

LEEDS CHILDREN'S SERVICES

Fieldhead Carr Primary School ATTENDANCE POLICY

Academic Year 2023-24

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Should any organisations outside of the Leeds Local Authority incorporate large sections of this policy without alteration please make acknowledgement of this.



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This Attendance Policy is available on the school website and is reviewed and ratified annually by the governing body/board of trustees or as events or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Headteacher	School Attendance Champion (SLT)	Nominated Governor Attendance	Chair of Governors
2023-24	Emma Wraighte	Jo Murphy (DHT)	Jane Peacock	Lynda Provins

Policy Review date	Date Ratified by governors	Date Shared with staff
Sept 2023	Sept 23	Sept 2023

School Name	Fieldhead Carr Primary School
Attendance Target	96%
School opens at	8:45am
Registers close at	9:00am

Attendance Policy

1. Contact List – September 2023

Role / Agency	Name and role	Contact Details
Headteacher/Principal	Emma Wraighte	e.wraighte@fieldheadcarr.leeds.sch.uk
Attendance Champion SLT	Jo Murphy	j.murphy@fieldheadcarr.leeds.sch.uk
Attendance Officer	Vicky Bennett-Lapham	v.bl@fieldheadcarr.leeds.sch.uk
Governor with responsibility for Attendance	Jane Peacock	j.peacock@fieldheadcarr.leeds.sch.uk
Chair Of Governors	Lynda Provins	l.provins@fieldheadcarr.leeds.sch.uk
School Office	Jo Glover	hello@fieldheadcarr.leeds.sch.uk
Inclusion Support	Lisa Sinker	l.sinker@fieldheadcarr.leeds.sch.uk
School Attendance Service (SAS)	Queries relating to attendance	0113 3785994 Schoolattendanceservice@leeds.gov.uk
Elective Home Education (EHE)	Queries around Elective Home Education	EHE@leeds.gov.uk
Children Missing Education (CME)	Referrals for children missing education	0113 378 9686 CME@leeds.gov.uk
Education Safeguarding Team	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk

Attendance Policy

2. Policy Statement

Fieldhead Carr Primary School seeks to ensure that all its pupils receive an education which enables them to reach their full potential. There is a strong link between good attendance and increased attainment. Pupils who regularly attend school make much better progress socially and academically. Regular attendance enables pupils to adapt better to routines, schoolwork, and friendship groups.

Fieldhead Carr Primary School aims to work in partnership with parents and other agencies to ensure that every child can get the best out of the educational opportunities provided.

By working in partnership with parents and other agencies, we ensure that we have clear and robust strategies in place to manage and promote regular attendance for all students at Fieldhead Carr Primary School

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

This attendance policy is part of broader suite of safeguarding policies and should not be viewed in isolation. Safeguarding policies include the Child Protection Policy, Anti-bullying policy and behaviour policy.

3. Aims

3.1 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their responsibilities with respect to Attendance and understand the correlation with safeguarding.
- Parents, carers, and pupils are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality.
- Pupils who achieve attendance and punctuality targets throughout the academic year are recognised and rewarded.

3.2 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, parents, staff, and governors. It is fully incorporated into the whole school ethos and culture.

4. Legislation and guidance

4.1 This policy is based on the Department for Education's guidance, [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/working-together-to-improve-school-attendance) 2022

4.2 The Education Act 1996 states that:

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

[Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/54/part-6) - Part 6

[Education Act 2002 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/26/part-3) - Part 3

5 Partnership Expectations

What the school expects of our pupils
That pupils attend regularly, on time and ready to learn
Pupils are prepared for the day with appropriate equipment
Pupils who arrive after registration time report to the office
Pupils tell a member of staff if there is any problem which may prevent them from attending school
What the school expects of parents/carers
Ensure that their children attend school regularly and on time to fulfil their legal responsibility
Notify school on the first day of absence and provide reason for absence
Continue to notify school on each day of absence
Complete a request form for absence in term time for exceptional circumstances
Supply medical evidence when required
Ensure all parental and child contact details are up to date
Provide school with two emergency contact details
Speak to relevant members of staff if they know of any problem which may prevent their child/ren from attending
What the parents/carers can expect from the school
A broad, balanced education
Encouragement and rewards for good attendance and punctuality at school
Prompt action when a problem has been identified
Efficient and accurate recording and monitoring of attendance
Contact with parents and carers on the first day when absence is unexplained
Liaison with officers from the Local Authority from a variety of teams to assist and support families where needed

6 Roles and responsibilities

6.1 Headteacher

The Head is responsible for:

- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping children Safe in Education 2023. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2023)
- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions)
- Ensuring every member of staff knows and understands their responsibilities for attendance.
- Ensuring accurate completion of admission and attendance registers.
- Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and whole school attendance.
- Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Ensuring all staff are aware of any potential safeguarding issues, ensuring joint working between the school, Children's Social Work Services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.
- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring and analysing data and trends.
- Reporting to the Governing Body and Trusts the attendance figures and progress to achieving the set targets.
- Reminding parents of their commitment to this policy.
- Building and modelling respectful relationships with staff, pupils, families, and other stakeholders to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Sharing information on and working collaboratively with other schools in the area/cluster, LAs, and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific

barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

6.2 The School Attendance Champion SLT

The School Attendance Champion is responsible for:

- Implementing the policy with the Head.
- Offering a clear vision for attendance improvement.
- Championing and improving attendance.
- Ensuring the practice that is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes
- Oversight of data analysis -
 - Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes, raising concerns with other agencies like children's social care and early help services which are working with families.
 - Robust school systems are in place which provide useful data at cohort, group, and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
 - children who have a social worker including looked-after children
 - young carers
 - children who are eligible for free school meals
 - children who speak English as a second language
 - children who have special educational needs and disabilities
 - Keeping the Head and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures.
 - Compiling attendance data for the Head, the Governing Body and the Local Authority.
- Ensuring a positive working relationship with the School Attendance Service is fostered, including attending Attendance Targeted Support Meetings.
- Communicating messages to pupils and parents.
- If required, holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.

6.3 Teaching staff

Teaching staff are responsible for:

- Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance.
- Implementing the policy and ensuring it is applied fairly and consistently.

- Ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date.
- Reviewing class and individual attendance patterns.
- Informing the school attendance champion/line manager of any concerns.
- Emphasising with pupils the importance of punctuality and good attendance.
- Reminding parents of their commitment to this policy.
- Building respectful relationships with staff, pupils, families, and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Communicating openly and honestly with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or who are persistently or severely absent to discuss attendance and engagement at school.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Modeling respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:
 - treat pupils with dignity
 - build relationships rooted in mutual respect and observe proper boundaries
 - take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
 - handle confidential information sensitively
 - understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity
 - communicate effectively with families regarding pupils' attendance and well-being
- Rehearse and reinforce attendance and punctuality expectations continually.
- Emphasize the importance of attendance and its impact on attainment.
- Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom.
- Promote rewards and celebrate progress but continue to outline sanctions.
- Apply rewards and sanctions consistently.
- Follow up on absence and lateness with pupils to identify barriers and reasons for absence.
- Contact parents and carers regarding absence and punctuality.
- Review form or tutor group attendance weekly to share data, identify issues, intervene early, and help set targets.
- Periodically review practice and consistency both across and between departments.
- Proactively promote attendance practice as part of staff induction.
- Consider the individual needs and vulnerabilities of pupils.

6.4 Attendance and inclusion team staff

Attendance and inclusion team staff are responsible for:

- Ensuring the recording of attendance and absence data is accurate.

- Ensuring robust day-to-day processes are in place.
- Tracking and following up absence and poor punctuality (implement punctuality routines such as late gate or sign in procedures).
- Providing appropriate support and challenge to establish good registration practice.
- Carrying out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding.
- Identifying any absences that are not explained for each session and contacting parents to understand why, and when the pupil will return to school.
- Where absences are recorded as unexplained in the attendance inputting the correct code as soon as the reason is ascertained, but no later than 5 school days after the session.
- Keeping parents informed on a regular basis of their child's attendance and absence record (this should be communicated to parents in an easy-to-understand format and percentage headlines should be avoided. For example, concentrate on the amount of time missed and the impact on the pupil's learning).
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identifying pupils who need support from wider partners as quickly as possible and making the necessary referrals.
- Undertaking home visits in line with safeguarding responsibilities to engage families and ensure children are safe.
- Identifying and, where possible, mitigating potential barriers to good attendance in liaison with families and relevant support agencies.
- Implementing children missing education (CME) procedures when appropriate.
- Where pupils have additional vulnerabilities, which may require multi-agency meetings trying to arrange those meetings outside of lesson time, where possible.

For pupils at risk of persistent absence

- Providing regular attendance reports to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes.
- Initiating and overseeing the administration of absence procedures.
This should include:
 - letters home
 - attendance clinics
 - engagement with local authorities and other external agencies and partners
 - working with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and finding methods that work and are understood
 - consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures
 - providing regular reports to leaders on the at-risk cohort
 - providing regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils

For pupils who are persistently absent

- Developing and implementing persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines.
- Identifying tailored intervention which meets the needs of the pupil.

- Leading daily or weekly check-ins to review progress and impact of support, make regular contact with families to discuss progress.
- Liaising with school leaders (designated safeguarding, SENDco and inclusion leads) on referrals to external agencies and multi-agency assessments.
- Coordinating and contributing to multi-agency meetings to review progress and agree on actions.
- Working in partnership with School Attendance Service and other agencies to ensure the appropriate use of statutory parental responsibility measures.
- Providing regular reports to leaders on the impact of action plans and interventions.

7 Attendance procedures

7.1 Registration

- Gates open at 8:40am
- The school doors open at 8:45am and children will make their way to class for their soft start session, this runs from 8:45am-9:00am
- A staff member will be on each door
- School gates will be closed at 9.00am and the register completed in class
- Registers will be taken after lunch and will close at 1:15pm

7.2 Responding to lateness

- Children arriving after the gates closed, MUST go to the school office for a late mark. Parents/ Carers must complete a late slip with reasons for lateness. The school attendance officer will be in the office to ensure it is recorded on the system and available for parent conversations to support lateness
- Pupils arriving in the classroom after 9.00am when the register has been taken are deemed to be late and will be marked as L code.
- After 9.30am and 1:45pm the pupil is deemed to be Late/absent. Any pupil arriving in school after these times will be marked U. In case of emergency the register shows the pupil is on the premises, but they will not receive a present mark toward their overall attendance.
- If a child receives 5 late marks in a month, parents/carers will be sent a letter reminding them to be on time
- If this persists, a member of the attendance team will call to arrange a meeting to explain the reasons for their child's lateness.
- If the lateness persists, the parent/s will be called in again to meet with the Attendance Improvement Officer (Seacroft/Manston Cluster). This officer is from an outside agency.

7.3 Responding to absence

School has a strict policy regarding absence when School has not been notified of absence and/or cannot contact parent/ guardian.

Day 1 - First day contact, text or telephone the pupil's parent or carer to establish reasons for the absence. This is done before 9:30am.

NB- in some circumstances, the attendance team may carry out a home visit if they feel this is needed

Day 2 - Follow up on first day contact, a subsequent telephone call and/or text must be made. School will explore all known contact details listed for the pupil including any email addresses.

Day 3 – Repeat steps for day 1 and 2. If no contact has been established school will complete a safeguarding home visit.

Day 4 – Repeat steps for day 1 and 2. Additional investigations to establish the pupil's whereabouts will include making contact with.

- Professional agencies currently involved with the family/pupil
- The school where a known sibling attends
- The pupil's school friends
- Neighbours or known associates of the family
- Social Media (where possible)

Day 5 – Repeat steps for day 1 and 2. Write to the parent/carer requesting contact to be made with the school immediately.

7.4 Monitoring Attendance Procedures- see Appendix A for supporting letters

The school target for attendance is 96% for academic year 2023-24.

Ongoing- The office and Pastoral team to have daily discussions in relation to pupil lateness and absence.

1st Half-Term (Oct) - the attendance team will meet and discuss individual children's attendance. Any families that are of concern (below monitoring threshold of 95%), pastoral lead will carry a well-being phone call to discuss potential attendance difficulties. Registration certificate to be sent home.

End of 1st Term- the attendance team will monitor individual children's attendance. If a child continues to fall below the monitoring threshold of 95%, parents will be issued with attendance letter 1 (appendix B). The letter is a reminder of attendance expectations. A copy of the registration certificate will be enclosed. If a parent wishes to discuss this or requires external support, an appointment with the attendance team can be made.

At Feb Half-Term- for families that continue to fall below the monitoring threshold of 95%, letter 1 will be issued.

For Persistent absence families (monitoring threshold of 90% or below), letter 2 (appendix C) will issued. This letter requests a meeting with school and a referral to the attendance improvement officer. Following the referral, a further meeting will take place with the attendance improvement team. They will then work to support the family with improving attendance.

The above procedures will continue to be used to monitor attendance throughout the remainder of the school year (Feb-July).

- Repeated absences will lead to detailed monitoring by the school attendance staff.
- Targets for improvement will be clear and communicated to pupil and parent or carer.

- School will organise support to remove barriers to regular attendance.
- School will organise meetings with parents or carers to review and improve attendance.
- If attendance does not improve, school will refer to the local authority for legal action.

7.5 Categorising absence

Where pupils of compulsory school age are recorded as absent, the register must show whether the absence is authorised or unauthorised. Absence can only be authorised by the school and cannot be authorised by parents. All absences will be treated as unauthorised unless a satisfactory explanation for the pupil's absence has been received.

Parents should advise the school by telephone, email or text message (T2P), before 8:50am, every day when a child is absent and provide the school with an expected date of return. Alternative arrangements will be agreed with non-English speaking parents/carers. If we are unable to make contact by 9:30am, the register will be marked as unauthorised.

Absence will be categorised as follows:

Illness In most cases a telephone call or a note from the parent informing the school that their child is ill will be acceptable. Parents may be asked to provide medical evidence where there are repeated absences due to reported illness. This will usually be in the form of an appointment card, prescription, evidence of a conversation with a medical professional. Where attendance due to illness exceeds 3 periods in a term and there is failure to produce medical evidence to support illness. Absence will be marked as unauthorised. Medical evidence includes: evidence of doctor's appointment, prescriptions, evidence of conversations with pharmacists, hospital appointments.

Medical/Dental Appointments Parents are advised where possible to make medical and dental appointments outside of the school day. Where this is not possible, pupils should attend school for part of the day. Parents will need to show the appointment card to school.

Other Authorised Circumstances This relates to occasions where there is cause for absence due to exceptional circumstances, for example family bereavement, visiting a parent in prison or part time timetable agreed as part of a reintegration package.

Excluded (No alternative provision made) Exclusion from attending school is counted as an authorised absence.

Family Holidays and Extended Leave Parents are strongly advised to avoid taking their children on holiday during term time. Parents do not have an automatic right to remove their child from school during term time for the purpose of a holiday. Should a parent wish to apply for leave of absence they must complete a request for leave form and the head teacher will consider if the leave is for exceptional circumstances. In line with the Leeds policy leave should only be granted for exceptional circumstances. If parents take children on holiday during term time without authorisation they will be subject to a Penalty Warning Letter and then potentially be fined.

Parents wishing to take their child on holiday during term time must send a written request to the head teacher before holiday arrangements are made. Retrospective requests will

not be considered and therefore will result in the absence being categorised as unauthorised. Each request will be considered individually and will take the following factors into account:

- Length of the proposed leave
- Age of the pupil
- The pupil's general absence/attendance record
- Proximity of SAT's and public examinations
- Pupil's ability to catch up the work missed
- Pupil's educational needs
- General welfare of the pupil
- Circumstances of the request
- Purpose of the leave
- Previous term time holidays taken
- When the request was made

All requests for leave of absence will be responded to in writing. Where a request has been granted the letter should state:

- The expected date of return
- That parents must contact school should any delays occur
- That the child's place may be withdrawn if the family do not return as expected

If a pupil fails to return and contact with the parents has not been made or received, school may take the pupil off the school's roll in compliance with the Education (Pupil Registration) (England) Regulations 2006. This means that the child will lose their school place.

If the permission to take leave is not granted and the pupil still goes on holiday, the absence will be **unauthorised**. In such cases the school may issue a Penalty Notice or a fine.

Religious Observance Fieldhead Carr Primary School acknowledges the multi-faith nature of British society and recognises that on some occasions, religious festivals may fall outside school holiday periods or weekends and this necessitates a consideration of authorised absence or special leave for religious observance.

Traveller Absence The aim for the attendance of Traveller children, in common with all other children, is to attend school as regularly and as frequently as possible.

7.5 Working with the Local Authorities School Attendance Service

- School works in partnership with the statutory School Attendance Service to devise a strategic approach to attendance through Register Checks and Targeted Support Meetings.
- The Headteacher/Attendance Champion (SLT) and the Attendance school staff will meet with an Attendance Improvement Officer from the School Attendance Service when required, to discuss and improve attendance for persistently absent or severely absent pupils.
- Action plans will be developed for persistently and severely absent pupils.
- If parents/carers do not proactively engage with support offered through the action plan, then formal legal intervention may be requested from the School Attendance Service.
Statutory intervention can include
 - Penalty Notices

- Parenting Order
- Education Supervision Order
- Prosecution

8 Authorised and unauthorised and absence

8.1 Authorised absence

Authorised absence is defined as:

- Genuine illness
- Medical or dental appointment (where possible routine appointments should be arranged out of school time)
- Bereavement – (Headteacher’s discretion)
- Religious observance (The day must be exclusively set apart for religious observance by the religious body to which the parents belong)
- Approved leave in term time where there are exceptional circumstances, as agreed by the Headteacher.
- The pupil has a local authority licence to take part in a public performance and the school has granted leave of absence

8.2 Unauthorised absence

Unauthorised absence is defined as:

- Being late after the registers have closed - ‘U’ code
- Staying at home to care for younger children or sick relatives
- Going shopping or having a haircut
- Where no explanation is offered by the parent or carer
- Where the school is not satisfied with an explanation offered
- Special occasions e.g. birthdays/weddings
- Holidays/leave in term time
- Taking the rest of the day off before or after a medical appointment
- Translating for family members
- Visiting sick relatives
- Exceptional term time leave longer than agreed by the Headteacher

9 Children Missing Education (CME)

A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#) and follow the Leeds Children’s Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 3789686.

Appendix A:**Grounds for deleting a pupil from the school admission register (CME 2019)**

1	Where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2	That the child has been registered as a pupil at another school - except where it has been agreed by the proprietor that the pupil should be registered at more than one school.
3	Where a pupil is registered at more than one school that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.
4	Where the child has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	That child has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.
6	In the case of a pupil granted leave of absence in accordance with regulation that (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
7	Where the child is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	Where the child has been continuously absent from the school for a period of not less than twenty school days and — at no time was his absence during that period authorised by the proprietor (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
9	That the child is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
10	The pupil has died.
11	That the pupil will cease to be of compulsory school age before the school next meets
12	That the child has been permanently excluded from the school.
13	Where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher class at the school.

Appendix B:

Letter 1- DATE

Dear Parent and Carers,

I am writing to make you aware that your child (s) attendance since September has fallen below our monitoring threshold of 96%. If your child has 9 days absence over this school year their attendance will fall below 96% overall.

We understand and appreciate that your child may have been ill and we may have authorised this absence, however we are striving to improve attendance across the whole school. Research clearly shows that children with below average attendance patterns are more likely to struggle at school and achieve less than their potential. This can affect their progress right up to GCSE level, as it is often the case that children who miss basic concepts taught in primary school are left with key gaps in their learning.

Our school is working hard at the moment to improve the attendance of our pupils. You should be aware of the following systems which are now in place and may affect your child.

- If your child has had 5 or more day's illness, any further absence may require a doctor's note or proof of prescribed medication.
- If your child has a holiday during term time these will be recorded as unauthorised.
- If your child's attendance falls below 90% (this is classed as a persistent absentee by the local authority), they may be referred to the Attendance Improvement Officer who may prosecute through the courts.

Please support the school by bringing your child to school every day and on time. If you wish to discuss this letter further please call the school office and arrange a meeting with a member of the attendance team.

A copy of your child (s) Attendance Registration Certificate is attached for further information.

Yours sincerely,

Appendix C:

Letter 2- DATE

Dear Parent and Carers,

I am writing to make you aware that your child (s) attendance since September has fallen below our monitoring threshold of 90%. If your child has 19 days absence over this school year their attendance will fall below 90% overall. 90% is well below the school's monitoring threshold for attendance and is below the school's overall target for attendance of 96%.

Our school is working hard at the moment to improve the attendance of our pupils. You should be aware of the following systems which are now in place and may affect your child.

- If your child has had 5 or more day's illness, any further absence may require a doctor's note or proof of prescribed medication.
- If your child has a holiday during term time these will be recorded as unauthorised.
- If your child's attendance falls below 90% (this is classed as a persistent absentee by the local authority), they may be referred to the Attendance Improvement Officer who may prosecute through the courts.

It is possible to raise your child's attendance record for the remainder of this year by ensuring they come to school whenever possible. We understand that there are occasions when keeping your child of school is the best option, however, we urge you to seriously consider whether it is really necessary for your child to have time off.

We will be contacting you to make an appointment to discuss your child(s) attendance and to discuss options of support the school can offer. In addition to this, a referral to the Attendance Improvement Officer will be made.

I am obliged to inform you that under the provision of Section 444 of the Education Act 1996, parents/carers are legally responsible for ensuring their children attend school regularly and on time. Failure to do so could result in the issue of a Penalty Notice or legal proceedings being taken by the Local Authority.

Yours sincerely,

Letter 3- DATE

Dear Parent and Carers,

I am writing to make you aware that your child (s) attendance since September is still below the monitoring threshold of 96% however there has been a positive improvement since our last monitoring window and your current attendance is ____%. As the year progresses, and the number of days your child is in school increases, we are hopeful that this will continue to rise and will be above the monitoring threshold.

Our school is working hard to improve the attendance of all our pupils and appreciate the importance you placing on attendance. If there is any additional support, you may need or any information you need to clarify, please contact the attendance team who will be happy to meet or speak on the phone.

We understand and appreciate that your child may have been ill and we may have authorised this absence, however we are striving to improve attendance across the whole school. Research clearly shows that children with below average attendance patterns are more likely to struggle at school and achieve less than their potential. This can affect their progress right up to GCSE level, as it is often the case that children who miss basic concepts taught in primary school are left with key gaps in their learning.

A copy of your child (s) Attendance Registration Certificate is attached for further information.

Yours sincerely,

