Haileybury Turnford

Attendance Policy

Start Date:	**Autumn 2024**
Date of Next Review:	**Autumn 2026**
Author:	**Mrs M Goodes**
Responsible Committee:	**Education Committee**

Ambition · Pride · Success

The name and contact details of the SLT Attendance Maxine Goodes – the senior leader responsible for the strategic approach to attendance in our school, is:

Name: Maxine Goodes
Email address or contact details
goodesm@haileyburytunrford.com

The name and contact details of the school staff member students and parents should contact about attendance on a day-to-day basis is:
Name: Caroline Winborn
Email address or contact details
attendance@haileyburyturnford.com

The name and contact details of the school staff member students and parents should contact for more individual support with attendance (Attendance Officer/Pastoral Support Worker/Head of Year etc):
Name Caroline Winborn
Email address or contact details
attendance@haileyburyturnford.com

Introduction and Background

Haileybury Turnford recognises that positive behaviour and good attendance are essential in order for students 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:

- promote children's welfare and safeguarding.
- ensure every student has access to the full-time education to which they are entitled.
- ensure that students succeed whilst at school.
- ensure that students 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 being everyone's responsibility. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor student attendance.

In addition, all schools follow the DfE's statutory safeguarding guidance, Keeping Children Safe in Education, which emphasises the importance of understanding the potential vulnerabilities of children who are missing or absent from education.
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

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

- Promoting a positive and welcoming atmosphere in which students 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 students must attend every day, unless there are exceptional circumstances, and it is the *Principal*, not the parent, who can authorise the absence.**

Promoting Regular Attendance

At Haileybury Turnford, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our students 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.

The name and contact details of the SLT Attendance Lead (the senior leader responsible for the strategic approach to attendance in our school) is:
Name: Maxine Goodes
Email address or contact details
goodesm@haileyburyturnford.com

The Education Committee (Governing Committee) have responsibility for monitoring attendance.

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

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

- Submit a daily attendance return to the Department of Education, in line with the legal expectations placed on all schools.
- 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, with the exception of schools where all students are boarders, attendance registers and have 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.

- Reward good or improving attendance.
- 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.

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 student'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.

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 Principal, 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 student 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 student's education and we need the full support and co-operation of parents to resolve this. All students who have attendance levels of 90% or below are considered to be a persistent absentee.

A student who has missed 50% or more schooling is defined by the Government as '**severely absent'**. Students 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 member students and parents should contact about attendance on a day to day basis is:
Name: Caroline Winborn
Email address or contact details: attendance@haileyburyturnford.com 01992303333 X252

We monitor and review all students' 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 9.10am, when our register closes*;*
- 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 deciding as to whether the absence is to be recorded as authorised.
- Contact the school on every further day of absence, again before 8.40am;
- 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 school have reasonable doubt as to the authenticity of the absences)* 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 Guidance on School Absence and Childhood Illness see Annex C.

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 contact parents by telephone, we will telephone emergency contact numbers, send letters home and a home visit may be made, in the interests of safeguarding.
- The Local Authority will be informed if no contact has been made with parent/carers by the 10th day of absence (or sooner if deemed appropriate) as The School Attendance (Student Registration) (England) Regulations 2024 Section 13 requires schools to inform the local authority of any students absent from school and where absences amount to more than 10 or more **days**, either consecutively or irregularly and have been unauthorised. This means school will have unauthorised 20 am/pm sessions of absences. Schools are also under a safeguarding duty, under **section 175 of the Education Act 2002** to investigate any unexplained/unauthorised absences. At this point your child will be considered to be "absent from education".

If absence continues, we will:

- Write to you if your child's attendance is below 95% / causing concern, and/or where punctuality is a concern.
- Arrange a meeting so that you may discuss the situation with our SLT Attendance Lead or Pastoral Lead and or the Attendance Manager.
- Consider and offer reasonable adjustments.
- Offer a Families First Assessment to ensure appropriate support is considered.
- Create a personalised robust 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.
- Seek advice, guidance and support from the Local Authority Statutory Attendance Support Team and consider appropriate legal sanctions, if attendance deteriorates following the above actions.

Lateness

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

Students 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 students at Haileybury Turnford are:

Gates open: 8.15am
Registration starts: 8.40am
Registration closes: 9.10am
End of the school day: 3.05pm

How we manage lateness:

- The school day starts at 8.35am children can begin to come into school from 8.15am when the school gates are opened;
- Registers are taken at 8.40am;
- Children arriving after 8.40am are required to come into school via the school office. Students must sign in with a member of staff and be recorded as arriving late to school and provide a reason for their lateness, which is recorded;
- At 9.10am 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;
- The school may contact parents/carers regarding punctuality concerns;
- From time to time a member of school staff will undertake a 'Late Gate' check, greeting late arrivals at the main entrance to the school.

If your child has a persistent lateness record, you may be asked to meet with a member of your child's Pastoral Team and a Pastoral Lead, 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. Unauthorised lateness could result in the school seeking advice and guidance from the Local Authority.

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 support. We can consider a Families First Assessment, use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a 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 students face greater barriers to attendance than their peers. These can include students 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 students; however, we will work with families and students 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 students who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.

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

The name and contact details of the school staff member students and parents should contact about attendance on a day to day basis is:
Name: Caroline Winborn
Email address or contact details: attendance@haileyburyturnford.com 01992303333 X252

Local Authority Attendance Support Team

Local Authority Attendance Support Specialists work strategically by offering support to schools, to reduce persistent absence and improve overall attendance.

Parents/Carers are expected to work with the school and local authority to address any attendance concerns. Parent/Carers should proactively engage with the 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 which may be in the form of a Penalty Notice (see Annex B for the Hertfordshire Code of Conduct) or other legal options available to the Local Authority such as prosecution in the Magistrates Court.

School Attendance and the Law

New legislation was passed, The School Attendance (Student 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). Parent/Carers have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parent/Carers 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.

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.

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/carer may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent/carer is found guilty in court, they will receive a criminal conviction.

See Annex B for the Hertfordshire Code of Conduct.

There is no entitlement in law for students 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 (Student 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 Principal, irrespective of the child's overall attendance. Only the Principal or his 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 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 Hertfordshire Code of Conduct, in respect of each parent believed to have allowed the absence.

At Haileybury Turnford 'exceptional circumstances' will be interpreted as:
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 Principal/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. Parent/Carers are however advised to read with their children and encourage them to write a diary while they are away.

Deletion from Roll

For any student leaving Haileybury Turnford, other than leaving secondary school at the end of year 11, parents/carers are required to provide 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 students, even those who leave us.

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

Under Student Regulations 2006, all schools are **legally required** to notify their Local Authority of **every new entry** to the admission register **within five days** of the student 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 student, and in any event no later than the time at which the student's name is deleted from the register. This duty does not apply when a student's name is removed from the admission register at a standard transition point – when the student has completed the final year of education normally provided by that school.

Absence data

We use data to monitor, identify and support individual students or groups of students when their attendance needs to improve, and schools are required to submit student attendance data to the Department for Education on a daily basis Education (Information about Individual Students) (England) (Amendment) Regulations 2024. Persistently and severely absent students 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.

Annex A: DfE guidance Summary table of responsibilities for school attendance. From 19th August 2024
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:
Ensure their child attends every day the school is open except when a statutory reason applies. Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). Only request leave of absence in exceptional circumstances and do so in advance. Book any medical appointments around the school day where possible.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers. Have robust daily processes to follow up absence. Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on. Have a dedicated senior leader with overall responsibility for championing and improving attendance.	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. Ensure school leaders fulfil expectations and statutory duties. Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed. Ensure school staff receive training on attendance.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services. Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance. Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice. Offer opportunities for all schools in the area to share effective practice.

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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of persistent absence. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. 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. 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.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. 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.

Persistently absent pupils

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

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for persistently absent pupils and: 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. 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.

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

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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. 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. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. 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.

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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. 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. 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. 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.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. Through the work of Virtual School Heads, they should: • 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. • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. • Develop whole system approaches, with social care, to support the attendance of children in need.

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:
Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. 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. 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.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	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. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • 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. • 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. • 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. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Schools regularly update parents on their child's attendance. (If parents feel the school and or local authority have not not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)	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. 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. 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. Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.	DfE Regions Group monitors local authority efforts as part of regular interaction. 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. 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.

Annex B

HERTFORDSHIRE CODE OF CONDUCT: PENALTY NOTICES FOR PARENTS OF TRUANTS AND PARENTS OF STUDENTS EXCLUDED FROM SCHOOL ANTI-SOCIAL BEHAVIOUR ACT 2003 SECTION 23

Penalty notices for unauthorised absence | Hertfordshire County Council

Annex C – Illness Absence Guidance

https://assets.publishing.service.gov.uk/media/626669cb8fa8f523b7221b98/UKHSA-should-I-keep-my_child_off_school_guidance-A3-poster.pdf

DfE external document template (childrenscommissioner.gov.uk)

Wellbeing: national resources - Hertfordshire Grid for Learning (thegrid.org.uk)

Illness and your child's education - GOV.UK (www.gov.uk)

Is my child too ill for school? - NHS (www.nhs.uk)

Haileybury Turnford Practice and Guide for Home Visits

INTRODUCTION

This document defines the agreed processes and minimum safeguarding requirements to see students on roll but absent from school. The process relates to students who have not been seen or contact made in school for 3 or more continuous days and to those whose absence is an immediate cause for concern.

This document is not relevant to where the Police and/or social care are already involved. A completed risk assessment is required prior to requesting a police welfare check. The information will need to be available to share with the Police on request.

These procedures do not, in any way, replace the actions a school routinely takes in the case of any students who is absent from school from the first day of absence where this is without notice from the parents, is out of character and the circumstances cause serious concern.

A. Sources of information of student safety

Professionals who may see a student out of school:

- Member of school staff
- Attendance Manager
- Family Support Worker
- Health Visitor / School Nurse
- Services for Young People (SfYP) Personal Advisor / Youth Offending Team Officer / Youth Worker / Mentor
- Social Worker or other Social Care staff
- Police Officer
- Others who may see a student out of school include staff from private, voluntary, or independent sectors.

In addition to the above, information about a student who has not attended school regularly may also come from emergency contacts, other children, and young people, particularly friends of the students and other parents/carers who know the family. (A judgement will need to be made about the reliability of the data.)

In all cases of continuing absence from school where the school has established that the students have not been seen by a reliable person, the school should undertake a risk assessment to decide about whether a Home Visit and welfare check is necessary. The following guidance is provided to help undertake the risk assessment.

B. Situations which do not require a Home Visit and welfare check.

1. **Medical absence:** where absence is authorised with the parent having supplied sufficient information to the school about the absence and where the case is deemed to be low risk. (NB If

absence is related to a medical condition, it may be necessary to refer to HCC Attendance Team if students are likely to be off school for 15 days or more due to the condition.

2. **Plan in place to meet and resolve cause of absence:** where reason for absence is known and plans are in place to meet with the students and/or parents to resolve the situation to facilitate a return to school.

3. **Continuing unauthorised absence and no reason to believe students is at any particular risk**: where reasons for refusal to attend have been established and attempts made to date to re-engage the students have failed, where no information has become known to cause any concern beyond the concern caused by the absence. Relevant services listed above should be informed of the students' absence to facilitate the sharing of key information with the school. Where appropriate and agreed by the parent or young person, the Early Help Assessment (EHA) process should be used to coordinate services to support the young person and to continue to try to resolve the situation leading to a return to school.

C. Situations which do warrant a Home Visit and welfare check. (Details to be added to CPOMS following a Home Visit).

1. **Child thought to be at risk of significant harm (no current Social Care involvement):** such concerns warrant referral to Hertfordshire Children's Safeguarding Services.

2. **Child thought to be at risk of significant harm (current Social Care involvement):** refer to allocated Social Worker.

3. **First period of 10 days of continuous unauthorised absence:** refer to Hertfordshire Attendance Team in line with the LA Policy & Practice Guide – The Attendance Improvement Officer will normally call a School Attendance Panel Meeting at the school to which parent(s)/carer(s) and child will be invited to attend. In the case where the parent does not attend the Panel Meeting or where they fail to bring the students with them AND that child is still not being seen in school, then the Attendance Improvement Officer will undertake a home visit unless another professional has seen the child and knows them to be safe. There may be occasions where another professional in the locality is better placed to seek to see the young person.

It should be noted that it is for a school to refer to the Attendance Team after 10 days of continuous absence where that is felt appropriate.

4. **Continuing unauthorised absence after Attendance Team, other professional or reliable person has seen the students**: a risk assessment should be carried out to decide about whether a Police welfare check should be requested. This decision would rest on any new information that has become known leading to concern.

D. HOME VISITS BY PROFESSIONALS WHERE STUDENTS IS NOT SEEN

Where a home visit is undertaken by a member of school staff, an AIO or other professional and this does not lead to the students being seen, or where there is no answer at the address and neighbours are not able to confirm a recent sighting of the child, and there are concerns about the students' wellbeing, a card/letter should be left stating that if no contact is received by the school (or the person visiting) from the home within 24 hours that provides a satisfactory explanation about the students confirming their safety, that they will be referred to the Police and/or Social Care.
N.B. a card should not be left if, in the professional's view, this could place the child at risk.

E. FREQUENTLY ASKED QUESTIONS

1. What should a school do where there is a new situation arising where a student has continuous absence exceeding 3 days?

When there has been no contact from the parent and there is no response to a text or phone call from the school by the end of day 3 of absence and where there is no information from other students/parents suggesting that the family is on holiday, and this is out of character. A no-contact letter is sent by email giving the parent/carer 24 hours' notice, if after this time, the school have not received any contact from the parent or carer, then a request should be made to a member of school staff with **responsibility for home visiting to carry out a home visit.** Ideally, the visit should be undertaken by two staff members: The Attendance Officer and a pastoral team member such as the Assistant Year Achievement Coordinator or an administrative team member. Cover arrangements should be made to ensure two staff members are available to make the visit if required. If the visit takes place but results in the child not being seen, a referral should be made to the Attendance Team prior to the established limit of 10 days of unauthorised absence using the unexplained absence form. In addition, the Designated Safeguarding Lead should be informed.

2. Where does a child have sporadic absences which continuously recur? Is there an allocated Social Worker, but child is not subject to a Child Protection Plan?

Social Worker/school rep and Attendance Improvement Officer should all liaise. Additional home visits and welfare checks should not routinely be necessary in addition to the Social Worker's involvement unless explicitly agreed between Social Worker and the Attendance Improvement Officer.

3. If a home visit has not resulted in a student being seen, what happens next?

If it has been deemed necessary for a home visit to be undertaken by a professional (e.g., member of school staff, other professional) but it has not been possible to establish the student's safety, even though a card/letter has been left requesting contact **and there has been no response,** then a request should be made to the Police and/or Children's Services. However, a referral to the Police and/or Social Care should follow because of an honestly held belief that the child may be at risk and on completion of the risk assessment determining the child to be at risk.

4. What should happen where a parent/carer states they do not know where their child is?

If the parent/carer does not know where the child is, if they left for school and did not arrive, the parent and school report the child as missing to the Police unless the child has recent history of truanting and parent reports that they know where the child is likely to be and locates them. If the parent reports child to be missing from home beyond that school session or day, the parent should be informed that they must report the child missing to the Police. School (or other professional who has ascertained

from the parent that the child is missing) must know that the police are aware of the child being missing by contacting the Police themselves on the same day and immediately following the contact with the parent.

5. Who in Education is responsible for the students when they are not attending school?

Lead responsibility remains with the school. Other services who have received and accepted a request for support are also responsible.

6. What are the cross-service responsibilities regarding student safety updates?

- If an EHA is ongoing, TAF and Lead Professional with school.
- If a child has an allocated Social Worker CIN/child protection procedure should be followed.
- If neither of the above applies, unless there is specific urgent information to share, sharing should be via normal information sharing mechanisms in place between school staff and support services.

7. What should happen if a student is reported by friends/other adults to be living in places other than their usual home address?

- If students are not attending school, this should be seen as being of concern and the school should discuss the situation with the parent and normal child protection processes should be followed (i.e., if this is a possible private foster care arrangement, it must be referred to and assessed by Social Care).
- In terms of non-attendance, another adult who regularly has a student staying with them would become responsible for their non-attendance and normal Attendance Improvement attendance processes would need to be followed in respect of that adult, in addition to the mother and/or father, carer.

8. What should happen where a student is not attending long term alternative work placement or provision or is dual registered/a guest student on another school roll?

- The school should follow the same procedures and ascertain additional information from the alternative education provider if available as part of the risk assessment.

9. Are there different expectations when students turn 16?

- Schools and support services are required to continue with efforts to bring about regular attendance to the end of year 11 irrespective of age (i.e., to the last Friday in June of the academic year).
- The same general principles apply for over 16s.

10. What should happen where there is extremely poor attendance and a referral to Social Care results in advice to the school to start an EHA (Early Help Assessment)?

- The case will have been assessed by Children's Services and not met relevant thresholds. The most appropriate professional should work towards engaging the parent/students in the EHA process. If concerns persist
  (Even after the EHA process has been followed or, following parent's and/or young person's refusal to engage), escalate the case back to Families First either through a Multi-Agency Support Hub (MASH) or direct to Children's Services if the student continues to be deemed to be at risk of significant harm.

11. Referral to Social Care – should this always be by the school?

If information comes to the attention of school staff first, then yes. If another service, if they are in school, they should report to the school designated senior lead (DSL) or appointed deputy. If out of school, the agency/service should follow their own agency's procedures and report in the correct structure (as per existing child protection procedures) – also, advise school staff of the matter.

12. What should a school do when a child fails to return when expected following a holiday or trip abroad?

If students are absent for 2 days following a holiday or trip abroad and do not return to school as expected, the following process should take place. The Attendance Officer should attempt to contact the parents/carers and other listed adults such as emergency contacts to establish that the students are safe. If no information is obtained that enables the school to establish that the student is safe and well, a referral should be made to the Attendance Team within 5 school days of the expected return date. Section 12(2b) Education (Students Registration) (England) Regulations 2006 states that schools must refer children to the LA where they have been continuously absent without authorisation for a period of 'not less than 10 school days. In the case of failure to return from authorised leave, 5 days should be the limit applied. N.B. The risk assessment must take into consideration and forced marriage and female genital mutilation guidance.

13. What should a school do when there is information which leads staff to believe that a student may be leaving for a limited period or permanently where concern exists about the child's safety e.g., forced marriage, female genital mutilation etc.?

Follow child protection procedures, by referring to the Police.

Addendum to the Attendance Policy

Notices to improve

A Notice to Improve is a final opportunity for a parent to engage in support and improve attendance before a penalty notice is issued. If the national threshold has been met and support is appropriate but offers of support have not been engaged with by the parent or have not worked, a Notice to Improve should usually be sent to give parents a final chance to engage in support. A Notice to Improve does not need to be issued in cases where support is not appropriate and an authorised officer can choose not to use one in any case, including cases where support is appropriate but they do not expect a Notice to Improve would have any behavioural impact (e.g. because the parent has already received one for a similar offence).
Where a Notice to Improve is used, it should 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.

The Notice to Improve is expected to include:

- Details of the pupil's attendance record and details of the offences.
- The benefits of regular attendance and parents' duty under section 7 of the Education Act 1996.
- Details of the support provided so far.
- Opportunities for further support and the option to access previously provided support that was not engaged with.
- A clear warning that a penalty notice may be issued or prosecution considered if attendance improvement is not secured within the improvement period.
- A clear timeframe for the improvement period of between 3 and 6 weeks.
- Details of what sufficient improvement within that timeframe will look like.
- The grounds on which a penalty notice may be issued before the end of the improvement period.

What sufficient improvement looks like can be decided on a case by case basis taking the individual family's circumstances into account. For some families, no further unauthorised absences will be appropriate, for others some absence may be tolerable if considerable improvement is seen. Details of what sufficient improvement looks like for each case should be made clear in the Notice to Improve. Where it is clear that improvement is not being made, it may be appropriate to issue a penalty notice before the improvement period has ended. For example, a Notice to Improve stated there should be no further unauthorised absences in a 6-week period but the pupil is absent for unauthorised reasons in the first week. The parent should be informed before a penalty notice is issued if it is before the end of the improvement period.