone number*).

Absence can only be authorised where there is good cause. If no adequate reason for absence is provided, attendance will be recorded as unauthorised. Please see Emmaus Attendance Codes – Further Guidance document. The decision and authority to authorise an absence lies with the school in accordance with The



Education (Pupil Registration) Regulations 1996. After five days of authorised absence across the academic year, or three days of consecutive authorised absence, the school will unauthorise all subsequent absence. The process by which the school determines authorisation of absence can be found in Appendix A.

### **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.

We encourage parents and carers 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. We also encourage parents and carers to ensure that pupils are in the school to be marked as attending before they leave for a medical or dental appointment.

Pupils are expected to catch up with any work missed through absence. Teachers will help pupils achieve this. Each school will have its own processes and systems detailing how parents and carers can notify the school in advance of a medical or dental appointment. These will be available on the school website.

Applications for other types of absence in term time must also be made in advance, directly to the headteacher.

### **Lateness and punctuality**

A student who arrives late but before the register has closed will be marked as late, using the appropriate code.

A student who arrives after the register has closed will be marked as absent, using the appropriate code.

Schools will have systems in place for improving student punctuality. Please see individual school Attendance Guidance.

### **Following up absence**

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

### **Vulnerable Pupils**

Public Health England define vulnerable pupils as 'any children at greater risk of experiencing physical or emotional harm and/or experiencing poor outcomes because of one or more factors in their lives' (*PHE – No child left behind – Understanding and quantifying vulnerability 2020*).

For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study – Working Together to Improve School Attendance, Department of Education – May 2022).

In addition to the benefits for all pupils, good attendance at school also provides an additional safeguard for vulnerable pupils. Absence for pupils with a social worker, however, has been historically higher, with a quarter of children who have ever needed a social worker persistently absent compared to less than 10% of those who had never been in need. (*PHE – No child left behind 2020*). Therefore, our schools have clear processes to inform the families or social worker of those pupils who are vulnerable or at risk, immediately, if a student is absent or whose attendance is causing concern. A plan will be in place if there are regular barriers to attending. Individual schools must have a plan for informing families or social workers of pupils who are vulnerable or at risk.



If a pupil has an Education, Health & Care plan, the school will communicate with the Local Authority Education, Health and Care Plan (EHCP) Team at an early stage once they become aware of barriers to attendance that relate to the child's needs and arrange a clear plan of action to support the child's attendance.

### **Pupils Unexpectedly absent**

If a pupil is unexpectedly absent, all efforts must be made to assure their whereabouts and welfare as quickly as possible. Often this will be achieved via a phone call home but sometimes this may require a home visit. Where a pupil is vulnerable, we should always make a first day home visit and follow the safeguarding policy that confirms the child's whereabouts. The headteacher must not accept anything short of a definitive confirmation of the pupil's whereabouts. The DfE guidance, 'Keeping Children Safe in Education' (September 2023) states that where reasonably possible, schools should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

As a minimum, if a child has not been seen by an adult in the school for three consecutive days with no explanation (1 day if vulnerable) a home visit should be arranged by school staff. If school staff are unable to ascertain safety and welfare, then a police safety and welfare check should be requested by school.

### **Reporting to parents and carers**

Schools will report student attendance to parents and carers at least once each academic year. This is typically included with the pupils' annual report. Good practice in reporting attendance suggests that the more frequently this is done through various lines of communication, there is an increased likelihood of overall attendance improvement for pupils.

## **4. Authorised and Unauthorised Absence**

### **Granting approval for term-time absence**

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

Each school will have their own list of exceptional circumstances due to the needs of the community. However, exceptional circumstances are likely to include the following:

- Acute family trauma.
- Terminal illness or death of a family member.
- If a family member serves in the Armed Forces - Service personnel returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays.
- Following advice from a certified health professional, working directly to provide care for the child.
- Out of school programmes such as music, arts or sport operating at a high standard of achievement.

The headteacher will consider each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

**A leave of absence for certain circumstances is granted entirely at the headteacher's discretion (see coding guidance for further information)**



## Part-time timetables

Part-time timetables may be used in very rare circumstances when students need time to reintegrate back into the mainstream, full time education provisions but must be used with caution and with appropriate authority.

Misuse of part-time timetables can constitute an unlawful exclusion as prohibiting a student from being in school for lessons/sessions because of their behaviour or special educational needs. Part-time timetables should not be used to manage behaviour and should always be a short term measure (i.e. no more than 2-4 weeks) with a clear plan for reintegration to a full timetable.

Such an arrangement must be agreed between the parent/carer, school and student and this must be recorded and shared with the Director of Education and the Emmaus CAT Senior Leader for Behaviour & Personal Development (secondary). The school remains responsible for the child whilst they are on the roll – the written agreement must specify who is responsible for keeping the student safe during the time they would normally attend the school. Similarly, the school must ensure there is appropriate work provided. All part-time timetables must work to increase the time in school as the pupil works towards attending full-time.

At the end of the agreed period, the school will hold a reintegration meeting and evaluate the impact of the timetable. For pupils at risk of exclusion, this is rarely a successful strategy – limiting their access can further then hinder their engagement with school.

Please refer to the Emmaus Attendance Code Guidance for further information regarding accurate coding for part-time timetables.

## Legal sanctions

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

**The decision on whether or not to issue a penalty notice ultimately rests with the headteacher, 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.

## **Prosecution**

Prosecution could lead to fines up to £2500 and /or 3 months imprisonment. [DfE's statutory guidance on School attendance parental responsibility measures for more information.](#)

## **Issuing Penalty Notices**

In February 2024, the Department for Education published *Working together to improve School Attendance*. Within this document, in chapter 6, it lays out the changes to issuing penalty notices.

### **New two penalty notice limit in a three-year period**

The three-year rolling period starts for parents when the first penalty notice is issued to them after the 19th August 2024. The first Penalty Notices for leave in term time will increase to £160 per parent per child but can be reduced to £80 per parent per child if paid within 21 days. If a second penalty notice is issued within three years of the first penalty notice, then this will be at a fixed rate of £160 per parent per child, with no reduction for early payment. A third penalty notice cannot be issued within the three-year period; therefore, the county





council will deal with any further unauthorised leave through prosecution in the Magistrates Court. If the parent is found guilty, the potential fine is up to £1000.

### **National threshold for issuing penalty notices.**

The national threshold for issuing penalty notices has been set at 10 sessions (5 school days) of unauthorised absence in a rolling period of 10 school weeks. However, if in an individual case the local authority believes a penalty notice would be appropriate, they retain the discretion to issue one before the threshold is met. 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. When a school becomes aware that the threshold has been met, they are expected in every case to consider whether to request the county council issue a penalty notice.

## **5. Pupil leaving the School and removal from roll**

We are keen to ensure that we track the destinations of pupils who leave each school. School leaders must ensure that detailed records are kept for pupils who stop attending the school and are removed from the roll/admissions register.

Details must include (but not exclusive to):

- The pupils reason for leaving.
- Their destination and the destination's educational provision (e.g. name of school, named contact, home- schooling arrangements).
- Group (disadvantaged, SEND, EAL, gender).
- Ethnicity.

Where a student moves abroad, leaders must take all reasonable steps to assure themselves that the student is moving to another school. This is to ensure that all pupils are safe and in full-time education as necessary.

The headteacher/senior leader must meet with the pupil and their family, if removal from roll is likely to take place. This is in order to ensure that an effective level of support has been offered to the student and family as well as ensuring that the destination of the student is known.

Leaders must ensure that pupils are only removed from the school's roll/admissions register if one or more of the criteria (defined by The Education (Pupil Registration) (England) Regulations 2006; paragraph 8) are met and as described in the Department for Education's guidance: [DfE guidance - Working together to improve school attendance](#).

Leaders should inform their headteacher and follow their local authority's procedures for removal from roll of a pupil, which will always involve officially notifying the Local Authority of the reasoning and intention to do so. A school cannot retrospectively delete a pupil's name from the admission register or attendance register. The admission register and attendance register must be an accurate record of who is a registered pupil and their attendance at any given time. A pupil's attendance must be recorded up until the date that the pupil's name is deleted from the admission register [DfE guidance - Working together to improve school attendance](#)

On receipt of written notification to home educate, schools must inform: the headteacher; Chair of Local Governing Body; the Emmaus CAT Director of Education and the school's relevant Local Authority.

Parents and carers have a duty to ensure their child of compulsory school age receives suitable full-time



education, but this does not have to be at a school.

See Appendix B for the Removal from Roll form to be used to record and monitor.

When Elective Home Educating, Parents/Carers are expected to comply with the most up to date DfE Guidance [Elective home education: departmental guidance for local authorities publishing.service.gov.uk](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/elective-home-education-departmental-guidance-for-local-authorities.pdf)

## 6. Responsibilities

### **The Emmaus CAT will:**

- Devise and review the Attendance Policy.
- Set and review the level targets for Attendance and Punctuality as part of the school target setting process.
- Devise and review whole trust attendance strategies.
- Hold the headteacher to account for the implementation of this policy.
- Monitor attendance figures alongside the schools on a regular basis but no less than each half term. This will be weekly if attendance falls below the national average.
- Provide training for local governors in the implementation of the policy.
- Ensure that a lead governor for attendance is appointed.

### **The Local Governing Body will:**

- Ensure that strategies are in place to promote and implement the Attendance Policy throughout the school and are known by parents and all school staff.
- Review the effectiveness of the implementation of the policy in light of the school's termly and annual reports.
- Monitor attendance figures for the whole school on a regular basis but no less than each half term. This will be weekly if attendance falls below the national average.

### **The Headteacher will:**

- Ensure the school ethos promotes and celebrates good attendance and punctuality.
- Ensure strategies are in place to promote and implement the Attendance Policy throughout the school.
- Monitor the school offer to ensure delivery of a curriculum which is engaging and personalised to the needs of the pupils.
- Monitor data on attendance and punctuality from the Senior Leader responsible for attendance.
- Determine, in collaboration with the Senior Leader responsible for attendance, whether to authorise any proposed absences requested on the school's official request form, or absences which have taken place for which no request was made/approved.
- Provide the Emmaus Central Team and the Local Governing Body with half-termly updated data on attendance and punctuality, including data about pupils who are persistent absentees and review practice in relation to attendance and punctuality
- Provide an Annual Report on attendance and punctuality.
- Headteachers must ensure that all attendance codes being used in registers are legal and follow Emmaus CAT Trust policies and relevant DfE guidance documents.
- Headteachers and senior leaders in schools will need to ensure that attendance remains a priority and that the varying needs of the children in each community are met through clear support programmes.

### **The Senior Leader responsible for attendance will:**

- Lead initiatives to promote the profile of attendance throughout the school.
- With the support of the Pastoral Team, interrogate and analyse data on attendance and punctuality on a weekly, half-termly, termly and annual basis and prepare reports, as required, for the Pastoral Team, Senior Leadership Team.



- Oversee the arrangements for 'Pastoral Review Meetings' and quality assure the action plans devised.
- Comply with the Department for Education Statutory Guidance on Children Missing Education by informing the Local Authority of the details of children who are regularly absent, or missing from school following a leave of absence and prior to removing a child from the roll of the school.
- Comply with the requirement set out in the Local Authority's Code of Conduct when requesting issuance of penalty notices.
- Ensure that pupils are given the support that they need including support networks to attend the school.

**The Attendance Officer (or Pastoral staff/Head of Year /Phase Lead/ Progress Leader) will:**

- Monitor attendance on a daily, weekly, half-termly, termly, and annual basis, contacting parents of pupils who have been identified as at-risk, to challenge absences and encourage early return to school.
- Ensure data on attendance and punctuality is displayed in prominent places visible to pupils.
- Where appropriate, visit the home and/or make a referral to the Local Authority's Education Welfare Service.
- Issue appropriate sanctions to pupils for whom attendance and punctuality are a cause for concern.
- Manage the arrangements for pupils who need to attend appointments during school time.
- Work with the Senior Leader responsible for attendance to maintain an up-to-date Attendance Risk Register and Punctuality Risk Register of high-risk pupils in designated year groups.
- Lead 'Pastoral Review Meetings' and develop an action plan involving the child, parent and, where appropriate, other agencies for pupils whose attendance and/or punctuality falls below the expected level.
- Co-ordinate the support plan for pupils returning to school after a prolonged absence.
- Co-ordinate the collation of all the documentary evidence required by the Local Authority for issuing a penalty notice or prosecution by the Local Authority for unauthorised absence.

**Registration Tutor/Mentors/Form Tutors/Class Teachers responsible for registering morning and afternoon sessions will:**

- Provide regular advice, encouragement, challenge and support to the class as a whole and individually to pupils about the importance of regular attendance and punctuality using the data provided by the Administrative Team.
- Ensure that the attendance register is taken at the start of the first 10 minutes of the session of the school day and during every lesson.
- Ensure pupils' absence notes or verbal messages related to attendance and punctuality are provided to the Administration Team/Pastoral Team.

**Administrative Staff will:**

- Monitor/update registration and lesson registers on lesson-by-lesson approach and escalate to Senior Leaders where appropriate.
- Be the first point of contact for parents and relevant school staff regarding pupil absence and appointments.
- Collate and issue all attendance and punctuality data on a daily, weekly, half-termly, termly and annual basis to the Attendance Officer/Head of Year and Senior Leader responsible for attendance.
- Maintain a record of all applications for leave of absence during term time and requests for issuing a penalty notice.
- Maintaining CME/EHE and removal from roll administration.

**Parents will:**

- Be aware that it is an offence for their child to be absent from school without a valid reason.
- Be aware that only the school can determine if an absence from school is 'authorised'.
- Ensure their child arrives at the school on time (before the attendance register is closed for the session), dressed in full uniform and ready and equipped to learn.
- Inform the school if their child is unable to attend, including the reason for absence and the expected date of return.



- Ensure that all appointments, where possible, are arranged after school.
- Ensure that all requests for leave during term time are made by completing the 'Leave of Absence During Term Time Request Form', where possible at least 1 month in advance.
- Be aware that for unauthorised absences, the school reserves the right to apply to the Local Authority to issue a penalty notice (fine) or remove a child from the roll of the school.
- Ensure their child attends all intervention programmes agreed by the school.
- Attends meetings about their child when necessary.
- Ensure their child is punctual to school each day
- Engages in external agency support where required to do so (for example EWO support/early intervention)

#### **Pupils will:**

- Aim to achieve 100% attendance and punctuality by arriving to school on time every day.
- Come to school well prepared and with the right attitude; to enjoy and achieve.
- Be proud of achieving excellent attendance and punctuality.
- Be punctual to all lessons.
- Ensure they are registered for all timetabled lessons and inform the relevant member of staff if they are not able to be registered.
- Ensure all notes/appointment cards are passed to the relevant member of staff.
- Speak to the appropriate member of staff if there are any problems that may affect attendance, punctuality and/or learning.
- Engage in support from the school to improve their attendance.

#### **Monitoring of this policy**

This policy will be reviewed regularly by the Emmaus CAT Director of Secondary Education.

#### **Training requirements**

This policy is linked to our Child Protection and Safeguarding policy. Continued Professional development (CPD) sessions are held to support leaders to enact this in each school.

## **7. Legislation and guidance**

This policy meets the requirements of the school attendance guidance 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 [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Working_together_to_improve_school_attendance.pdf).

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

This policy complies with the Emmaus CAT's funding agreement and articles of association.



## Appendix A – Attendance Codes

### Emmaus CAT Attendance Code Support

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
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
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. Student is of compulsory school age.
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
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 <b>a day</b> 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
<b>Absent – unable to attend school because of unavoidable cause</b>		
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.



<b>Y1</b>	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.
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency.
<b>Y3</b>	Part of school premises closed	Part of the school premises is unavoidably out of use and pupils cannot be accommodated in parts of the premises that remain in use.
<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather).
<b>Y5</b>	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> <li>· In police detention</li> <li>· Remanded to youth detention, awaiting trial or sentencing, or</li> <li>· Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	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 1 of the codes for authorised absence
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays



## Appendix B – Removal of Pupil from Roll

The unlawful off rolling of a pupil from a school is a safeguarding issue. Please ensure you have confirmation of the new education provision to which the pupil is transferring before removing a pupil from your roll. It is important that the whereabouts of the pupil are known before removal takes place.

### **The headteacher must authorise any removal from roll.**

If the pupil is missing, please complete a Local Authority Child Missing from Education form.

From September 2017, all roll removals, with the exception of normal transition points, unless this is requested, must be reported to the LA.

Detailed DFE guidance

<https://www.gov.uk/government/publications/children-missing-education>

The main circumstances where a pupil can be removed from a school/school roll:

- Where the pupil is registered at the school in accordance with the requirements of a school attendance order and another school is substituted by the LA.
- Where a pupil is registered at more than one school and is now registered at an alternative school.
- When the pupil has been withdrawn from the school by parents/carers and will be educated otherwise.
- When the pupil transfers to an alternative place of education and the name and address of the new provision has been established.
- When the pupil no longer resides at a place which is at a reasonable distance from the school.
- When the pupil has failed to return from previously authorised leave within 10 days of the agreed return date.
- When the pupil has been certified medically unfit to attend school and will remain so.
- When the pupil has been absent for 20 continuous days or more without explanation.
- When the pupil is in custody for a period exceeding four months.
- When the pupil has died.
- When the pupil ceases to be of statutory school age before the school next meets.
- When the pupil has been permanently excluded.
- When a nursery pupil is not transferring to reception or a higher class.

See form on next page



**Appendix B – Request to Remove a Pupil from Roll (to be completed by school)**

<b>NAME:</b>	<b>YEAR GROUP:</b>
	<b>GENDER</b>
	<b>SEND</b>
	<b>DISADVANTAGED</b>
<b>DATE OF BIRTH:</b>	
<b>ADDRESS:</b>	

This pupil has been removed from the roll because:

<b>The pupil has moved to another school/another area/provision.</b> New school details:	
<b>Other reason for roll removal:</b> Date home visit completed: (If there are safeguarding concerns, date matter referred to the DSL)	
<b>The pupil has been permanently excluded.</b> Date of the PEX hearing: Date of the end of the appeal period (15 days from the PEX hearing):	
<b>The pupil's whereabouts are unknown.</b> Date home visit completed: Date CME completed: Date pupil details uploaded to S2S:	
<b>(If there are safeguarding concerns, date matter referred to the DSL)</b>	

Member of staff requesting removal from the roll: \_\_\_\_\_

Confirmation there are no safeguarding concerns: YES / NO

Permission granted to remove the pupil from the roll: YES / NO

Signature: (Headteacher only) \_\_\_\_\_ Date: \_\_\_\_\_ Date notified LA





## **RESOURCES:** Appendix C – Resources for Principle 1 : Whole School Culture and Approach

# **A TIERED APPROACH TO PROMOTING STRONG ATTENDANCE**

## **TARGETED SUPPORT**

Interventions that provide intensive support to pupils missing the most school, often not just involving schools but other agencies (such as health, social services) and typically requiring case management customised to individual pupils' challenges.

Individualised support plans and goals and targeted, intensive interventions

Individualised learning and success plan leading to graduation

Legal intervention (last resort)

## **SYSTEMS & PROCESSES**

Consistent application of school systems and processes:

Listening and Understanding  
Common community and school barriers

Family meeting/visit

Over communication of attendance expectations through variety of channels

Day 1-3 processes followed.

Rigorous data collection and analysis  
Intervention for specific identified groups

## **WHOLE SCHOOL CULTURE**

(All pupils, all families)

Strategies that are aimed at encouraging better attendance for all pupils and preventing absenteeism before it affects achievement e.g:

Clear, concise and consistent communication, about schedules and expectations

Routines, rituals and celebrations related to attendance and engagement

Personalised positive communication to families when pupils are absent

Recognition of good and improved



## RESOURCES:

### ATTENDANCE POSTER



# EMMAUS

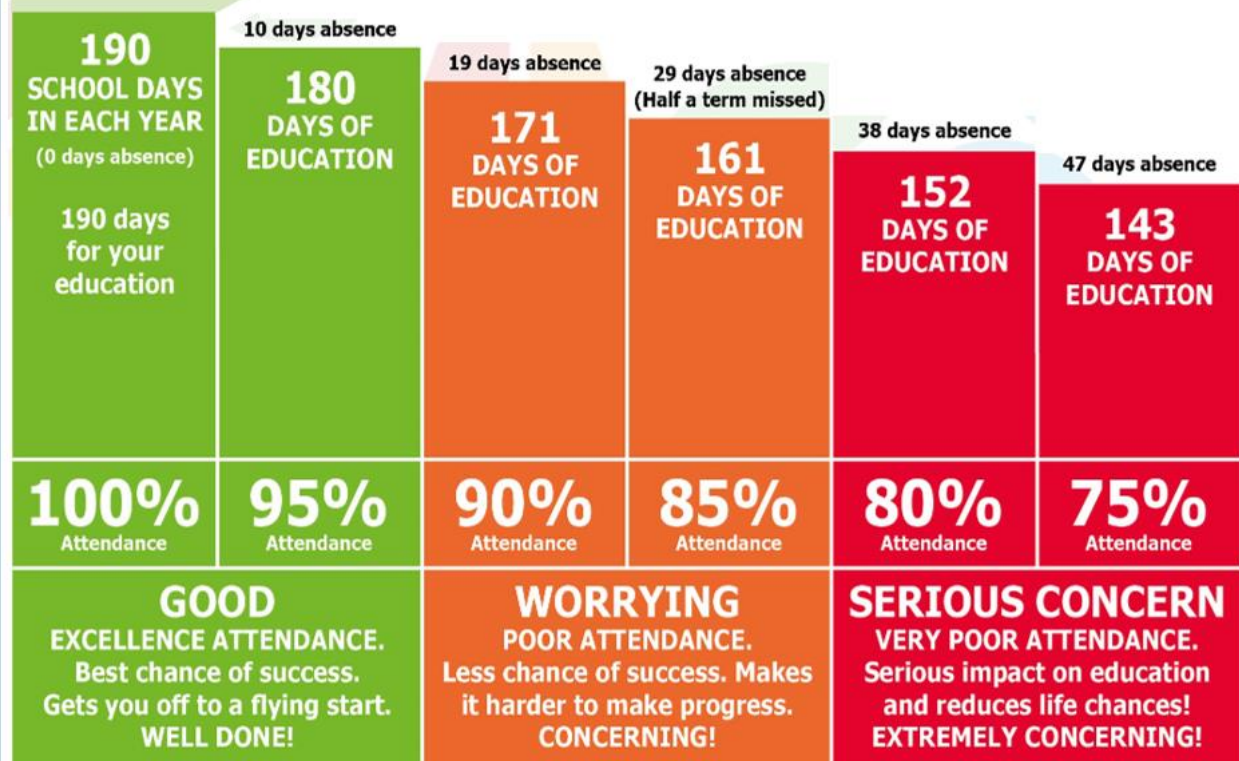
CATHOLIC ACADEMY TRUST

## EVERY SCHOOL

## DAY COUNTS

**175**  
NON-SCHOOL  
DAYS A YEAR

There are 175 non-school days during the year to spend on family time, visits, holidays, shopping, household jobs and other appointments. Days off school add up to lost learning.



**Great attendance means being in school at least 97%.**

**Did you know?** A two week holiday in term time means that the highest attendance you can achieve is 94.5%.

# RESOURCES: SCHOOL ATTENDANCE CHECKLIST

Issue	R	A	G	Notes
Whole School Culture and Ethos				
Emphasise attendance strategically throughout the year (assemblies, tutor notice boards).				
Have a clear reward policy recognising good attendance (policy should promote intrinsic and extrinsic awards)				
Provide regular updates to parents/carers on their child's attendance both celebration and concern.				
School can show evidence of rapid response to trends identified in weekly meeting (see above). Assemblies, RSHE programme to include resilience, activities to engage attendance on Mondays/Fridays etc.				
School has clear first day calling system and weekly home visiting strategy (including standard contextual safeguarding form which is recorded on CPOMs or equivalent (see proforma)).				
School tracks the attendance of pupils not regularly attending due to mental health issues (anxiety, EBSA etc) – see below on mental health.				
School has an intervention plan to support pupils experiencing mental health issues preventing them from attending school regularly				
School uses a USP flowchart to understand and address trends identified for groups (see proforma).				
School is developing outreach programme to collaborate with parents and pupils to support pupils back to school.				
Personal Development programme is reviewed regularly and includes activities to promote effective attendance				
School has created a number of case studies which demonstrate variety of interventions.				

Issue	R	A	G	Notes
<b>Defining Roles and Responsibilities</b>				
School has a Senior Leader leading attendance				
All staff with Attendance responsibility roles clearly identified and captured.				
All staff, especially tutors, have appropriate and sufficient training on how to support and promote attendance				
Inform a student's social worker if there is any change in patterns or unexplained absence (record intervention on CPOMs or equivalent)				
Training is provided for all staff involved in home visits (Signs of Safety)				
School has a nominated Attendance governor and can the lead demonstrate that attendance data is scrutinised regularly by LGB				
School has a nominated Attendance governor and can the work with individuals with or at risk of poor attendance and all those with attendance below 50%				

Issue	R	A	G	Notes
<b>Systems and Processes</b>				
Data Manager has a good understanding of the current DfE guidance on coding of absence				
Attendance registers are accurate and completed within 30 minutes of the school day starting				
School holds more than one emergency contact number for each child where reasonably possible				
All registers are completed within 5 minutes of the start of lessons and appropriate follow up takes place if staff do not do so				
School has a clear protocol for locating "missing pupils" (see proforma)				
Daily checking process for "missing marks"				
School has clear graduated response to attendance concerns (Letter 1, 2 etc.)				
School Attendance team has weekly meetings to identify students of concern and use data to identify trends (siblings, friendship, Monday + Friday absences, beginning and ends of terms)				
School uses data to identify group absence issues at least half termly, termly, and yearly.				
School maintains accurate records of interventions to support individuals with or at risk of poor attendance (see proforma)				
School has accurate record of attendance of all pupils with social workers				
School produces 'attendance on a page' analysis of attendance data for linked governor at least half termly (see proforma)				

Issue	R	A	G	Notes
<b>Targeted Support</b>				
School is able to put in place either 'parenting contract' or an education supervision order where voluntary attempts have not been successful				
School issues FPN only for pupils taking term-time holidays where support is not appropriate or support not engaged.				
School reviews its curriculum annually to ensure that the offer reflects needs of pupils				
School has clear process by which Part-Time Timetables are considered and approved by designated member of SLT				
School has a robust monitoring process to ensure that all PTTs are time limited (six weeks and signed off by the EWO, and not in place to manage behaviour)				
Current number of PTTs are recorded on "attendance on a page" report to LGB				
Leaders are aware of numbers of EHE				
Home visits: School has a protocol for the frequency of visits				
Appropriate training for staff completing home visits				
Pupils with mental health concerns who are below 90% attendance are highlighted on school tracking system				

Targeted Support (Continued)

School uses adapted versions of letters to seek support of parents/carers.				
School is aware of new DfE guidance around seeking medical proof for absence for pupils with mental health issues				
School has trained staff on school triggered mental health issues which can affect attendance (exam anxiety, period poverty, friendship issues, management of workload)				
School has a named responsible adult who is able to support each child and their families who have mental health issues (e.g. MH 1st Aider), with the adult agreed by child and family				
School has trained staff on EBSA – symptoms and causes				
School has developed resources/strategies to support pupils with mental health issues				
School can demonstrate that it has investigated reasonable adaptations to support children with Mental Health issues (e.g. PTT, temporary lesson withdrawal etc)				
School reports to governors on attendance of pupils with mental health issues and identifies specific groups of concern				
Evidence that PSHE, Tutorial and Assembly programmes responds to identified data trends				

Issue	R	A	G	Notes
Data Analysis and Reviews				
Attendance team has weekly meetings to identify and work with individuals with or at risk of poor attendance and all those with attendance below 50%, including PA (Persistent Absence) and SPA (Severe Persistent Absence) students				
School uses data to identify trends at least half termly, termly, and yearly (siblings, friendship, Monday + Friday absences, beginning and ends of terms)				
Use data to identify group absence issues at least half termly, termly, and yearly (PP, Gender, Year groups, LAC) (See proforma)				
Maintain accurate records of interventions to support individuals with or at risk of poor attendance (see proforma)				
School has accurate record of attendance of all pupils with social workers				
Produce “attendance on a page” analysis of attendance data for linked governor at least half termly (see proforma)				



## RESOURCES:


# ROLES AND RESPONSIBILITIES

In order to safeguard and guarantee regular attendance, the school will carry out the following:

**Daily monitoring of student attendance.**




**Daily communication between the attendance team and safeguarding team to alert when vulnerable students are absent.**  
**When any student is absent for 3 consecutive days, without medical evidence provided, a home visit will be carried out by the EWO/HOY or Family Worker.**




**Prompt communication with home. Text messages, phone calls, home visits, and letters are used to provide information to the parents/carers about absences.**



**Contacting and working with outside organisations. Agencies like MASH and family partnerships may be notified when a student falls into the persistent absent category or when we have safety concerns about a child's attendance.**



**Requesting Penalty Notices and other Legal Action from the Local Authority. Conducting registration checks, home visits, and parent meetings, the education welfare officer closely collaborates with the school to track and manage attendance.**



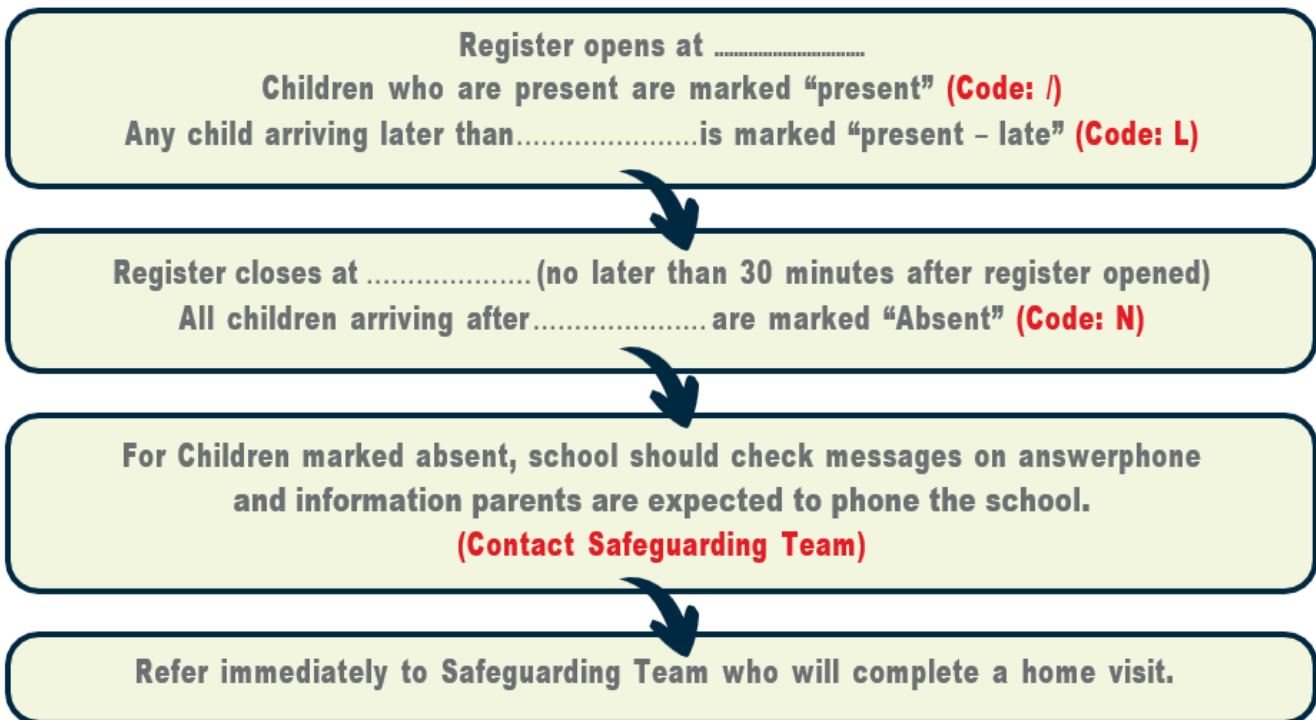
**When a student misses a significant number of school days, usually  or more, the attendance officer will complete a referral for Children Missing Education.**

## RESOURCES:

Appendix E – Resources for Principle 3 : Systems and Processes

# VULNERABLE STUDENT FLOW CHART

(Any student known to Safeguarding Team).



# RESOURCES:

Appendix F – Resources for Principle 4 : Targeted Support

## PASTORAL LEADER ATTENDANCE CHECKLIST

STATUS	STEP
<input type="checkbox"/>	<b>OVERVIEW:</b> Year Group Assemblies
<input type="checkbox"/>	<b>STEP 1:</b> Late Letter
<input type="checkbox"/>	<b>STEP 2:</b> HOY/H Attendance Meeting
<input type="checkbox"/>	<b>STEP 3:</b> Contact Student
<input type="checkbox"/>	<b>STEP 4:</b> Contact Home
<input type="checkbox"/>	<b>STEP 5:</b> 95% Letter (L1) or specified number of days
<input type="checkbox"/>	<b>STEP 6:</b> 91% Letter (L2) or specified number of days
<input type="checkbox"/>	<b>STEP 7:</b> Parent Plan
<input type="checkbox"/>	<b>STEP 8:</b> Parent Contact
<input type="checkbox"/>	<b>STEP 9:</b> Education Supervision Order
<input type="checkbox"/>	<b>STEP 10:</b> Parenting Orders
<input type="checkbox"/>	<b>STEP 11:</b> EWO Letter/Involvement
<input type="checkbox"/>	<b>STEP 12:</b> Fixed Penalty Notice
<input type="checkbox"/>	<b>STEP 13:</b> Caution EWO
<input type="checkbox"/>	<b>STEP 14:</b> Penalty Notice Warning Letter

# RESOURCES:

Appendix G – Sample parental messages to express concern about attendance

## LETTER EXAMPLE

Please complete the enclosed form to request leave of absence for your child and return to X.

### To be completed by the Parent/Guardian

Pupil's Name: ..... Tutor Group: .....

Address: .....

Country visiting: ..... Ethic Group: ..... D.O.B.: .....

Date of trip: From: ...../...../20..... To: ...../...../20.....

Reason for application:.....

1st Parent/Guardian details	2nd Parent/Guardian details
First Name: .....	First Name: .....
Surname: .....	Surname: .....
Contact No.: .....	Contact No.: .....

Date of application: ...../...../20.....

I have read the penalty notice information overleaf.

Signature:..... Parent/Guardian

### FOR SCHOOL'S USE ONLY

Current attendance (must be at least 97%): .....

Number of days requested in this application: ..... If the child has had previous term time leave whilst at <<School>>, state dates and number of days taken: .....

Leave agreed / Not agreed

Outcome, with reasons: .....

Proof of return date must be seen before travelling abroad (tickets, email etc.)

Copies to Parents/EWO/Student Wellbeing/Pupils File

Date of copy posted to Parent: ...../...../20.....

## RESOURCES:

# EXAMPLE PARENTAL LETTERS TO EXPRESS CONCERN ABOUT ATTENDANCE

### 95% and below Letter

Dear Parent/carer

Re: NAME Attendance.

I am writing to you regarding the attendance of your child.

It is important that all pupils attend school on a regular basis to ensure that they can participate in their lessons to learn and make good progress.

The attendance target is 97% attendance. X

has got an attendance of X% this year.

I would be grateful if you could discuss this extremely important issue with your child with a view to improving his/her attendance with immediate effect. Should you have any concerns or queries regarding this letter, please do not hesitate to contact me.

Yours sincerely

### 95-92% Letter

Dear Parent/carer

Re: NAME Poor Attendance.

With reference to our previous telephone conversations regarding X falling attendance and persistent absence. At present X's attendance is X%. This is below X schools attendance target of 97%.

With immediate affect any further absences will be marked as unauthorised until X has improved his/her attendance to a satisfactory level.

For any absences to be authorised during this time we will require an appointment card/prescription note.

Unauthorised absences can be subject to a penalty notice and involvement of the Education Welfare Officer.

If you wish to discuss this matter further, please do not hesitate to contact me. Yours

Sincerely

# RESOURCES:

## ACTION PLAN/PARENTAL CONTRACT

(Example content in *italics*)

This Parenting Contract is a voluntary agreement between the school and the parent(s) regarding the pupil named below. By signing this agreement I/ we understand that the information may be shared with other relevant agencies to ensure that the appropriate services are provided.

Pupil's Name: ..... D.O.B.: .....

School: ..... Date: .....

### Areas identified as needing to change in order to improve

- 1. To ensure that X attends each day and on time*
- 2. To liaise with relevant professionals and seek advice where required*
- 3. To present to GP, but actively encourage attendance at school (with medication and support) if the children are genuinely poorly*
- 4. To access relevant support agencies*
- 5. Parent/carer to instil effective boundaries and if these are not met instigate appropriate sanctions*
- 6. To be available for home visits and meetings that is arranged by the EWO*
- 7. To attend Core Group meetings and CP Conferences, if applicable*

### Support already offered

.....

.....

.....

.....

.....

.....

.....

School

X School agrees to support the parent(s)/carer(s) in achieving these changes by being committed to the following agreed actions:

*To report any attendance concerns to the EWO*

Parental Agreement

To achieve these changes, the parent(s)/carer(s), agree to fulfil the following actions:

*To present X to school staff should refuse to attend school. X will be*

*fulfilling her legal and parental responsibilities*

*To contact school and EWO on any absent days to discuss issues and to support by resolving issues as soon as they arise*

*To complete a Consent to Share Information form (to enable the EWO to liaise with medical professionals about the children)*

*To engage with support and agencies and commit to moving forward*

*To implement a weekly reward scheme for a full week's attendance and no late marks, authorised/ unauthorised*

*To implement a monthly reward for 100% attendance and punctuality i.e. an outing with X and .....*

Other Agencies/Education Welfare

X agrees to support the parent(s)/carer(s) in achieving these changes by being committed to the following agreed actions:

Delete as appropriate:

- a. Home visits
- b. Student meetings in/out of school
- c. Regular multi agency meetings
- d. Phone advice
- e. Offered reward scheme
- f. PNWL issued
- g. Parenting support/advice
- h. Previous court action
- i. Medical evidence letters issued
- j. Other –

Signatures: .....

Pupil Agreement

X agrees to improve his/her attendance / behaviour with the support of the school and his/her parent(s)/carer(s) by:

To attend even when feeling a little unwell.

\*The pupil's involvement is subject to age, maturity and understanding

Name: ..... Signed: .....

School Agreement

This Parenting Contract is a voluntary agreement between the Governing Body of X School and the parent(s)/carer(s), pupil and professionals as named above. On behalf of the governing body:

Name: ..... Signed: .....

Parent/Carer Agreement

By signing this agreement I/we understand that information may be shared with other agencies to ensure the appropriate services are provided

Name: ..... Signed: .....

Education Welfare Officer (and other agencies if applicable)

Name: ..... Signed: .....

Name: ..... Signed: .....

Review Date (6 weeks): ...../.....20.....



# RESOURCES:

## EDUCATION WELFARE OFFICER DOCUMENTATION

What follows are a series of exemplar letters sent to parents by local authorities, including Fixed Penalty Notices.

### Initial Letter of Concern

Dear Parent/Carer

RE:.....'s attendance at X School

I am the Education Welfare Officer for X School and I am responsible for monitoring the school attendance of children at the school,

Following my recent register check it has come to my attention that ..... 's attendance has fallen to X%. Out of a possible X sessions of attendance, ..... has attended X sessions with X session absence due to illness.

I understand that children and young people do become ill on occasions but it is essential that regular and punctual attendance is maintained as far as possible. It is important that you understand that continued absences for medical reasons may be investigated and could involve the school requesting confirmation of illness from your GP or hospital. Please also remember to notify school as soon as possible if your child is going to be absent. You may find it helpful to contact the School Nursing Service for advice on childhood illness/medical conditions on 03334 050 088 if required.

AND/OR:

I would like to meet with you in school on X at X to discuss this further. If this date and time is not convenient for you, please do not hesitate to contact me on the above number or email me at X to reschedule a mutually convenient time.

If you have any queries regarding this letter, please do not hesitate to contact me on the number above or email me at.....

Yours sincerely

Education Welfare Officer

**Fixed Penalty Notice (FPN):**

Dear Parent/Carer

Re:                      at X School

This letter is issued under the terms of the (insert Local Authority) Code of Conduct for the use of Penalty Notices.

I write to inform you that..... Has been recorded as having X school sessions (equivalent to X school days) lost to unauthorised absence in the previous X school weeks at X school. ....'s absences were between X and X.

The Education Act 1996, Section 444 states; "If a child of compulsory school age fails to attend school regularly his/her parents are guilty of an offence."

*We will not take any further action for 5 school days in order to give you the chance to bring about an improvement and to try to resolve whatever may be causing X to miss school. However, from DATE if you child is absent from school on any day without authorisation, then you will be issued with a Penalty Notice imposing a fine of £80 if paid within 21 days, rising to £160 if paid after 22 days but before 28 days. This warning remains in force for 6 weeks following DATE.*

*Please not, the above absences will be included if any further action is taken against you.*

In the event of your non-payment of a Penalty Notice, you will be prosecuted in the Magistrates Court for the offence of failing to ensure your child's regular attendance at school.

Another parent/carer or someone with day-to-day responsibility regarding the above named child may have also received this letter as each adult has separate responsibility and will also need to take appropriate action.

Should you require any support or additional guidance or have any queries regarding this letter please contact me on the number details above.

Yours sincerely

Education Welfare Officer



**Caution following FPN.**

Re: X at X School

Section 444(1A) Education Act 1996

As you are aware the Education Welfare Service has been concerned regarding your child's irregular school attendance and has issued you with a fixed penalty notice. However, as your child's attendance remains a concern, I must warn you that unless there is a significant improvement, it is likely that the Local Authority will take legal proceedings against you, under Section 444(1A) of the Education Act 1996.

It is the duty of all parents; under the provisions of section 7 of the Education Act 1996, to ensure that their children attend school regularly, regular attendance also meaning punctual attendance. Failure to comply with this Act may render you liable to prosecution in the Magistrates Court, where if you are found guilty of an offence, the maximum fine is £2,500 (aggravated offences) for each parent, Community Orders and / or 3 month imprisonment. In certain circumstances it may be necessary for the local authority to apply for an Education Supervision Order for your child in order to secure regular school attendance.

Please be aware that if the unauthorised absence continues I will need to meet with you to discuss this situation and there would be a strong possibility of legal action and therefore before I ask you any questions I must caution you in accordance with the Police and Criminal Evidence Act 1984 as follows:

"You do not have to say anything but it may harm your defence if you do not mention, when questioned, something that you later rely on in court. Anything you say may be given in evidence."

This is to help you to understand that records of any questions I ask you or meetings we have may be used in court if the situation does not improve.

Please note: *If the Penalty Notice has not yet been paid, this letter does not replace the Penalty Notice issued to you which you are advised to pay within the dates specified. If Penalty Notices are issued to both parents, both parents are required to make payment individually.*

If you have any questions regarding this letter or you would like to meet with me to discuss these concerns, please contact me on the number above.

Please understand that lack of co-operation may oblige me to process the matter for court immediately, should absence continue. Please also be aware that any future absence will not be authorised by the school without evidence such as copies of letters regarding appointments made in school time.

I hope that the situation can be resolved without the need for court action.

Yours sincerely,  
Education Welfare Officer



## Appendix H – Sample parental messages to express concern about attendance

Dear Parent/Carer of {Pupil Name}

We need your help, please.

{Pupil Name} has been absent for {#} days of school, which is equal to {#} lessons missed so far this school year.

We know that sometimes our pupils cannot come to school because they are really unwell - and that's the right thing to do for them and other pupils. Medical advice is clear however that children with mild illness will often be well enough to attend - for example if they have a cough, or cold, without a temperature. The NHS guidance *Is my child too ill for school?* - NHS ([www.nhs.uk](http://www.nhs.uk)) is designed to support parents in their decision making about mild illness.

We also know that pupils fall behind their friends and classmates when they miss school. At \_\_\_\_\_ school we want the amount of missed education to be reduced as much as possible. We believe that our community is stronger together, with all of our pupils in school, on time, every day. We are building life skills, life-long friendships and preparing your child for future success.

We also know that you can have a significant effect on {Pupil Name} absences this academic year and we would really appreciate your help and support ensuring that {Pupil Name} comes to school every day so that they can get the best possible outcomes. We want to work with you to achieve this – please call or come in and meet {Pupil Name}'s class teacher or tutor if there is anything we can do to support you or your child. We appreciate that every family's situation is unique.

We will be in touch again to request a meeting with you if we have ongoing concerns about your child's attendance.

Kind regards,



**Absence due to exam worries**

Dear Parent/Carer of {Pupil Name}

{Pupil Name} was absent for {#} lessons due to exam worries so far this school year.

We know that parents worry about their children's mental health. Parents and carers must remember that mild anxiety, whilst sometimes a difficult emotion, is normal. In many instances, attendance at school may serve to help with the underlying issue more than being away from school, which might exacerbate it. Rather than keeping {Pupil Name} away from school during this time we would much rather you encourage your child to attend school and you let us know about your worries so that we can work together on supporting your child.

It is important to us that all children feel safe and supported when attending school and we are keen to work with you to ensure that {Pupil Name} feels this way when attending school.

We would love to meet with you to discuss avenues for support. Please contact [insert staff member name and contact information] to make an appointment or arrange a phone call.

Kind regards



### **Absence due to lateness**

Dear Parent/Carer of {Pupil Name}

We have noticed that {Pupil Name} is often absent in the mornings.

We know that mornings can be difficult for some pupils, and we are keen to help to improve {Pupil Name}'s attendance.

We would love to talk to you to discuss avenues for support to help {Pupil Name} attend school well. Please contact [insert staff member name and contact information] to make an appointment or arrange a phone call.

Kind regards



## **Attendance Guide for Parents/Carers**

### **Newsletter content to showcase attendance expectations**

#### **What YOU must do:**

Try to telephone the school before ..... each day of your child's absence.

Tell the school in advance, of any medical appointments and bring in appointment cards/letters.

If you are not sure whether your child is well enough to attend school, send them in anyway as they often perk up on arrival.

Have a backup plan for if your child misses transport, call on a family member, neighbour or friend.

If you and your child are experiencing difficulties with school attendance then talk to us as a first step so we can help!

#### **What WE will do:**

Check your child's attendance every day.

Phone home to discuss your child's attendance with you.

Invite you into school for attendance meetings if we are concerned.

If we cannot establish a reason for absence, then we may make a welfare home visit.



## Appendix H - School Local Information

School	Headteacher	SLT Attendance Lead	Link to LA school policy	Link to LA Policy
St Anne's RC Voluntary Academy, Stockport	Mrs J Sutcliffe	Mr C Ostmeier	<a href="https://www.stannes.ac.uk/files/ugd/fafc02666c6e1ddf5d431382032d304631942b.pdf">https://www.stannes.ac.uk/files/ugd/fafc02666c6e1ddf5d431382032d304631942b.pdf</a>	<a href="https://www.stockport.gov.uk/topic/attendance-at-school">https://www.stockport.gov.uk/topic/attendance-at-school</a>
St Antony's RC School, Trafford	Mr A Campbell	Mrs E Doherty	<a href="https://st-antonys.com/wp-content/uploads/2023/09/Attendance-Punctuality-Policy-1.pdf">https://st-antonys.com/wp-content/uploads/2023/09/Attendance-Punctuality-Policy-1.pdf</a>	<a href="https://st-antonys.com/wp-content/uploads/2023/09/Attendance-Punctuality-Policy-1.pdf">https://st-antonys.com/wp-content/uploads/2023/09/Attendance-Punctuality-Policy-1.pdf</a>
St Matthew's RC High School, Manchester	Mr A Nightingale	Mr A Passarello	<a href="https://www.smrchs.com/attendance-policy.pdf">attendance-policy.pdf (smrchs.com)</a>	<a href="#">Document Downloads - School Attendance   Manchester City Council</a>

