

# The Appleton School



## Attendance Policy

Adopted by the Governing Body on	25/02/2026
Signature Chair of Governors	<i>Clittle</i>
Next Review Date	

February 2026

## The Appleton School

### Pupil Attendance Policy

**The name and contact details of the Senior Attendance Champion – the senior leader responsible for the strategic approach to attendance in our school, is:**

Name: Jon Gill

Email: [jgill@theappletonschool.org](mailto:jgill@theappletonschool.org)

**The name and contact details of the school staff member pupils and parents should contact about attendance on a day-to-day basis is:**

Name: Charmaine Bloomfield

Email: [absence@theappletonschool.org](mailto:absence@theappletonschool.org)

**The name and contact details of the school staff member pupils and parents should contact for more individual support with attendance is:**

Name: Julia Wilson

Email: [absence@theappletonschool.org](mailto:absence@theappletonschool.org)

**The name and contact details of the school staff member pupils and parents should contact for more individual support with attendance (Attendance Officer/Pastoral Support Worker/Head of Year etc):**

Name: Claire Whitehead

Email address: [cwhitehead@theappletonschool.org](mailto:cwhitehead@theappletonschool.org)

**The name of our linked Governors with responsibility for monitoring attendance are:**

Name: Fran Trotter

Email: [ftrotter@theappletonschool.org](mailto:ftrotter@theappletonschool.org)

Mrs Charlotte Little

[clittle@theappletonschool.org](mailto:clittle@theappletonschool.org)

Staff consulted:

Ratified by the Governing Body:

Review Date: *Annual review*

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## The Appleton School

### Vision Statement

***'Every student, every day, engaged, supported and present. We are committed to creating an environment where daily attendance is not just expected, but inspired, driven by strong relationships, meaningful learning, and a culture of belonging.'***

### Introduction and Background

The Appleton School recognises that positive behaviour and good attendance are essential in order for pupils to get the most of their school experience, including their attainment, wellbeing and wider life chances.

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly, on time. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called "[Working together to improve school attendance](#)" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.

This policy is written with the above guidance in mind and underpins our school ethos to:

- Set high expectations for the attendance and punctuality of all Appleton students;
- Promote good attendance and the benefits of good attendance;
- Reduce absence, including persistent absence and severe absence;
- Act early and accordingly to address patterns of absence;
- build strong relationships with families to ensure students have the support in place to attend school
- promote children's welfare and safeguarding;
- ensure every pupil has access to the full-time education to which they are entitled;
- ensure that pupils succeed whilst at school;
- ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school.

It has been developed in consultation with school governors, teachers, local Headteacher Associations, the Local Authority and parents and carers. It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school's commitment to attendance matters. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). 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 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents>[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- [Is My Child Too Ill for School \(guidance from the NHS\)](#)

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued;
- Raising and maintaining a whole school awareness of the importance of good attendance and punctuality;
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable. **It is a rule of this school that pupils must attend every day, unless there are exceptional circumstances, and it is the Headteacher, not the parent, who can authorise the absence.**

## [Aquinas](#)

Building on attendance outcomes, this academic year we will be working with an external partner called Aquinas (School Attendance Provisions) to help improve the attendance, and ensure the wellbeing, of our students. As a specialist service provider, Aquinas' role is to deliver high-quality practices and procedures that best enable every student at our school to fully access their education. Aquinas currently works in partnership with over 50 schools in Essex, Southend and Suffolk, and is a member of The National Association for Support Workers in Education (NASWE). Aquinas is also a company accredited by Essex Police under The Community Safety Accreditation Scheme (CSAS) to issue penalty notices, where appropriate, to tackle persistent unauthorised absence from school. They will also work very closely with our own internal attendance and pastoral teams, as well as the Local Authority's Attendance Compliance Team.

## [Promoting Regular Attendance](#)

At The Appleton School, we believe in developing strong patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing. We lay a strong emphasis on our students developing and taking responsibility for their attendance, recognising how the

virtues of resilience and aspiration can help students set themselves personal goals, recognising how perseverance can then support them with their achievement of these goals.

### **Attendance Responsibilities**

Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff.

To help us all to focus on this, we will:

- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Work alongside our Aquinas partner to improve student attendance and outcomes
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources;
- Build strong relationships and work jointly with families;
- Give parents/carers details on attendance in our newsletters;
- Promote the benefits of high attendance;
- Accurately complete admission and attendance registers. These will be used in conjunction with effective day to day processes in place to follow-up absence as required by law;
- Celebrate excellent attendance by displaying and reporting individual and class achievements;
- Report to parents/carers regularly on their child's attendance and the impact on their progress;
- Contact parents/carers should their child's attendance fall below the school's target for attendance.
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance

- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance
  - That absence is almost always a symptom of wider issues
  - The school's legal requirements for keeping registers
  - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
  
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data and taking necessary steps to follow up attendance concerns
  
- Reward good or improving attendance by issuing half termly certificates award to students with 100% attendance, termly badges awarded for 100% attendance, Fast-tracked *Golden Ticket* passes to the canteen for students with weekly 100% attendance selected by tombola, targeted student group initiatives and yearly celebration of students who achieve 100% attendance with a certificate and 100% badge.

## Staff Responsible for Attendance

**The name and contact details of the Senior Attendance Champion – the senior leader responsible for the strategic approach to attendance in our school, is:**

Name: Jon Gill

Email: [jjill@theappletonschool.org](mailto:jjill@theappletonschool.org)

The designated senior leader Mr Jon Gill 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
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

**The contact details of the school staff members pupils and parents should contact about attendance on a day-to-day basis are:**

Name: Charmaine Bloomfield

Email: [absence@theappletonschool.org](mailto:absence@theappletonschool.org)

Name: Julia Wilson

Email: [absence@theappletonschool.org](mailto:absence@theappletonschool.org)

**The Attendance 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 head of year/ assistant head of year where appropriate, in order to provide them with more detailed support on attendance

**The name and contact details of the school staff member pupils and parents should contact for more individual support with attendance (Attendance Officer/Pastoral Support Worker/Head of Year etc):**

Name: Claire Whitehead

Email address: [cwhitehead@theappletonschool.org](mailto:cwhitehead@theappletonschool.org)

The school attendance will support with:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Headteacher
- Working with education welfare officers to tackle persistent absence

**The name of our linked Governors with responsibility for monitoring attendance are:**

Name: Fran Trotter

Charlotte Little

Email: [ftrotter@theappletonschool.org](mailto:ftrotter@theappletonschool.org)

[clittle@theappletonschool.org](mailto:clittle@theappletonschool.org)

**The Headteacher is responsible for:**

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary.
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

## **Staff**

All staff are responsible for attendance. However, certain staff members will have key roles.

## **Form Tutors**

Form Tutors (or staff covering the tutor session) are responsible for recording attendance for the morning sessions, using the correct codes (see Appendix 1), and submitting this information to the school office by 8:40 am. Form Tutors are central to encouraging good relationships and promoting strong attendance. It is expected form tutors conduct well-being conversations, which are monitored and recorded on Arbor, seeking support if needed by the Head of Year Group and Assistant Head of Year. Form tutors receive regular updates on the attendance of their form and are an early form of intervention to help identify and factors that may be contributing to declining attendance.

## **Assistant Head of Year**

The Assistant Head of Year works alongside the Head of Year, monitoring attendance trends and patterns, holding student well-being conversations and parental meetings with families whose children do not meet the expected level of attendance and record on Arbor management system.

## **Head of Year**

The Head of Year, monitoring attendance trends and patterns, regularly liaises with the Attendance team, holds student well-being conversations and parental meetings with families whose children do not meet the expected level of attendance and record on Arbor management system.

## **Line Managers**

Line managers play a pivotal role in ensuring accurate and consistent reporting of pupil attendance by guiding and supporting the staff they oversee. They establish clear expectations around attendance procedures, and monitor compliance to ensure data integrity. Through regular check-ins and performance reviews, line managers communicate trends, concerns, and successes to inform whole-school strategies. By fostering a culture of accountability and collaboration, line managers help maintain high standards in attendance and punctuality tracking, which is essential for safeguarding and educational outcomes.

## **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:

- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them) Parents are expected to:

- Be clear of the school's criteria for illness consulting [Is My Child Too Ill For School](#), (**Annexe E**) before sanctioning absence.
- Make sure their child attends every day on time
- Call the school to report their child's absence before 8:30am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts with The Appleton School and local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the Pastoral/Safeguarding Teams

### **Pupils**

Pupils are expected to:

- Attend school every day, on time
- Attend every timetabled session, on time
- Sixth Form Students only: Call the school to report their absence before 8:30 am on the day of any absence and each subsequent day of absence

### **The Impact of Positive Attendance**

National Data shows that there is a clear link between a student's attendance and how well they achieve in school.

- Among students with the expected attendance level of 95%, (5% absent rate) the average Attainment 8 GCSE score achieved is above the national average of 4.6. Potential GCSE achievement for those students below the expected 90% attendance threshold, (10% + absence) reduces dramatically to a GCSE average of 4.3. Therefore, students who meet the expected 95% attendance level go on to achieve good results.
- As a specific measure, student achievement in English and Mathematics increases dramatically to GCSE level 5 where attendance is 95% and above. Where attendance is increasingly below the expected 95% threshold, student achievement can be half a grade to a grade less.
- Generally, the higher the percentage of sessions missed across KS4, the lower the level of attainment at the end of the key stage.

## Understanding Types of Absence

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Every half-day absence from school has to be classified by the school (not by the parent), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

**Authorised absences** are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

As per the NHS guidance, [Is My Child Too Ill For School](#), minor ailments, including, but not limited to common colds, sore throats, headaches, conjunctivitis, and stomach aches are not considered to necessitate time off school and absences due to these ailments will not be authorised.

### Planned Absence

We expect parents to try and make medical or dental appointments outside of school time, however, where this is not possible, medical and dental appointments will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment.

If an appointment cannot be made out of school time, the parent must make the Attendance Team aware via email or telephone, ahead of the appointment and ensure that pupils are out of school for the minimum amount of time necessary. Evidence of the appointment details will need to be provided by the parent/carer. Such evidence can be sent via email to [absence@theappletonschool.org](mailto:absence@theappletonschool.org) or photocopied by our Reception Staff.

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

### Leave of Absence

An approved **leave of absence can also be classified as an authorised absence**. A leave of absence is when 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 [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad;

- Attending an interview;
- Study leave;
- A temporary, time-limited part-time timetable;
- Exceptional circumstances (please see page 14)

**Unauthorised absences** are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes, (however this list is not exhaustive):

- parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn;
- absences which have never been properly explained;
- children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however is counted as an absence for the session;
- shopping trips;
- looking after other children or children accompanying siblings or parents to medical appointments; • their own or family birthdays;
- holidays taken during term time, not deemed 'for exceptional purposes' by the Headteacher, including any arranged by other family members or friends;
- day trips;
- other leave of absence in term time which has not been agreed.

### **Persistent Absenteeism (PA) and Severe Absenteeism (SA)**

A pupil is defined by the Government as a '**persistent absentee**' when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this. All pupils who have attendance levels of 90% or below are considered to be a persistent absentee, and will be a key focus across the course of the year which will involve intensive monitoring and student and parent meetings to support better outcomes for students in line with attendance expectations.

A pupil who has missed 50% or more schooling is defined by the Government as '**severely absent**'. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

### **Absence Procedures**

**The name and contact details of the school staff members that pupils and parents should contact about attendance on a day-to-day basis are:**

Name: Charmaine Bloomfield

Email: [absence@theappletonschool.org](mailto:absence@theappletonschool.org)

Name: Julia Wilson

Email: [absence@theappletonschool.org](mailto:absence@theappletonschool.org)

We monitor and review all pupils' absence, and the reasons that are given, thoroughly.

**If a child is absent from school the parent must follow these procedures:**

- Contact the school on the first day of absence before *8:30 am*;
- The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office staff. Please be aware that, if you leave a voicemail to report your child's absence, you may receive a call from the school so that we may discuss the absence before making a decision as to whether the absence is to be recorded as authorised;
- Contact the school on every further day of absence, again before *8:30 am*;
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested where your child is having multiple periods of absence which are reported as being due to medical reasons. When determining whether a child is too ill to attend school, both parents and school staff can consider the advice contained within the NHS and Essex County Council Guidance on School Absence and Childhood Illness (Appendix D).

**If your child is absent we will:**

- Telephone or text you on the first, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us;
- If we are unable to make contact with parents by telephone, we will telephone emergency contact numbers, send letters home and a home visit may be made, in the interests of safeguarding. If we cannot make contact any of the emergency contacts listed, it may be deemed appropriate to contact the police;
- A referral will be made to Local Authority if no contact has been made with parents by the 10<sup>th</sup> day of absence (or sooner if deemed appropriate), at which point your child will be considered to be "missing from education."

**If absence continues we will:**

- 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
- 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
- Write to you if your child's attendance and/or where punctuality is causing concern. The Appleton school target is 96%.
- Arrange a meeting so that you may discuss the situation with our Attendance Manager.
- Create a personalised action/support plan, such as an attendance contract, to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child;
- Offer signposting support to other agencies or services, if appropriate;

- Refer the matter to the Local Authority for relevant legal sanctions, if attendance deteriorates following the above actions.
- Where support is not appropriate, not successful, or not engaged with one or more of the following may be issued: A notice to improve, penalty notice or other legal intervention.

**Types of absence that are considered reasonable, and which will be recorded as authorised absence:**

- Illness (not including minor sickness such as headaches, coughs and colds, stomach-ache, period pains and other ailments outlines in the [NHS guidance, Is My Child Too Ill For School](#)). For students who are persistently absent, you may need to provide medical evidence from your doctor.
- Exceptional family circumstances, such as bereavement.
- Medical appointments, which should be arranged outside school hours unless there is no alternative.
- Religious dates and festivals officially recognised by parents' religion

There is no '48 hour rule' though we appreciate that **when a student has a gastro bug, the expectations would be for them not to attend school as per the NHS guidelines (please see poster) who advise following sickness and diarrhoea a 48 hour rest period and rehydration with plenty of fluids**. However, there are occasions where the '48 hour rule' does not need to apply. This could be where a student has been sick following a migraine/seizure and would not be infectious to the school community.

## Lateness

Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good time-keeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher.

**The times of the start and close of the school day for all pupils at The Appleton School are:**

Gates open: 7:30am

Morning registration starts: 8.30am

Morning registration closes: 9.15am

Afternoon registration starts at 12:25pm

Afternoon registration closes at 12:40pm

End of the school day: 3.00pm

**How we manage lateness:**

- The school day starts at **8.30am** when children can begin to come into school;
- Registers are taken at **8.30-8:35 am**;
- Children arriving after **8.30 am** are required to come into the front of the school via student services and sign in through Inventory. They will be issued an after-school detention, the next day, unless parents have contacted the school with a genuine reason for their late arrival. Students who arrive and sign in after 8:45 am will receive an extended detention the following day. Equally, if students arrive late to lessons, without a note or reason from a member of staff, they will be issued a detention for the following day (please see Annex F for full details of our punctuality process, with explanations of rewards and sanctions).

- Staff will work in collaboration with families when punctuality concerns and attendance to sanctions persist (please see Annex F).
- Parents will be made aware of the details of the late detentions via our Arbor app. This will include details of the length and location of the detention, but will not necessarily pinpoint which sessions the students were late to.
- At **9.15am** the registers will be closed. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site – ‘U’, but this will **not** count as a present mark and it will mean that they have an unauthorised absence;
- Senior members of staff will greet late arrivals at the main entrance to the school. Senior members of staff will equally be present as part of the after-school late detentions team.

Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent lateness record, you will be asked to meet in the first instance with Head of Year Group, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our children and, as a school, we celebrate good class and individual punctuality.

### Understanding Barriers to Attendance

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary early help support. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local

Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain in place for these pupils, however we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate.

Under the DfE's statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.

See Annex A for summary tables of responsibilities for school attendance.

**The name and contact details of the school staff member pupils and parents should contact for more detailed support on attendance:**

Name: Claire Whitehead

Email address: [cwhitehead@theappletonschool.org](mailto:cwhitehead@theappletonschool.org)

## Reporting to parents

The school will inform parents about their child's attendance and absence levels via school report and a half-termly attendance banding letter. Parents are also able to access their child's attendance via the Arbor App.

## Local Authority attendance support services

Local Authority Attendance Specialists work strategically by offering support to schools, to reduce persistent absence and improve overall attendance. At the end of each half-term, individual attendance banding letters will be sent home informing parents on current student attendance.

Parents are expected to work with the school and local authority to address any attendance concerns. Parents should proactively engage with the early help support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken in the form of a Penalty Notice (see Annex B for the Essex Code of Conduct) or prosecution in the Magistrates Court.

## School Attendance and the Law

New legislation was passed, The School Attendance (Pupil Registration) (England) Regulations 2024 which introduced a National Framework in England. By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parents may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

A parent is guilty of an offence if their child of compulsory school age, who is a registered pupil at a school, fails to attend regularly – **Section 444(1) Education Act 1996**. In such a situation if the parent **knows** that their child is not attending, they may be prosecuted for a more serious offence – **Section 444 (1) (a) Education Act 1996**. Failure to ensure school attendance can result in prosecution.

Parents summonsed for an offence of failing to ensure their child's regular school attendance have the right to challenge the evidence for the prosecution for the following reasons:

- Absence that has been authorised by the head teacher.
- Sickness or unavoidable cause – sickness should be supported by medical evidence.
- Religious Observance – absences are as a result of special religious observance days of the parent's religion.
- The nearest appropriate school with available places is beyond the statutory limits for walking and no transport has been provided by the local authority. The limits are two miles for children under eight and three miles for children over eight.

Parents must demonstrate that one or more of these grounds apply.

## National Framework for Penalty Notices

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10 school-week period can span different terms, school years or education settings.

The Headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

Where parents are not ensuring their child is attending school regularly at the school they are registered, the school and Local Authority have the right to apply the following interventions and or strategies:

- Attendance contracts – a formal written agreement between parent and school.
- Education supervision orders – formal intervention when voluntary interventions have failed – these will be considered before prosecution.
- Educational penalty notices

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Sanctions may include issuing each parent (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three-year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction.

### **Notices to improve**

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#) • Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

See Annex B for the Essex Code of Conduct.

**There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours.** In addition, the Supreme Court has ruled that the definition of regular school attendance is “in accordance with the rules prescribed by the school.”

The School Attendance (Pupil Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. The amendments specify that Headteachers may not grant any leave of absence during term time unless there are "exceptional circumstances" and they do not have any discretion to authorise up to ten days of absence each academic year.

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the Headteacher, irrespective of the child's overall attendance. Only the Headteacher or his/her designate (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the prescribed form provided by the school. The school will usually consider that the parent who has made the application is therefore allowing the leave of absence, and also that all parents who are on the holiday are allowing the leave. Where a parent removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is likely that penalty notices will be requested, in line with the National Framework and Essex Code of Conduct, in respect of each parent believed to have allowed the absence.

**At The Appleton School 'exceptional circumstances' will be interpreted as:**

... being of unique and significant emotional, educational or spiritual value to the child which outweighs the loss of teaching time (as determined by the Headteacher). The fundamental principles for defining 'exceptional' are events that are “rare, significant, unavoidable and short”. By 'unavoidable' we mean an event that could not reasonably be scheduled at another time, outside of school term time, regardless of who has planned or paid for the holiday or absence (including grandparents or other family or friends).

The Headteacher/school may discuss the leave of absence request with other education settings and/or the Local Authority to determine any exceptional circumstances.

If leave of absence is authorised, the school will not provide work for children to do during their absence. Parents are however advised to read with their children and encourage them to write a diary while they are away.

**Information for parents who have received a summons**

If you, as a parent, are prosecuted for failing to ensure your child's regular school attendance, you will be sent a summons stating the time, date and place of the court hearing. You will be provided with copies of the prosecution evidence including witness statements made to support the proceedings. You will be asked at court if you intend to plead guilty or not guilty. If legal advice is required this should be sought prior to the hearing to avoid the need for adjournments.

On the day of the hearing you should arrive on time and report to the court's reception. If you have any questions regarding the proceedings or cannot attend on the date arranged you must contact the court beforehand. If an interpreter is needed this must be requested in advance and the court will make this provision.

**Information for parents who have received a Single Justice Procedure Notice**

Instead of issuing a summons under S 444 (1) Education Act 1996, the Local Authority can issue a Single Justice Procedure (SJP) notice. This involves serving the parents with a SJP notice which contains details of the offence (child, school, dates of birth, dates of offence), statement of witness and evidence of the child's absence.

Parents must reply to the court indicating what their plea is.

Where a parent pleads guilty, or the offence is proved in their absence (for example where a parent fails to notify the court of their plea) the case can be dealt with by a Magistrate and Legal Advisor **without the need for any party to attend court.**

Where a parent pleads not guilty, or wants to attend court personally for their hearing, the parent must notify the court of this, and the case will be put in a Magistrates Court list and given a court date where all parties must attend court.

## Sentencing

If you are pleading guilty or are found guilty you are liable to a fine of up to £1,000 for each offence under **Section 444(1) Education Act 1996.**

If it is proved that you knew that your child was not attending school regularly and there is no justifiable reason, the Court may find you guilty of an offence under **Section 444 (1) (a) Education Act 1996.** In this case a fine of up to £2,500 may be imposed and/or a term of imprisonment not exceeding 3 months. The court can also impose other penalties, such as a **Parenting Order** or a **Community Order.**

Costs may also be awarded against you. Fines and costs are collected at a rate linked to income. Magistrates sometimes issue a **Conditional Discharge** which means that if you commit a further offence during the period for which the Conditional Discharge is imposed you could be given a penalty for the original offence as well as the current offence.

The Magistrates may also defer sentence for a period of time so that school attendance can be monitored and taken into account when sentence is passed.

## Deletion from Roll

For any pupil leaving The Appleton School, other than at the end of year 11, parents/carers are required to advise in writing, providing the school with the following information:

Child's name, class, current address, date of leaving, new home address, name of new school, address of new school. This information is essential to ensure that we know the whereabouts and may appropriately safeguard all our pupils, even those who leave us.

It is crucial that parents keep school updated with current addresses and contact details for the pupil and key family members, in case of emergency.

Under Pupil Regulations 2006, all schools are now **legally required** to notify their Local Authority of **every new entry** to the admission register **within five days** of the pupil being enrolled. In addition to this, **every deletion** from the school register must also be notified to the Local Authority, as soon as the ground for deletion has been met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register. This duty does not apply when a pupil's name is removed from the admission register at a standard transition point – when the pupil has completed the final year of education normally provided by that school.

## Absence data

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education on a daily basis Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024. Persistently and severely absent pupils are tracked and monitored carefully. We also combine this with academic tracking, as increased absence affects attainment.

We share information and work collaboratively with other schools in the area, local authorities, and other partners, when absence is at risk of becoming persistent or severe.

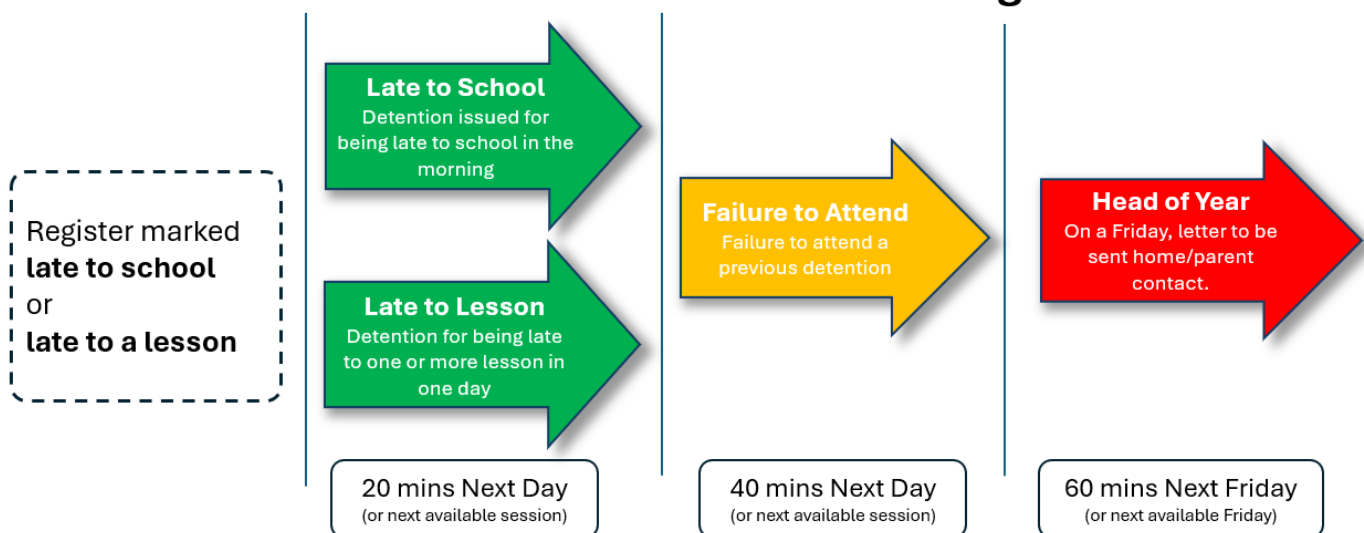
## Monitoring attendance and Punctuality

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

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

## Attendance Detentions Stages



- **Each day a detention can be set for being late to school and, or late to a lesson.** So if you are late to school and late to one lesson, you will be given two 20 mins detentions set for the next available timetabled slot. If you are late for school and late to all 5 lessons, that is equivalent to six 20 mins detentions. That means if you continue to arrive late, you are likely to be in detention each day at 3.00pm
- If you already have multiple detentions the detention will be applied to the next available session.

## **Analysing attendance**

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

## **Using data to improve attendance:**

The Appleton School will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families
- Provide regular attendance reports to form tutors, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

## **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 Appleton 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 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 ("Let's talk We Miss You")

- Explain the early help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Complete Persistent Absence Action Plans
  - Review any existing actions or interventions
- 
- 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 these pupils. In doing so, the school will sensitively consider some of the reasons for absence
  - Implement sanctions where necessary

## Annex A: DfE guidance Summary table of responsibilities for school attendance. From 19<sup>th</sup> August 2024

[https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary\\_table\\_of\\_responsibilities\\_for\\_school\\_attendance\\_applies\\_from\\_19\\_August\\_2024\\_.pdf](https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance_applies_from_19_August_2024_.pdf)

### All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

## Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of persistent absence.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

## Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through a referral to statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

## Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>

## Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Not applicable.</p>	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.</p>

## Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>

## Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Know who the pupils who have, or who have had, a social worker are.</p> <p>Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.</p> <p>Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.</p> <p>Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.</p> <p>Through the work of Virtual School Heads, they should:</p> <ul style="list-style-type: none"> <li>Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance.</li> <li>Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker.</li> <li>Develop whole system approaches, with social care, to support the attendance of children in need.</li> </ul>

## Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.</p> <p>Proactively engage with the support offered.</p>	<p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance.</p> <p>Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.</p>	<p>Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.</p> <p>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.</p>	<p>Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.</p> <p>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <ul style="list-style-type: none"> <li>• Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated.</li> <li>• Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance.</li> <li>• Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance.</li> <li>• Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.</li> </ul>

## Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
<p>Schools regularly update parents on their child's attendance.</p> <p>(If parents feel the school and or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)</p>	<p>The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures.</p> <p>The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance.</p> <p>Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.</p> <p>Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.</p>	<p>DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making.</p> <p>Ofsted considers governing bodies' efforts as part of inspections.</p>	<p>DfE Regions Group monitors local authority efforts as part of regular interaction.</p> <p>Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services.</p> <p>Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.</p>

## **Annex B**

### **ESSEX CODE OF CONDUCT: PENALTY NOTICES FOR PARENTS OF TRUANTS AND PARENTS OF PUPILS EXCLUDED FROM SCHOOL ANTI-SOCIAL BEHAVIOUR ACT 2003 SECTION 23**

<https://www.essex.gov.uk/schools-and-learning/schools/school-attendance-and-absence/penaltnotices>

## Annex C



### Helping parents to understand the changes to fines for term time holidays

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for Penalty Notice

#### Who may be fined?

Penalty Notice Fines are issued to each parent who allows their child to be absent from school.

For example: 3 siblings absent for leave, would result in each parent who allowed the holiday receiving 3 separate Penalty Notices.

#### National Threshold

There will be a single consistent national threshold for when a penalty notice must be considered by all schools in England of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period.

These sessions do not have to be consecutive and can be made up of a combination of any type of unauthorised absence, including the U code (late after registers have closed).

For example: a 5 day holiday would meet the national threshold.

The 10-school week period can span different terms or school years.

#### First Offence

The first time a Penalty Notice is issued for an unauthorised term time holiday the fine will be:

£80 per parent, per child if paid within 28 days.  
Increasing to £160 if paid between 29 days and 2 months.

#### Second Offence

(within 3 years)

The Second time a Penalty Notice is issued for unauthorised absence the amount will be:

£160 per parent (who allowed the holiday), per child, payable within 28 days.

Fines issued for unauthorised holidays recorded by schools **after 19<sup>th</sup> August 2024**.

#### Third Offence and Any Further Offences (within 3 years)

The third time an offence is committed a Penalty Notice will not be issued and local authorities will need to consider other available measures to address the absence concerns. This may mean that cases are presented before a Magistrate's Court. Prosecution can result in criminal records and fines of up to £2,500.

Cases found guilty in the Magistrates' Court can show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.

## Annex D Absence Codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
<b>Attending a place other than the school</b>		
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

<b>D</b>	Dual registered	Pupil is attending a session at another setting where they are also registered
<b>Absent – leave of absence</b>		
<b>C1</b>	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment
<b>J1</b>	Interview	Pupil has an interview with a prospective employer/educational establishment
<b>S</b>	Study leave	Pupil has been granted leave of absence to study for a public examination
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances

**Absent – other authorised reasons**

<b>T</b>	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made

**Absent – unable to attend school because of unavoidable cause**

<b>Q</b>	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
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<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	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<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	<p>Pupil is unable to attend as they are:</p> <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 one 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

# Annex E – Illness absence Guidelines

[Is my child too ill for school? - NHS \(www.nhs.uk\)](http://www.nhs.uk)

## What to do Advice on childhood illnesses



Go to school; if needed, get treatment as required



Some restrictions for school attendance



Don't go to school and see the GP

What it's called?	What it's like	Going to school	Getting treatment	More advice
<b>Asthma flare up</b>	Worsening of usual symptoms		Follow your care plan	Stay off school if feeling too unwell
<b>Chicken pox</b>	Rash begins as small, red, flat spots that develop into itchy fluid-filled blisters		Pharmacy	Back to school five days after on-set of the rash, or when all lesions are crusted over
<b>Common cold</b>	Runny nose, sneezing, sore throat		Pharmacy	Ensure good hand hygiene
<b>Conjunctivitis</b>	Teary, red, itchy, painful eye(s)		Pharmacy	Try not to touch eye to avoid spreading*
<b>Flu</b>	Fever, cough, sneezing, runny nose, headache, body aches and pain, exhaustion, sore throat		Pharmacy	Ensure good hand hygiene*
<b>German measles/ Rubella</b>	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards		GP	Back to school four days after the rash has started, if feeling well enough. Please let the school know, as pregnant members of staff may be affected.
<b>Glandular fever</b>	High temperature, swollen glands, sore throat; usually more painful than any before		GP	*
<b>Hand, foot &amp; mouth disease</b>	Fever, sore throat, headache, small painful blisters inside the mouth on tongue and gums (may appear on hands and feet)		GP	Attend school while monitoring symptoms
<b>Head lice</b>	Itchy scalp (may be worse at night)		Pharmacy	
<b>Impetigo</b>	Clusters of red bumps or blisters surrounded by area of redness		GP	Back to school when lesions crust or 48 hours after start of antibiotics
<b>Measles</b>	Fever, cough, runny nose, watery inflamed eyes, rash		GP	Back to school four days from on-set of rash, and if feeling well enough
<b>Ringworm</b>	Red ring shaped rash, may be itchy, rash may be dry and scaly or wet and crusty		Pharmacy	
<b>Scabies</b>	Itching rash, commonly between fingers, wrists, elbows, arm		GP	Back to school after first treatment
<b>Scarlet fever</b>	Fever, unwell, red tongue, sandpaper rash		GP	Exclusion period during first 24 hours of antibiotics*
<b>Shingles</b>	Pain, itching, or tingling along the affected nerve pathway. Blister-type rash		GP	Only stay off school if rash is weeping and cannot be covered
<b>Sickness bug/ diarrhoea</b>	Stomach cramps, nausea, vomiting and diarrhoea		Pharmacy	Contact GP if symptoms persist after 48 hours
<b>Threadworms</b>	Intense itchiness around anus		Pharmacy	Ensure good hand hygiene
<b>Tonsillitis/ Strep throat</b>	Intense sore throat for more than 1 day		Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow. Only need to stay off school if feeling too unwell
<b>Whooping cough</b>	Violent coughing, with a 'whoop'		GP	Exclusion period during first five days of antibiotics
<b>Covid</b>				Visit <a href="http://www.nhs.uk">www.nhs.uk</a> for latest guidance

\*Attend school while monitoring symptoms.

This information is a guide and has been checked by health professionals. If you are unsure about your child's wellbeing, we recommend you contact your pharmacy or GP to check.

Should my child go to school/nursery today?  
Hertfordshire and West Essex Healthier Together for further information  
<https://www.hwehealthiertogether.nhs.uk/parents/carers>

Working in partnership with



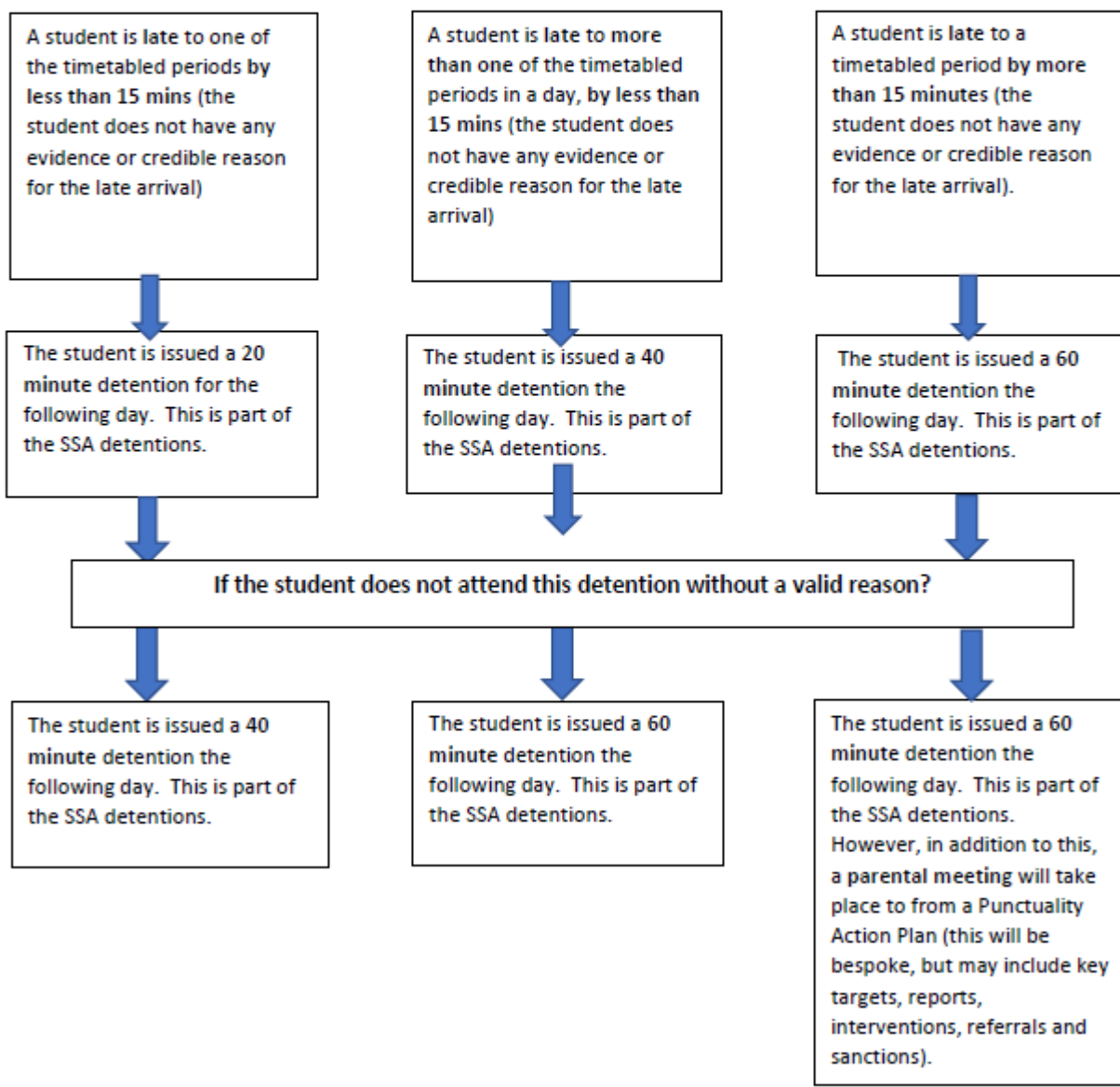
# Annex F



## PUNCTUALITY PROCESS



**Students who continue to attend all lessons each day on time will be rewarded with positive behaviour reward points**



# Annex G

## The Appleton School Attendance Strategy

### Appleton Vision Statement

“Every student, every day, engaged, supported and present. We are committed to creating an environment where daily attendance is not just expected, but inspired, driven by strong relationships, meaningful learning, and a culture of belonging.”

### 1. Purpose

This section outlines the expectations, procedures, and responsibilities for **all staff** as a collective responsibility in promoting excellent attendance and punctuality. Consistent routines across the school ensure students feel safe, supported, and ready to learn. External partners, including Aquinas Attendance Support Services, work alongside the school to strengthen early intervention and reduce persistent absence and lateness.

### 2. Whole-School Expectations

- Attendance and punctuality are safeguarding priorities.
- All staff contribute to creating a culture where students want to attend and arrive on time.
- Every student should aim for 97%+ attendance and excellent punctuality (99%+).
- Barriers to attendance or punctuality are addressed through supportive, early intervention.
- External agencies, including Aquinas, are engaged to provide additional capacity and expertise.

### 3. Staff Responsibilities

#### 3.1 Tutors

- Take the morning register accurately and promptly.
- Monitor weekly attendance and punctuality for your tutor group.
- Have brief conversations with students whose attendance or punctuality is dipping.
- Conduct Tutor Wellbeing Conversations to identify early concerns, disengagement, or barriers to attendance/punctuality.
- Escalate concerns to the Head of Year (HoY) first, then the Attendance Officer.
- Reinforce attendance and punctuality messages during tutor time and assemblies.

#### 3.2 Attendance Lead

##### Responsibilities include:

- Monitoring daily attendance and punctuality patterns
- Supporting first-day response and follow-up

- Ensuring Aquinas-commissioned Arbor attendance concern lists are completed
- Liaising with pastoral staff to ensure timely intervention
- Quality-assuring attendance and punctuality coding
- Preparing attendance/punctuality data summaries
- Supporting Individual Attendance Plans (IAPs)
- Escalating safeguarding concerns immediately

### **3.3 Classroom Teachers**

- Take lesson-by-lesson registers within the first 10 minutes.
- Challenge and record lateness.
- Report punctuality patterns that raise concern.
- Build positive relationships that encourage consistent attendance and punctuality.

### **3.4 Head of Year / Assistant Head of Year**

- Review attendance and punctuality data weekly.
- Lead early help meetings with students and parents.
- Implement and monitor IAPs.
- Track persistent absence and persistent lateness.
- Coordinate pastoral support for barriers to attendance or punctuality.
- Complete Aquinas-commissioned Arbor lists daily.

### **3.5 Attendance Officer**

- Complete first-day calling for unexplained absences.
- Maintain accurate attendance and punctuality records.
- Produce weekly reports for SLT and HOYs.
- Liaise with EWS and Aquinas.

### **3.6 Senior Leadership Team**

- Provide strategic oversight of attendance and punctuality.
- Ensure systems and staffing support high attendance and punctuality.
- Monitor trends and vulnerable groups.
- Approve referrals to Aquinas.

## **4. Attendance Procedures**

### **4.1 Daily Procedures**

- Morning Register: Completed by 8:30am
- Lesson Registers: Completed every period
- Punctuality Monitoring: Tutors and teachers challenge lateness and record it accurately
- Pastoral Attendance List Checks: HOYs/AHOYs complete Aquinas-commissioned lists
- First-Day Response: Attendance Officer contacts parents
- Safeguarding Escalation: Immediate referral for missing students
- Aquinas Coordination: External agency engaged in whole-school attendance monitoring and action, including targeted support for vulnerable groups and students at risk of Persistent Absence (PA)

### **4.2 Coding Absence**

- Use DfE codes accurately
- Seek clarification if unsure
- Medical evidence required for repeated illness

## **5. Arbor Monitoring, Tracking and Staff Intervention Framework**

### **Tier 1 – Universal (96–100%)**

- Tutors welcome, praise and offer recognition for excellent attendance each day
- Tutors reinforce expectations for attendance and punctuality
- Staff monitor Arbor dashboards weekly

### **Tier 2 – Targeted Form Tutor (91–95%)**

- Tutors conduct structured wellbeing conversations/barriers to attendance or punctuality for student returning from absence
- Tutor records actions on Arbor

### **Tier 3 – Targeted HOY/AHOY (85–90%)**

- HOY/AHOY conduct student conversations
- HOY/AHOY conduct student attendance parent phone call
- Short-term attendance/punctuality targets
- HOY logs interventions on Arbor

### **Tier 3 – Intensive (Attendance Team / Attendance Officer / Attendance Champion) (60–84%)**

- Student meeting/meeting with parents
- Individual Attendance Plan (IAP) including punctuality targets
- Pastoral or wellbeing support
- Aquinas may conduct joint meetings or home visits
- All actions tracked via Arbor

### **Tier 4 – Persistent Absence (Below 60%) – SLT**

- Multi-agency involvement
- Home visits
- EWS involvement and potential formal action
- Aquinas provides specialist casework
- SLT oversight recorded on Arbor

## **6. Supporting Students with Barriers to Attendance**

Staff should work collaboratively to identify and address barriers such as:

- Anxiety or mental health concerns
- Bullying or friendship issues
- SEND needs
- Medical conditions
- Family circumstances
- Barriers to punctuality (transport, routines, organisation)

Support may include:

- Check-ins with pastoral staff
- Counselling referrals
- Adjusted timetables
- Safe spaces during unstructured times
- Academic catch-up support
- Aquinas-led mentoring
- Tutor Wellbeing Conversations
- HOYs conducting Early Help meetings

## **7. Promoting Positive Attendance and Punctuality**

Staff should actively contribute to a culture of celebration through:

- Praise in lessons and tutor time
- Certificates and rewards
- Attendance and punctuality league tables
- Recognition of excellent attendance (97%+) and excellent punctuality (99%+)
- Recognition of improved attendance and improved punctuality
- Aquinas may support reward initiatives or attendance campaigns

## **8. Communication with Parents**

- Maintain a professional, supportive tone
- Share concerns early
- Record all communication on the school system
- Work collaboratively with families to remove barriers
- Aquinas may contact families directly as part of agreed intervention plans

## **9. Data and Monitoring**

- Weekly attendance reports shared with HOYs/AHOY and SLT
- Half-termly analysis of trends and vulnerable groups
- Staff expected to use data to inform interventions and conversations
- Aquinas receives relevant attendance data to support targeted intervention

## **10. Safeguarding Integration**

- Attendance concerns are safeguarding concerns
- Unexplained absence triggers immediate follow-up
- Staff must report patterns of absence that raise concern
- Home visits arranged where necessary
- Aquinas may support safeguarding checks linked to attendance concerns

## **11. Review and Evaluation**

- Strategy reviewed termly by SLT
- Staff feedback used to refine processes

- Attendance outcomes reported to governors
- Aquinas involvement reviewed regularly to ensure impact and value