



Brook Street Primary School

Attendance Policy

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Preamble

This policy replaces our previous one which was written in 2022. It is based on the new DfE guidance – Working Together to improve school attendance – and the Cumberland Council School Attendance Handbook. The model policy found in that document forms the framework for this document.

In the time since our last policy was written there has been a much greater focus on school attendance, both nationally and locally, as a result of declining levels of school attendance that have followed the Covid-19 pandemic. This has resulted in a more robust legal framework to support and challenge poor attendance and a greater investment in resources at a Local Authority level to both support and challenge schools to secure better attendance. This policy reflects that new position.

However, it remains important to recognise that every school has its own individual context and in applying this national new approach we must not lose sight of our own specific community. This will be reflected in the choices that we make and our application of the national and local frameworks.

1. Aims

This policy aims to show 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 2024, and Cumberland Council's School Attendance Strategy 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
- Promoting and supporting punctuality in attending lessons
- Recognising the specific context for some of our school community, the barriers to good attendance and the allowances and mitigations we seek to put in place.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on Working Together to Improve School Attendance 2024 and school attendance Parental Responsibility Measures 2023. 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 Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools.

3. Roles and responsibilities

Improving attendance is everyone's business. As a result, the roles and responsibilities of key stakeholders are outlined below. Home visits and welfare checks will be carried out by whom ever are the most appropriate members of staff available at the time.

3.1 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'Attendance Champion) 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 and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence and making sure they are followed by all staff
- Consulting with pupils, parents/carers, and external agencies, where needed

3.2.1 The attendance officer – Pastoral

The school attendance officer – Pastoral - is responsible for:

- Direct engagement and support for families
- Providing challenge through attendance meetings, target setting and planning for good attendance
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Delivering targeted intervention and support to pupils and families
- Working directly with the school attendance officer – Administration – to secure improved attendance for identified children
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Working with colleagues to tackle persistent absence

3.2.2 The attendance officer – Administration

The school attendance officer – Administration- is responsible for:

- Monitoring and analysing attendance data
- 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 directly with the school attendance officer – Pastoral – to secure improved attendance for identified children
- Working with colleagues to tackle persistent absence

3.3 Class Teachers

Class Teachers are responsible for recording attendance for both morning and afternoon sessions and lesson attendance daily, using the correct codes, and submitting this information to the school office. This must be completed immediately and within the first 10 minutes of registration or the lesson.

3.4 School Admin staff

School admin staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the Attendance Officer where appropriate, to provide them with more detailed support on attendance
- Ensure all parents addresses/contact details are up to date
- Consider referral to support services and or an Early help assessment
- Initiate the first day calling procedure

3.5 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

1. All natural parents, whether they are married or not
2. All those who have parental responsibility for a child or young person
3. Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence, ideally before 9am, but at least by 9:30am, on the day of the absence and advise when they are expected to return
- To contact school again if they are not due to return on the expected and agreed date
- Provide the school with more than one emergency contact number for their child and ensure they are up to date
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance action plans that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting their child's Attendance Officer

3.6 Pupils

Pupils are expected to:

- Attend school every day, on time
- They should be in uniform and have all of the equipment they need

3.7 Attendance Staff Team

Headteacher	Mr Jonathan Bursnall
Attendance Lead / Attendance Champion	Mrs Geraldine Haughan
Attendance Officer – Pastoral	Mrs Julie Park
Attendance Officer – Administration	Mrs Gillian Marland
Local Authority Attendance Officer	Ms Jacqueline Campbell
Designated Safeguarding Lead	Mr Jonathan Bursnall
SENCo	Mrs Debbie Beattie
Mental Health Lead	Mrs Debbie Beattie
Pastoral Lead	Mrs Debbie Beattie
Pastoral Support Worker	Mrs Julie Park
Attendance Administrator	Mrs Karen Howes & Mrs Gillian Marland

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register and place all pupils onto this register. We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances.

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment

- The date on which the amendment was made
- The name and position of the person who made the amendment

See DfE Working Together to Improve School Attendance 2024 for the full list of attendance codes or refer to pages 27-31 on Cumberland Council Attendance Handbook.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8:45am and ends at 3:15pm.

Pupils must arrive in school by 8:45am on each school day.

The register for the first session will be taken at 8:50am and will be kept open until 9:00am.

The register for the second session will be taken at 1:20pm and will be kept open until 1:30pm.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9.30am or as soon as possible, by calling the school office staff, who can be contacted via 01228 558724.

We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a medical prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

GP fit for work notes for children are not acceptable.

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

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised if the pupil's parent notifies the school in advance of the appointment and can supply documents to support this. However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

For any planned absences, parents must inform the school by phone or email, which will be logged. Ideally, school should be informed as soon as the absence is known about and the

appointment has been made. If the appointment is an emergency one, this will also be recorded as authorised. School will monitor attendance at medical appointments and if we have concerns, either about the welfare of the child or that these appointments are not genuine, we will speak with the family.

Planned absences does not include holidays

4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code.
- After the register has closed will be marked as absent, using the appropriate code.

Persistent lateness will trigger further intervention, including letters home and meetings with teachers/attendance officer.

Those who are late after registration closes and therefore absent will follow the same path as any other unauthorised absence and contributes to the 10-sessions of absence over 10 weeks national threshold.

4.5 Following up unexplained absence.

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Follow our school First Day Calling Procedure
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to the pupil's youth offending team officer, or social worker
- Where appropriate, offer support to the pupil and/or their parents to improve attendance.
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with the school will refer to the Local Authority

4.6 First Day Calling Procedure

In the event of a child not attending school and no notification or reason having been received by the school office, we will follow the procedure set out below.

- 1) Registers saved
- 2) Details of late children reported to school office as soon as they arrive
- 3) Absence calls and messages checked and recorded appropriately
- 4) Where children are unaccounted for:
 - a. Attempt to speak with main and second contacts

- b. Attempt to speak with other contacts, including those outside of the immediate family
 - c. Send text messages to all contacts asking them to contact school immediately
 - d. If no contact within 1 hour of the start of the day inform DSL/DDSL/Pastoral Team
 - e. Send additional communications to all possible contacts
 - f. Consider a home visit by school or other appropriate agencies
 - g. Consider a referral to the police via 101 for welfare reasons
- 5) If all children from the same family are all absent on the same day and there are concerns, a home visit or referral to 101 will also be considered

This is the procedure for the first day of absence. If further days of absence occur that were not expected or associated with the reason for the initial absence, we will refer back to this process.

School will always endeavour to use local knowledge and context to make the best decisions possible for the child(ren) and their family.

4.7 Reporting to parents

Positive attendance feedback is shared through our Congratulations assemblies.

The school will regularly inform parents/carers about their child's attendance and absence levels at least once a half term. This will be through messages, emails and termly data reports.

Every parent can request to see their child's attendance on a day-to-day basis by contacting the school office. In addition, each child's current attendance rate is reported on the annual school report which is issued at the end of the spring term.

4.8 Unexplained or Concerning Absence Either Side of School Holidays

Where a child is absent for an extended period immediately prior to a school holiday or fails to return to school following a school holiday and there are additional concerns by the school we will seek to use our first day calling procedures but may possibly escalate the process to a home visit or request for a welfare visit sooner. This decision will be a judgement-based decision by the pastoral and safeguarding team and based on local and contextual information.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a leave of absence to a pupil during term time if the request meets the specific circumstances set out in the Department for Education's (DfE's) statutory guidance on Working Together to Improve School Attendance 2024

These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited transition timetable (part time timetable)
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for. **We define 'exceptional circumstances' as unexpected or unavoidable events.** Work will not be set during any leave of absence due to the unreasonable demands of this on the school staff and its limited impact when delivered outside of the classroom. If parents are concerned about the detrimental impact of any leave of absence on their child's education they should consider the need for the absence.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is highly unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, considering the specific facts, circumstances, and relevant background context behind the request.

In considering the needs of our own school community, we recognise that for many families, whilst they are resident in the UK, this is not their home country and as such have large networks of family and friends overseas. As such, they will from time to time wish to travel back to their home country for significant events such as weddings, funerals etc and that doing so for a short period of time (e.g. a weekend) may be neither practical nor financially viable. However, it is also important to recognise that they have chosen to live in the UK and that the school year allows for 13 weeks of holiday time from which to make these trips and many families do plan within these constraints.

Based on the definition above, these events are unlikely to be 'exceptional circumstances' and thus a leave of absence is unlikely to be granted. However, in deciding on the next steps it is important to consider the reason for the absence, its duration and the current attendance of the child. School will be sympathetic to the individual family situation but has to prioritise attendance at school.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with the leave of absence request form, accessible via the school website or office (see appendix 1). The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for authorised absence include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart.
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh Romani people, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision.
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)
- Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school.
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority.
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

For further information on specific codes refer to pages 26-31 of Cumberland Councils Attendance Handbook.

5.2 Enforcement

Our school will make use of the full range of potential enforcements. Refer to page 18-25 of Cumberland Council Attendance Handbook. **Decisions will be made on an individual, case-by-case basis. This may include a fixed penalty notice, parenting orders, education supervision orders or prosecution.

6. Strategies for promoting good attendance

Good attendance should be the norm and the expectation. However, to recognise this, good and improving attendance are valued and rewarded at Brook Street School. We do this by:

- Ensuring school is a safe, fun and welcoming place for children to be
- Providing a rich variety of engaging activities
- Supporting each child to access and enjoy their learning
- Celebrating year group attendance every week with first access to Friday dinner and the Trim Trail
- Celebrating good attendance in Congratulations Assembly every half term
- Rewarding the best attending class every half term
- Recognising and celebrating 100% attendance at the end of every school year with a gold badge
- Half-termly reminders and celebration in the school newsletter

The school will work collaboratively with the Access and Inclusion Team at Cumberland Council to help to support pupils and parents in achieving good attendance.

We have adopted the following percentage threshold for defining levels of attendance.

Above 97%	Excellent attendance
Between 95% & 97%	Good attendance
Between 90% & 95%	Attendance is a concern
Between 80% & 90%	Persistent absence
Below 80%	High Persistent absence
Below 50%	Severe absence

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

We work particularly closely with pupils and parents where there are more complex barriers to attendance. If a child is struggling or refusing to attend school, parents should inform us immediately.

To support more complex barriers to attendance we:

- Will invite the parent and pupil into school for a meeting.
- If the pupil cannot/will not attend a meeting at school, we will visit the family home.
- Depending on the barriers identified, the child's class teacher will be informed and be part of any reintegration plans.
- Consider temporary transition timetables. Depending on need, the aim of these is always for students to be back in school full time as quickly as possible, however we recognise that this can support a phased return into school.
- Offer an Early Help and outreach to wider support and services

7.2 Pupils absent due to mental or physical ill health or SEND.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority. Reasonable adjustments can be made to support students in school.

Where there is a prolonged physical or mental illness, the Access and Inclusion Team at the Local Authority will be requested to support with education.

It is essential that the family work with school and wider professional service to reduce and remove any barriers and support the child's access to education. Where we are concerned that this is not the case we will consider seeking support from other professional services.

7.3 Pupils returning to school after a lengthy or unavoidable period of absence.

To support a lengthy or unavoidable period of absence attendance we:

- Will invite the parent and pupil into school for a meeting or attend the family home.
- Consider temporary transition timetables. Depending on need, the aim of these is always for students to be back in school full time as quickly as possible, however we recognise that a pupil may need a phased return into school. This will be in communication with the class teacher who will also support with the return to school.
- Offer an Early help and outreach to wider support and services

8. Attendance monitoring

The school analyses attendance data fortnightly as a standing item at regular SMT meetings. This includes punctuality. The attendance team meet twice half termly to discuss attendance and consider next steps for those pupils where attendance is decreasing. Where appropriate, attendance causing concern is also raised in our safeguarding supervision meetings.

The school will monitor attendance and absence data (including punctuality) weekly, half-termly, termly, and yearly across the school and at an individual pupil, year group and cohort level.

Refer to page 8 in Cumberland Council Attendance handbook.

8.1 Reducing persistent and severe absence.

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with DfE Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
 - Communicate with parents via email, phone call or letters to inform them of attendance updates.
 - Visit the family home (if safe and appropriate) to communicate and meet with parents
 - Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
 - Consider alternative support that could be put in place to remove any barriers to attendance and re-engage pupils. In doing so, the school will sensitively consider some of the reasons for absence
 - Implement enforcements, where necessary

8.2 Local and Contextual Understanding of Absence from School

Initial analysis of current and historic absence data indicates a range of reasons for persistent and severe absence. When seeking to challenge and reduce this absence, it is important to recognise and understand the specific problems and their causes.

At the time of writing this policy, percentage attendance fell into the following bands:

% Attendance	Number of Pupils / % of school Roll
<80%	7 children = 3%
80% - 85%	9 children = 4%
85% - 90%	14 children = 6%
90% - 95%	38 children = 17%
95% - 99.9%	48 children = 22%
100%	104 children = 47%

Analysis of the reasons behind much of this poor attendance indicates the following main reasons.

- 1) Extended visits to the family's home country. Visits can last for many weeks or months with unclear return dates communicated to schools
- 2) Absence on the first or last day(s) of term or school year to facilitate cheaper access to travel for returning to home countries or where weeks are incomplete due to term dates.
- 3) Persistent lateness
- 4) Higher levels of absence for individual children with SEND
- 5) Extended periods of genuine illness

9. Procedures to secure improved attendance based on contextual factors

As already outlined in this policy, in all situations, school needs to be mindful of and sympathetic to the individual contextual situation of each family whilst also at the same time having high expectations for good attendance for each child. The attendance history will always be a key factor in all decision making as will previous patterns of behaviour.

9.1 Extended visits to the family's home country.

Whilst school should be sympathetic to family's needs and desires to return to their home countries we also must recognise that education and attendance at school is our main priority and that there are 13 weeks of the year when children are not at school and this travel can be made.

Families must inform school of their intention to travel to their home country by completing our leave of absence request form and each request will be considered on an individual basis. The reason for and duration of the trip, the current and previous attendance and any previous trips will be taken into account.

Where visits are for legitimate reasons, such as medical treatment or urgent domestic reasons, the family can provide evidence of this and the absence is for the time required for this alone, an absence may be authorised and coded appropriately.

Where there is no legitimate or reasonable need for the absence or the family are unable to provide any evidence to support a claim of a reasonable reason to travel, the absence will be considered as a holiday and will not be authorised.

There must be a clearly articulated and agreed date of return to school and school must have a clear view of the duration of the absence. Parents must also be made aware of the detrimental impact on their child's education as a result of this extended leave of absence.

The DfE guidance on school attendance establishes a continued absent of 20 school days as a key threshold. Brook Street School has adopted this threshold in our attendance policy when considering extended visits to a family's home country.

Where a legitimate reason for travel has been identified and supported to the satisfaction of the school, we have identified the following possible scenarios and our policy responses to each:

- a) A clear departure and return date with a duration of less than 4 weeks.

Any period clearly linked to a legitimate reason for travel will be authorised as an exceptional circumstance. This will include 1 day either side for travel. Any additional period will be unauthorised. School will consider whether this exceeds the 10 sessions in 10

weeks national threshold for intervention and act accordingly. Any action will be based on the current and previous attendance history, the duration of the absence and any pattern of previous attendance.

- b) A clear departure and return date with a duration of greater than 4 weeks

The family must provide a very clear explanation for why they need to request a leave of absence for this extended period of time. School will consider this very carefully and sympathetically and any evidence the family may be able to provide will be taken into consideration. It is highly unlikely that school will authorise an absence of such an extended period of time. As a result, we will enquire as to whether the parents intend to enrol the pupil at a school in their home country. If so, we will delete their name from the school roll on **Ground A or G**.

In the event of a duration of greater than 8 weeks or 2 calendar months school will consider that the pupil currently no longer lives a reasonable distance from the school and therefore they will be deleted from the school roll on **Ground G**.

- c) A clear departure date but with no return date

If the family are unable to give a return date then the child will be considered as missing education (CME) referred to the LA and will be deleted from the school roll on **Ground G or Ground H depending on the circumstances**.

- d) The child does not return when expected

During the first 10 days after the expected return date the school will endeavour to contact the family. If we are unable to contact the family or have grounds to believe that the child will not be returning to school then they will be deleted from the school roll on **Ground H**. School will liaise with the LA in this situation. If a new return date is then given, refer to the points above.

9.2 Absence on the first or last day(s) of the term or the school year.

Due to the structure of the academic year, the fixed length of 190 days and the need for schools to carry out INSET, terms often begin and/or end on days other than a Monday or a Friday, henceforth known as partial school weeks. As a result, many families for whom the UK is not their home country, choose to travel during these weeks to reduce costs and facilitate longer stays in their home countries.

Where absence is limited strictly to the days of any partial school week, these will be unauthorised but school will not initially seek to enforce any sanction. If this extends to the following or preceding full school weeks, this will be viewed as a term time holiday and acted upon accordingly. Where this behaviour is clearly a pattern with children missing in excess of 10 school days within any 12-month period school will consider any and all enforcement actions.

9.3 Persistent lateness

In line with details already set out in this policy, where children are persistently late this will be challenged. Using the 10 sessions in 10 weeks national threshold, we will consider enforcement action for any families who fall below this marker. It is however important to ensure that help and support has been offered to the family before action is considered.

Where there is a pattern of poor attendance or lateness, followed by an improvement as a result of support or the spectre of enforcement and then a return to lateness or poor attendance, school must consider whether the actions taken to date are sufficient to change behaviours and therefore might opt for a higher level of enforcement.

9.4 Higher levels of absence for individual children with SEND

As outlined in this policy we will seek to work with the family and with the access and inclusion services to support improved attendance. However, it should be noted that the same reasons which contribute to poor attendance for children without additional needs could also contribute to poor attendance for those with. The antecedents are not binary.

9.5 Extended periods of genuine illness

Where children have extended or repeated (or both) periods of illness, and school has no concerns around the illness these will be authorised but school will also seek to offer support and guidance to the family, and access to other services, in order to reduce the frequency of illness and to improve school attendance. This may be via an early help or single agency support.

9.6 Term time holidays

As already set out in this policy, it is highly unlikely that a family holiday will be considered an exceptional circumstance and will therefore be unlikely to be authorised. Where a child is absent due to a family holiday school will look at their current attendance level and their attendance history and consider what enforcement action is most appropriate. We will be mindful of the 10 session in 10 weeks national threshold and any pattern to their absence that is present.

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum yearly by the Headteacher. At every review, the policy will be approved by the full governing board.

11. Links with other policies

This policy links to the following policies:

- Child protection policy
- Behaviour policy



Name of Parent:		Name(s) of children for whom the leave of absence is being requested:	
Current attendance:		Last years attendance:	
First day of absence:	Date of return to school:	Duration:	
Reason for leave of absence:			
Reason why this absence cannot occur during the school holiday period:			
Have you made any previous requests in the last three years?			
Signed:		Date:	
Date received by school:			
Outcome:			
Signed:		(Headteacher)	