

WILLIAM LILLEY INFANT AND NURSERY SCHOOL



ATTENDANCE & PUNCTUALITY POLICY

We aim to apply this policy fairly, sensitively and consistently, and consider our obligation under the Equality Act 2010 and the UN Convention on the Rights of the Child.

Governors' Committee Responsible:	Outcomes and Data
Policy originator:	Head Teacher
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1. AIMS OF THE POLICY

The Attendance and Punctuality Policy aims to:

- make parents/carers aware of their legal responsibilities,
- outline the clear expectations, procedures and responsibilities associated with promoting, managing and improving attendance for all,
- support children and their parents/carers in the establishment of the highest possible levels of attendance and punctuality, achieving a minimum of 97% attendance for all children,
- establish how we will work in partnership collaboratively to remove any barriers to attendance,
- detail how we account for specific needs of certain pupils and pupil cohorts,
- highlight school attendance is everyone's responsibility.

2. KEY INFORMATION AND TERMS

A school session is half a day. Each day counts as two sessions and is made up of a morning and an afternoon session. A week has 10 school sessions and a school year has 380.

Our school day starts at:	8.45am for children in Reception and Key Stage 1 8.50am for children in Nursery
Our school day ends at:	3.15pm for children in Reception and Key Stage 1 3.20pm for children in Nursery
Our morning register closes at:	9.15am
Our afternoon register closes at:	1.30pm
Attendance Champion	Mrs S Beardsley, Head Teacher and Senior Designated Safeguarding Lead
Attendance Champion Support	Mrs L Cartledge, Pastoral Support and Administration Assistant
Chair of Governors	Mr A Billingham
Link Attendance Governor	Mrs J McKie
Contact can be made through established school communication channels: by calling 01159 179 277, emailing office18@williamlilley.notts.sch.uk or by visiting the School Office.	

Authorised absence	The law states (Education Pupil Registration Regulations 2006 and Amendments 2013) - that only the school can approve absence, not parents, - that Head Teachers may NOT grant any leave of absence during term time unless there are 'exceptional circumstances'. An absence is classified as authorised when - a child is away from school for a legitimate reason and - the school has received notification from a parent/carer. If doubt remains about the explanation offered – or where no explanation is forthcoming at all – the absence will be treated as unauthorised.
Exceptional circumstance	Circumstances that could not be reasonably foreseen and for which there was insufficient time to take necessary action to resolve the situation arising from those circumstances. These include unique and/or a one-off situation which is unlikely to arise in the future.
Parent	Under section 576 of the Education Act 1996, a “parent” in relation to a child or young person is defined as either: - The biological parents of a child, whether they are married or not and/or, - Any person who has parental responsibility for a child or young person and/or, - Any person who has day-to-day care of a child or young person even if they are not the biological parent or don't legally hold parental responsibility for the child or children in question (i.e. lives with and looks after the child). This can include stepparents and resident grandparents. - Parents of pupils in separated families have <u>joint parenting responsibility</u>. - During school hours, school staff are legally in loco parentis and therefore must know where the pupils are during the school day.
Persistent absence	A pupil misses 10% or more of school – equivalent to 1 day or more every fortnight across a full school year.
Regular attendance	The child must attend every day that the school is open, except in a small number of allowable circumstances. The Governing Body have set this as a minimum of 97% of the time.
Severe absence	A pupil is absent from school more than they are present; they miss 50% or more of school.

Significant proportion of unauthorised absence	10 half-day sessions in a 10-week period.
Unauthorised absence	An absence is classed as unauthorised when a child is away from school without the permission of the Head Teacher.

THE LAW ON SCHOOL ATTENDANCE

The law entitles every child of compulsory school age to a full-time education.

Under Section 7 of the Education Act 1996, it is the legal responsibility of parents 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. If a child of compulsory school age who is registered at a school fails to attend regularly at the school then the parent is guilty of an offence under Section 444(1) of the Education Act 1996. Our Governing Body have set the regular attendance target of the individual and the school to be 97%.

4. LEGISLATION AND GUIDANCE

This policy meets the requirements of

- The Education (Pupil Registration) (England) Regulations 2006 (amended)
- Education Act 1996
- Working Together to Improve School Attendance (Department for Education) 2026
- School Attendance (Pupil Registration) (England) Regulations 2024
- Department for Education Keeping Children Safe in Education 2026
- Children Missing Education (Department for Education) 2025
- Summary Table of Responsibilities for School Attendance 2024
- The Education (Penalty Notice) (England) (Amendment) Regulations 2024
- The Early Years Foundation Stage Statutory Framework 2026

Further guidance can be obtained from the following publications:

Nottinghamshire County Council Improving School Attendance – A Toolkit for Maintained Schools and Academies (2024)

- Nottinghamshire Improving School Attendance Strategy 2024-2027
- Educational Psychology Service Guidance to Schools – A Graduated Response to School Non Attendance including Emotionally Based School Avoidance (EBSA) and Anxiety Related Non Attendance (ARNA).
- Summary Table of Responsibilities for School Attendance (Department for Education)
- www.nottinghamshire.gov.uk (School Attendance, Absence and Truancy) and Code of Conduct for Education Penalty Notices
- Summary Of Responsibilities Where A Mental Health Issue Is Affecting Attendance (Department for Education)
- Supporting Children Medical Conditions at School
- Education for Children with Health Needs (who cannot attend school)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2024
- Attendance Toolkit for Schools (National Attendance Ambassador) 2024

5. EXPECTATIONS OF SCHOOLS AND OUR COMMITMENT

Working Together To Improve School Attendance (2024) details seven expectations of schools:

- Build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them,
- Develop and maintain a whole school culture that promotes the benefits of high attendance,
- Have a clear school attendance policy which all leaders, staff, pupils, and parents understand,
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence,

Regularly analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place,

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,

- Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and provide them with additional support,

William Lilley Infant and Nursery School will provide a full-time education to all children whose parent has enrolled them. We know that excellent attendance and punctuality is important if children are to benefit from that education and all that school can provide. Good attendance and relationships are a central part of our ethos, whereby we work hard to create a sense of belonging where our families and children can feel safe and secure.

Children who are persistently late or absent soon fall behind with their learning, developing large gaps that impact on their progress, their self-esteem, emotional health and their relationships with their peers. Regular attendance is essential for pupils to get the most out of their school experience, including their attainment, welfare, wellbeing, wider development and life chances. It is also a life skill, one that is insisted upon in all future employment opportunities.

To fulfil our commitment to meeting the expectations, we will ensure a **whole school** culture of high attendance and punctuality, underpinned by clear and consistent expectations, procedures and responsibilities where it is seen as 'everyone's responsibility'. We will do this by consistently: .

- expecting high standards of attendance from all pupils, ensuring equality and fairness for all,
- providing a welcoming calm, orderly, safe and supportive environment as we believe that good attendance begins with school being somewhere pupils want to be and belong,
- recognising that good attendance is a learned behaviour and that absence is a symptom,
- challenging misconceptions surrounding what 'good attendance' looks like, providing clarity on the short and long term consequences of poor attendance,
- viewing attendance as a protective factor for pupils, that every child is safeguarded and their right to an education is protected and central to their overall welfare,
recognising the impact of attendance has on efforts in other areas such as curriculum, behaviour, bullying, special educational needs support, pastoral, mental health and wellbeing,
using resources effectively such as pupil premium to help ensure good attendance,
- putting in place the right support at the right time, whilst being particularly mindful of pupils absent from school due to mental or physical ill health or special educational needs,

- having robust daily processes to follow up absence,
- having a designated senior leader with overall responsibility for championing and improving attendance – the Attendance Champion,
- featuring attendance prominently in the Staff Handbook (Appendix 1).

The **Attendance Champion** will have ongoing responsibility for:

- setting a clear and tangible vision for improving and maintaining good attendance, having day-to-day and longer term processes in place, and promoting that it is everyone's responsibility,
- conveying high expectations for all and clear messages about how absence affects attainment, wellbeing and wider outcomes, including sharing information with pupils and parents to support good attendance e.g. NHS guidance on absences due to illness (Appendix
- ensuring that the policy is easily accessible to leaders, staff, pupils and parents,
- establishing and maintaining effective systems for tackling absence and make sure they are followed by all staff, providing regular reports to class teachers to facilitate discussions,
- proactively managing and improving attendance,
- regularly monitoring and systematically analysing data to identify patterns at a pupil or cohort level, the use of certain codes and days of poor attendance,
- targeting improvement efforts by putting effective strategies in place, using local and national information to inform this process,
- sharing information and work collaboratively with other schools and other partners, including transitional educational establishments and/or where families have children who attend more than one setting,
- looking at historic and emerging patterns to guide targeted support, improve communications and identify potential issues,
- having a strong grasp of absence data to focus the collective efforts of the school,
- ensuring that it is a continuous school improvement priority and is resourced appropriately, including completing an annual attendance self-assessment using the key headings from the Attendance Toolkit for Schools:
 - data and targeted support/gathering and monitoring data
 - culture
 - people, processes and systems

- relationships and communications
- meaningful, manageable changes
- regularly monitoring and evaluating progress, including the efficacy of strategies and processes,
- rigorously using attendance data to identify patterns of poor attendance so that all can work together immediately to resolve them before they get entrenched,
- working with the Local Authority to meet attendance responsibilities through making mandatory data returns and engaging with Targeted Support Meetings/briefings,
- reporting to the Governing Body so they have an accurate view of school attendance.

We expect that, as well as reviewing this policy annually, the **Governing Body** will:

- have a named attendance link-governor,
- take an active role in attendance improvement, supporting the school to prioritise attendance and work with school leaders to set whole school cultures,
- recognise the importance of school attendance and promote it across the school's ethos and policies,
- regularly review attendance data, discuss and challenge trends and helping school leaders focus improvement efforts on individuals and cohorts who need it most,
- benchmark attendance data at whole school, year group and cohort level against local, regional and national levels,
- ensure school leaders fulfil expectations and statutory duties and adequate training is received,
- recognise that attendance improvement does not happen in isolation and therefore is prioritised in wider improvement strategies,
- provide support and challenge, specifically to the Attendance Champion, ensure that a clear vision for improving and maintaining good attendance is up-held,
- monitor systems in place for tackling absences,
- share effective practice on attendance management and improvement,
- approve an accessible and user friendly attendance policy,
- ensure that the School preserves every entry on the attendance register for 6 years from the date the data was entered.

6. PARENTAL EXPECTATIONS

The Home School Agreement helps parents/carers, pupils and staff understand their responsibilities and work together towards the same goals, and has one aim:

TO DO EVERYTHING WITHIN OUR CAPACITY TO SUPPORT THE LEARNING AND DEVELOPMENT OF EACH CHILD.

When a parent enrolls their child at our school, they have a legal duty to ensure their child attends school regularly. We have set regular attendance as above 97%. To fulfil this commitment, we expect that all parents will:

- make sure that their child is in school every day except when their child is too ill to go to school, they have permission for leave of absence due to exceptional circumstances or their religious body has a day for religious observance,
- know that they play a key role in ensuring that their infant aged children attends school regularly and on time,
- ensure the punctuality of their child and they are collected on time at the end of the school day,
- make sure the child understands the importance of attending school and that the family do not approve of missing school, even if the child is of non-statutory school age, for unplanned absences, let the school know as soon as possible (and by 9.15am at the latest) on the first day of absence and advise when they are expected to return, contact the school promptly wherever any problem occurs that may keep their child away from school in the future,
- provide and maintain up-to-date contact details for more than one emergency contact,
- only request a leave of absence in exceptional circumstances and do so well in advance of any known future absence,
- take family holidays during school holiday periods,
- seek to arrange dental and medical appointments out of school hours wherever possible,
- agree to and take part in accessing any support agencies if they become involved, in the best interests of the child, and whilst waiting for help, ensuring uninterrupted education.

The rest of this policy will outline how we will **work**
together to fulfil our expectations.

7. RECORDING ATTENDANCE AND PUNCTUALITY

The Law

- All schools are required to have an admission register and, except for schools where all pupils are boarders, an attendance register.
- These registers must be kept electronically.
- All pupils (regardless of their age) must be placed on the admission register and have their attendance recorded in the register.
- A school who fails to comply with these regulations is guilty of an offence.

The Admission Register

- This can be referred to as the school roll. The school roll must be kept in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and it must contain specific personal details of every pupil in school along with their start date, information regarding parents, and details of the last school attended.
- Schools must enter pupils' names on the admission register on the first day that the school have agreed the pupil will attend the school. If a pupil fails to attend school on the agreed starting day, the child is subject to the school's non-attendance procedures including being referred to the Child Missing Education Officer if the absence is for 10 days or more and contact has not been made.

The Attendance Register

- The attendance register must be kept in accordance with School Attendance (Pupil Registration) (England) Regulations 2024 to improve consistency and accuracy nationally.
- The attendance register will be taken at the start of each morning session of each school day and once during each afternoon session.

- On each occasion, the school must record whether each registered pupil (of both compulsory and non-compulsory school age) has attended punctually, is physically present in school, or if not, the reason they are not in school using the appropriate national attendance and absence codes. All codes are applied at the Head Teacher's discretion.
- Any amendments to the attendance register will be recorded including the original entry, the amended entry and reason for amendment, the date the amendment was made and the name and position of the person making the amendment.
- They must be recorded the same way for pupils of compulsory school age and noncompulsory school age (School Attendance (Pupil Registration) (England) Regulations 2024).

We use an electronic management information system (SIMS) to keep our attendance and admissions registers, which enables us to keep accurate information that can be shared and analysed. The registers are a legal record and we preserve every entry for 6 years from the date that data is entered. This is to enable a pupil's attendance to be viewed throughout their school career.

8. MONITORING AND EVALUATING

The electronic recording of the admission and attendance register, using appropriate national attendance and absence codes (Appendix 3), enables our school, the Local Authority and the government gain a greater understanding of the delivery of education and the level of, and reason for, absence.

Together with SIMS, we use CPOMs and Excel Spreadsheets to rigorously, systematically record, and monitor individual, group and whole school attendance and we use this data to target attendance improvement efforts to the pupils and cohorts who need it most (Appendix 4 Timetable of Attendance Management - recording, reporting, monitoring and evaluating).

All schools are required to share attendance data with the DfE system, which enables national and regional comparisons, via the View Your Education Data tool.

We follow the procedures outlined in Working Together to Improve School Attendance 2024 and have four thresholds for monitoring and managing attendance and punctuality that are applied in sensitively consideration of highly individual contexts.

GREEN	AMBER	RED	BURGUNDY
Your child may have absences, but they are not of a concern.	Your child's attendance and/or punctuality is concerning and the school will be working to support you.	Your child has absence and/or punctuality rates that are concerning over a prolonged period. School will be working with you to improve attendance and a referral may be made to access support from the Local Authority. Education and Attendance Team.	School will be working with you to ensure that support is accessed and in some cases, the school may engage with the Local Authority's processes for pursuing legal interventions.

These thresholds are viewed in line with the percentage attendance information generated by SIMS, summarised in the table below (and found broken down further in Appendix 5). This is with the aim to help prevent patterns of poor attendance and punctuality emerging and so that all parties can work together to resolve them before they become entrenched.

Category	Yearly attendance	Half-termly sessions missed (days)	Yearly learning sessions missed (days)	Reception to Year Two learning sessions missed (days)
Expected Attendance	100%	0	0	0
Emerging Absenteeism	Below 97%	2 (1 day)	11 (5.5 days)	33 (15.5 days)
Concerning Absenteeism	Below 94%	4 (2 days)	23 (11.5 days)	69 (34.5 days)
* Persistent Absenteeism	Below 90%	6 (3 days)	36 (18 days)	108 (52 days)
Chronic Absenteeism	Below 80%	13 (6.5 days)	76 (38 days)	228 (114 days)
Severe Absenteeism	Below 50%	32 (16 days)	190 (95 days)	570 (285 days)

*** Persistent Absenteeism**

All pupils with an attendance rate of 90% and below are considered as persistent absentees.

Contact will be made with the family and the child to work out the barriers preventing above 90%

attendance. Actions arising will be documented and there will be regular reviews accompanied by an intensification of support if there is no improvement or continues to fall below 90%. Further absences may be unauthorised unless requested evidence is presented.

9. COMMUNICATION AND REWARDS

The main reward from regular and punctual attendance is that continuity and progression in learning are ensured.

We actively promote and incentivise good attendance and improvements through all available channels at whole school, year group, class and individual level and include the following: • displays,

- assemblies,
- during registration periods,
- certificates,
- regular 100% attendance prizes (including Headteacher discretion)
- attendance award box,
- improvement awards,
- telephone call home,
- class 'don't be late dog' to celebrate good punctuality
- attendance policy available on the school website,
- including parent information (Appendix 6) and a child friendly version (Appendix 7) in the school welcome pack and in subsequent attendance related communications,
- using school communication channels e.g. texts, email, telephone calls, dojo, website, 100% and Headteacher discretion outing,
- letters.

10. NON-ATTENDANCE PROCEDURES

All schools are expected to proactively manage lateness and restrict leaves of absence to specific circumstances set out in Regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024. Non-attendance is recorded as part of the legal requirements and is coded at the Head Teacher's discretion.

11 PUNCTUALITY

In Reception and Key Stage One; the bell will sound at 8.45am to indicate the start of the school day and the doors will close at 8.50am.

- If pupils arrive after 8.50am, they will need to enter the school via the School Office to be registered and parents/carers may be requested to sign the punctuality register noting down the reason for being late.
- The morning register opens at 8.45am and closes at 8.55am. Any child arriving after 8.55am will be monitored as arriving late to school.
- The afternoon register opens at 1.00pm and closes promptly at 1.10pm. Any child arriving after at 1.10pm will be monitored as arriving late to school.
- Whole school registration closes at 9.15am and 1.30pm respectively and after this, lateness will be recorded as an unauthorised absence. A Fixed Penalty Notice can be requested for any pupil registered as an unauthorised late absence (recorded as U) when there are 10 or more in a 10 week period.

In Nursery in the morning session, the doors will open at 8.50am (morning session), 12.30pm (afternoon session) to allow children will come directly into their classrooms. The doors will close at 8.55am (morning session), 12.35pm (afternoon session).

- If pupils arrive after 8.55am/12.35pm, they will need to enter the school via the School Office to be registered and parents/carers may be requested to sign the punctuality register noting down the reason for being late.
- The morning register opens at 8.50am and closes promptly at 8.55am. Any child arriving after 9.00am will be monitored as arriving late to nursery. o The afternoon register opens at 12.30pm and closes promptly at 1.10pm. Any child arriving after at 1.40pm will be monitored as arriving late to nursery.

- Being late for school and nursery adds up to sessions of lost learning.
- Issues relating to punctuality will initially be addressed with the parents/carers through the first two steps on our Attendance Support Map (Appendix 8). Any or all of the following approaches may be adopted and other modes of support will be explored on a case by case basis:
 - > communication with parent/carers to understand potential barriers to punctuality,
 - > offer of support through a subsidised place at our before school breakfast club,
 - > referral for Early Help Unit for identified needs,
 - > establishing a Supporting and Improving Attendance Contract (Appendix 9) using the Attend Framework if required,
 - > use of rewards and incentives to encourage punctuality,
 - > staff member on welcome duty to praise punctual attenders,
 - > use of main school entrance.
- If no improvement is made or sustained, the Head Teacher, along with the family, will consider if more formal support is needed.
- Our school day ends at 3.15pm (3.20pm for nursery). We have procedures in place should there be exceptional circumstances which prevent children being collected on time. On these occasions, we will ensure that the child is safeguarded until alternative arrangements have been secured. Should this involve them remaining at school beyond 3.30pm, they will attend our After School Club (Mini-Explorers) and associated costs will be incurred.

Reception and Key Stage One registration arrangements		
Time	Detail	Action
8.45am	Morning registration opens.	Register is marked as present.
8.50am	Doors are closed. Entry to school is through the School Office.	Register is marked with minutes late on register.
8.55am	Entry is through the School Office.	Register is marked with a L on the register and the number of minutes late recorded.

9.15am	Entry is through the School Office.	Register is marked with a 'U' on the register and the number of minutes late recorded. Late entry after the register has closed is recorded as an unauthorised absence for the whole morning session. If a child arrives after the register has closed 10 times in a rolling period of 10 weeks, the threshold has been met for attendance enforcement which could result in a Fixed Penalty Notice or Prosecution.
1.00pm	Afternoon registration opens. Entry is through the School Office.	Register is marked as present.
1.05pm	Entry is through the School Office	Register is marked with minutes late on register.
1.10pm	Entry is through the School	Register is marked with a L on the register and the number of minutes late recorded.
1.30pm	Entry is through the School Office.	Register is marked with a 'U' on the register and the number of minutes late recorded. Late entry after the register has closed is recorded as an unauthorised absence for the whole morning session. If a child arrives after the register has closed 10 times in a rolling period of 10 weeks, the threshold has been met for attendance enforcement which could result in a Fixed Penalty Notice or Prosecution.

Nursery registration arrangements		
Time	Detail	Action
8.50am/ 12.30pm	Morning registration opens.	Register is marked as present.
8.55am/ 12.35pm	Doors are closed. Entry to school is through the School Office.	Register is marked with a L on the register and the number of minutes late recorded.

9.20am/ 1.00pm	Entry is through the School Office.	Register is marked with a 'U' on the register and the number of minutes late recorded. Late entry after the register has closed is recorded as an unauthorised absence for the whole morning session. If a child arrives after the register has closed 10 times in a rolling period of 10 weeks, the threshold has been met for attendance enforcement which could result in a Fixed Penalty Notice or Prosecution.
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12 UNPLANNED ABSENCES

- Our day-to-day processes for managing absence are rigorously applied to all children attending William Lilley Infant and Nursery School.
- We require all **unplanned absences** to be reported on their first day by 9.15am. In all cases of unplanned absence the parents/carers should:
 - > only keep their child away from school if really necessary - the school will always call and send home an unwell child, the school can administer over the counter medication (such as Calpol) as requested by parents should this be required to support a child to remain in school.
 - > consult the NHS website to help them decide whether they can go to school,
 - > keep the school informed regularly for the duration of the absence. School may request daily contact if attendance is, or has been, at a concerning level,
 - > if the absence is extended, e.g. beyond a week, seeking medical advice will be encouraged and safeguarding checks may be made on the child's welfare.
- All communication channels are acceptable means of informing school of the absence. These include email, answer phone message, telephone call, text message, verbally informing a member of staff and Class Dojo.
- We will mark absence due to illness as authorised. In the majority of cases, the notification received will be the evidence required to accept the absence without question or concern and we will not routinely request medical evidence to support illness absences. However, guidance states that we have the right to consider whether to accept the parents/carers position with regard to medical absence. We will treat every illness absence on a case-by-case basis and in

some circumstance may request the absence request to be substantiated e.g. in the form of a doctor's note, appointment card, prescription, receipt of medicines purchased. This may be due to:

- > existing attendance concerns,
- > genuine and reasonable doubt about the authenticity of the illness,
- > clarification of the nature of the illness in order to consider if reasonable adjustments are required,
- > requiring information to support referrals to outside agencies e.g. Healthy Families Team, Family Hub.

N.B. We are mindful that requesting additional medical evidence unnecessarily places pressure on health professionals and appointment systems, particularly if the illness is one that does not require treatment by a health professional.

- Where there are grounds to believe the pupil will have to miss 15 consecutive school days or more due to illness, we are required to inform the Local Authority Education and Attendance Team, requesting the involvement of the Health Related Education Team.
- If the nature of the absence causes concern, the Attendance Champion or a member of the Designated Safeguarding Team will be alerted.
- The **First Day of Unknown Absence Process** (Appendix 10) will be activated if a child fails to register and no known reason for their absence has been obtained by 9.15am (or by 1.30pm for those children that are only attending in the afternoon). This is to ensure that the school safeguards children who are 'missing from education';
- Once the reason for the unplanned absence is determined, it will be recorded as authorised or unauthorised. If a child is absent from school with no accepted explanation offered by the parents/carers within five school days, it will no longer be able to be considered as authorised.

13. REQUESTS FOR A FUTURE ABSENCE

- Attending a medical or dental appointment will be counted as authorised as long as we have received advanced notice of it. However, we encourage appointments to be made out of school hours. Where this is not possible, the pupil should be out of school for the minimum amount of

time possible; parents are requested to confirm the reason for the appointment, the time of leaving and return and the child must be collected via the School Office.

- All other requests for known future absences must be:
 - > made using the school's Absence Request Form (Appendix 11). This can be handwritten and handed into the school office or completed electronically and emailed to office18@williamlilley.notts.sch.uk,
 - > completed at least 2 weeks before the first day of the known absence,
 - > requested only for exceptional circumstances.
- All requests will be considered sensitively on a case-by-case, taking into account specific facts, circumstances and relevant contexts, whilst applying this policy consistently and fairly (Appendix 12).
- However, the Head Teacher may NOT grant any leave of absence during term time unless there are 'exceptional circumstances'.
- Absence requests for holidays, or where the primary purpose of the period of absence is for recreation and/or leisure, will automatically be recorded as unauthorised for children enrolled in Reception or Key Stage One.
- If there is a delay returning from a period of known absence, or where the absence is subsequently found to be for recreation and/or leisure, all additional days taken will be unauthorised.
- When considering granting the leave of absence as exceptional circumstance, the Head Teacher will consider:
 - > The amount of time requested
 - > Circumstances of the request
 - > Frequency of the request
 - > Previous leave of absences taken
 - > When the request was made
 - > Assessments taking place
 - > Current attendance records
 - > Impact of absence on attendance records
 - > Impact on child's education and ability to catch up on work missed.
- Examples of leave authorised for exceptional circumstances include:

- > For a child to attend the wedding of their parent(s), for an immediate family member and/or due to the child playing a given role in the ceremony – approval may be given for the day of the wedding and one-day travel either side of the wedding day,
 - > For a child to attend a funeral – authorisation may be given for a day,
 - > For a child to attend a graduation – authorisation may be given for a day,
 - > To support the application process for obtaining official documents e.g. passport, visa – authorisation may be given for a day.
- If the non-attendance is unauthorised by the school, the pupil’s attendance is deemed irregular. Under section 444 of the Education Act 1996, if a child of compulsory school age, who is a registered pupil at a school, fails to attend regularly, their parent/carer are guilty of an offence, and the Local Authority may take formal action for failure to comply with the law including prosecution.
 - If absence requests are received out of the requested time frame, or information comes to light after the period of absence, the absence will still be considered following this policy.
 - Penalty Notices can be issued by a Local Authority Officer in line with the Local Code of Conduct as an alternative to prosecution and the Education (Penalty Notices) (England) Regulations 2007 have been amended to introduce a National Framework for Penalty Notices from August 19th 2024 (Appendix 13).
 - Extended periods of absence are those in excess of 15 days; you may be required to enrol your child in the location where you are taking this leave and if your child is absent for more than 20 consecutive days, they can be removed from school roll. Extended periods of absence may be taken straight to prosecution by the Local Authority.

14 SEND, HEALTH/MEDICAL RELATED ABSENCE AND EMOTIONAL BASED SCHOOL AVOIDANCE

- William Lilley Infant and Nursery School recognizes that pupils with SEND and/or mental or physical health/medical conditions may face greater barriers to attendance than their peers. However, it is important to note that these pupils are still expected to attend school regularly.
- The school will ensure that reasonable adjustments are made in these instances to reduce barriers to attendance, in line with plans in place that have been implemented e.g. Education, Health and Care Plans.

- The school will actively secure additional support from external partners to help secure the highest possible levels of attendance and punctuality.
- All pupils will be supported with their mental health in accordance with our SEMH Policy.
- If required, the school will provide support to pupils who are absent from school for health needs by liaising with parents/carers to arrange schoolwork as and when required, including facilitation online access to the curriculum from home.
- Following an extended period of absence, a personalised or part-time timetable will be considered and agreed periods of absence will be recorded with as authorised in the register.
- Any adaptations made will be tailored to the individual, documented and reviewed by considering the following:
 - > regular meetings to evaluate any implemented reasonable adjustments,
 - > carrying out strengths and needs analysis,
 - > identifying pupils' unmet needs through an Early Help Assessment,
 - > enabling a reduced timetable for a limited time e.g. late starts and early finishes,
 - > referring to external agencies of support.
- If a child has been out of school for 15 consecutive days, or more, due to illness, the Local Authority Health Related Education Team will be contacted for their involvement.

15 CHILDREN MISSING EDUCATION (CME)

- Early intervention if a child is missing education is paramount. This is to identify the existence of any underlying safeguarding risk and to help prevent the risks to children going missing particularly on repeat occasions, prolonged and/or unexplainable absences.
- All staff are aware of the **DfE Children Missing Education** protocol which detail processes for:
 - > a child who is on roll but not attending,
 - > a child who is moving out of the country or the family indicate they are moving abroad,
 - > a family that indicate they are returning 'home' for any reason,
 - > a child who is of statutory school age but not applied or on roll of a school,
 - > parents who indicate they wish to Electively Home Education (EHE),
 - > a child is permanently excluded,
 - > a child is not in receipt of a full-time education e.g. on a part-time timetable. *(In these instances,*

the Local Authority reduced timetable implementation form will be completed, and SBAP sbapteam@sbapsupport.co.uk

and the Pupils Missing Education Team pme@nottssc.gov.uk will be notified. Sessions not attended for this purpose will be recorded as C2 in the register).

- In all instances, the school is required to work collaboratively with the Local Authority Children Missing Education Officer and follow the Local Authority Guidance (Appendix 14).

11. WORKING TOGETHER TO IMPROVE ATTENDANCE

For some children, attending school every day will be harder than for others. We recognise there may be legitimate reasons why some children miss school and we are committed to working together, in partnership, to understand with sensitivity and respect and reduce barriers to a child's attendance by putting the right support in place.

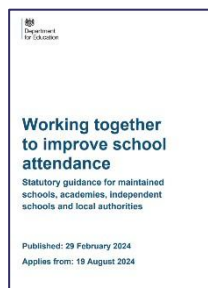
We recognise that barriers to accessing education are wide and complex, both within and beyond the school gates, and are often unique to individual pupils and families. We will always want to support our families in ensuring good attendance whatever the circumstances they face.

Our ethos of Working Together is that pupils and families should receive holistic and strength-based support. In the first instance, the school will be the lead practitioner and we are committed to working with other agencies to provide wider-holistic support when required. Where a pupil or their family already have a lead practitioner working with them, we will work alongside them to help make attendance a key element of the existing plan of support. This includes pupils with a social worker, early help practitioner or with an Education Health and Care Plan.

All absences will be looked at sensitively, within the context of the whole school curriculum, Special Education Needs support, relational, mental health and well-being policies. They will be considered on a case-by-case basis, looking at the individual needs of pupils and their families giving due regard to the school's obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child. Any non-attendance is a concern and all severities of absence falling below 97% will be considered. Communication with home may begin at any point, particularly with families whose child's attendance falls below 94% and a model of early intervention, intensification of support and escalation of procedures will be followed.



WILLIAM LILLEY INFANT AND NURSERY SCHOOL



We follow the DfE guidance in 'working together to improve school attendance'. This provides updated details of expectations to support children and their families to ensure good attendance and punctuality.

Working together to improve school attendance "Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn."

Everyone's responsibility

Just like Safeguarding, everyone has a responsibility for supporting and promoting good attendance. Poor attendance can lead to a wide range of factors and is a key indicator of safeguarding. The new guidance gives attendance the priority of safeguarding and poor attendance is considered as 'educational neglect'.



Our approach includes following this cycle with families

Our school attendance expectations:

Recognise the importance of good attendance and, alongside good behaviour, it is a central part of our vision, values, ethos, and day to day life

Recognise that absence is a symptom and that improving pupil's attendance is part of improving the pupil's overall welfare.

Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school and liaising with pupils, parents and external agencies where needed. Our senior attendance lead is Mrs Sally Beardsley supported by Mrs Victoria Yard.

Make sure all teaching and non-teaching staff are consistent in their communication with pupils and parents, and receive the training and professional development they need.

Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. Where possible this should include attendance or pastoral support staff

Set high expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents through all available channels. Our current expectation is 97%.

Visibly demonstrate the benefits of good attendance throughout school life

Recognise that attendance is never 'solved' and is a continuous process by regularly reviewing and updating messages, processes, and strategies.

Recognise children missing education can act as a vital warning sign to a range of safeguarding issues

Promote good attendance by:

Completing the register in a timely appropriate manner using the correct recording codes

Knowing each and every child, their families and potential barriers. Support through positive and effective professional relationships

Support children with bespoke incentives, support and guidance to ensure positive attendance and punctuality

Support with monitoring and recording children whose attendance or punctuality may be of concern and record any concerns via the safeguarding CPOMs system

Engage with school approach to rewards both in assemblies – such as Joe the crow, 100% attendance awards, termly attendance certificates and punctuality rewards.

Communicate the importance of good attendance to parents offering support where needed and rewarding where necessary. This links in with our overall communication in which we share half termly attendance 'RAG' rating, trends in weekly newsletter, termly and annual certificates, leadership challenge and support processes. This includes sharing information such as NHS guidance on attendance such as 48 hour rule for sickness and diarrhea, to attend if well enough for school.

Know the graduated system that the school offer including in-class support, senior leader support, EHAF and targeted external support including enforcement and Local Authority support such as Attendance team, Health Related Attendance Team and Anxiety Related Non-Attendance (ARNA) team.

Know the systems we have in place for challenging poor attendance and punctuality which include fixed penalty notices for poor attendance, attendance contracts and LA attendance enforcement

Communicate effectively about holidays Children who have concerning attendance who take a term-time holiday of more than three days will have a fixed penalty notice. Parents are expected to complete a form prior to the holiday for this.

Register attendance codes:

The register is a legal document which highlights the significance of attendance and the importance of the accuracy when completing the register.



Attendance Codes

The table shows all the attendance and absence codes available to schools as of September 2024.

All schools are required to mark every child's

register twice a day using the appropriate codes.

New codes have been introduced for September 2024, most notably the updated C1 and C2 codes, codes Y1 to Y7

Deleted Codes

From September 2024 the following codes are no longer available and must not be used:

H code: all authorised term-time must now be coded with the C code

J code replaced by J1

Y code replaced by Y1 to Y7

Use of the B Code

The DfE has clarified that the B code can only be used when a pupil is taking part in an approved educational activity and that they are physically supervised by an adult considered by the school to have the appropriate skills, training and knowledge. It cannot be used for remote learning, even if supervised by a parent

CODE	DEFINITION
/	Present (am)
\	Present (pm)
B	Attending any other approved Education Activity which is not sporting activity or work experience
C	Other authorised exceptional circumstances (Funeral etc)
C1	Leave of absence – Regulated Performance or regulated employment abroad
C2	Leave of absence – part time-table for compulsory school age children
D	Dual registration - on roll at one school and on leave to attend another school
E	Suspended or permanently excluded without alternative provision
G	Family holiday (not agreed)
I	Illness (Authorised absence)
J1	Leave of absence: interview for employment or admission to another educational institution
K	Attending alternative provision arranged by the Local Authority, Alternative Provision
L	Late (before register closed): Pupil absent when register is taken but arrived before the register is closed
M	Leave of absence for attending a Medical/ dental appointment
N	No reason yet provided for absence, Whereabouts not known
O	Absent in other or unknown circumstances
P	Participating in sporting activity. This must take place during the session it is recorded
Q1	Unable to attend: lack of access arrangement
R	Religious observance
S	Study leave for public examination. To be agreed with parent or Carer in advance
T	Travelling with parent for occupational purposes in the course of their trade or business
U	Late (after register closed)
V	Attending educational trip or visit
W	Attending work experience
X	Not required to attend: Non-compulsory school age children
Y1	Unable to attend – Normal transport not available
Y2	Unable to attend – Widespread travel disruption
Y3	Unable to attend – Unavoidable partial school closure
Y4	Unavoidable full school closure
Y5	Unable to attend – Criminal Justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause
Z	Prospective pupil not on admission register
#	Planned whole school closure (e.g. school holiday, INSET days)

Use of the Q Code

The Q code can only be used when a child is unable to attend because the local authority is responsible for arranging school transport and this has not yet been set up. Where local authority transport has been set up but fails (e.g. taxi does not arrive or the taxi breaks down), the Y code must be used.

Parental communication:

We RAG rate each child's attendance and communicate this half termly to parents and carers. The following code is used for this purpose. Please ensure that you know your children's attendance and support in communicating this in a consistent way.

GREEN	AMBER	RED	BURGUNDY
Your child may have absences, but they are not of a concern.	Your child's attendance and/or punctuality is concerning and the school will be working to support you.	Your child has absence and/or punctuality rates that are concerning over a prolonged period of time. School will be working with you to improve attendance and a referral may be made to access support from the Local Authority Education and Attendance Team.	School will be working with you to ensure that support is accessed and in some cases, the school may engage with the Local Authority's processes for pursuing legal interventions.

Attendance Policy:

Ensure that you read this including the annual updates and adhere to the contents. An updated version is available on the school website.

Further support for families and children can also be found on the school website by visiting:
www.williamlilley.notts.sch.uk>parents>attendancepunctualityandhealth

WILLIAM LILLEY INFANT AND NURSERY
SCHOOL



ATTENDANCE & PUNCTUALITY POLICY

Appendix 2 NHS guidance on absences due to illness



UK Health
Security
Agency



Should I keep my child off school?

Yes

	Until...
Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



SCAN ME



Advice and guidance

To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>.

Chicken Pox Until all spots have crusted over	Conjunctivitis No need to stay off but school or nursery should be informed	Diarrhoea & Vomiting 48 hours from last episode	Glandular Fever No need to stay off but school or nursery should be informed	Hand, foot & mouth No need to stay off but school or nursery should be informed	Impetigo Until lesions are crusted & healed or 48 Hours after commencing antibiotics
Measles or German Measles 4 days from onset of rash	Mumps 5 days from onset of swelling	Scabies Until after first treatment	Scarlet Fever 24 hours after commencing antibiotics	Slapped Cheek No need to stay off but school or nursery should be informed	Whooping Cough 48 Hours after commencing antibiotics
Flu Until recovered	Head Lice No need to stay off but school or nursery should be informed	Threadworms No need to stay off but school or nursery should be informed	Tonsillitis No need to stay off but school or nursery should be informed		

Appendix 3 Attendance and Absence Codes



**Nottinghamshire
County Council**

September 2024

QUICK GUIDE

Attendance Codes

Attendance Codes

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All schools are required to mark every child's

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Use of the Q Code

The Q code can only be used when a child is unable to attend because the local authority is responsible for arranging school transport and this has not yet been set up. Where local authority transport has been set up but fails (e.g. taxis does not arrive or the bus breaks down), the Y code must be used.

Appendix 4 Timetable of attendance management - recording, reporting, monitoring and evaluating

	Monitoring and Evaluating	Responsibility
Daily	Chargeable Breakfast Club opens at 7.30am, with a Universal Offer commencing at 8.15am.	Wrap Around Team
	Gates to main playground and Broad Oak are opened as per agreed time.	Site Manager
	All doors to school are opened as per agreed time.	8.45am (8.50am nursery)
	All doors to school are closed as per agreed time.	8.50am (8.55am nursery)
	Gates to main playground and Broad Oak are closed.	Site Manager
	Electronic register taken and closed as per agreed times and daily praise/rewards given.	Class Teacher
	Ensure absences are recorded on the school system (SIMS).	Office
	Monitor punctuality – record any entrance through the main door with times and reasons.	Office
	Home collections/visits as required.	Senior DSL
	Checking register completion as per agreed time and consult with any classes where registers are incomplete.	Office
	Print out hardcopy of attendance register for emergency situations. Shred previous days.	Office
	Unknown absences investigated – current and previously recorded as N.	Office - elevated to a DSL
	Welfare checks on pupils with concerning attendance – either historical or due to length of current nonattendance.	Office
	Highlight to safeguarding leads parents who request additional support with attendance.	Office and Class Teacher

Weekly	Class of the week award presented (for the most improved) and 100% attenders entered into raffle drawn weekly.	Senior Leadership Team
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	Punctuality prize presented.	Class Teachers
	Review children with concerning and persistent absenteeism.	Head Teacher (Attendance Champion AC)
	Process Leave of Absence applications.	Head Teacher (AC)
	Attendance highlights shared in newsletter.	Head Teacher (AC)
	Punctuality report analysed.	Head Teacher (AC)
	Note class % for next week's assembly and add to spreadsheet. Print off birthdays and those with 100% attendance.	Office
	Record whole school % for statutory and non-statutory. Note reasons for exceptions.	Office
Fortnightly	Monitor children with emerging absenteeism and/or any children with attendance below 96%.	Office
	Run reports for children with more than 8 authorised absent sessions in last the last three months and any with unauthorised absences in last and next month.	Office
	Review children's attendance whom are on a graduated response.	Head Teacher (AC)
Half-termly	Preparation of attendance data including benchmarking against local, regional and national levels using DfE Attendance Summary Report for Y1 and above, and SIMS for Reception (non-statutory and statutory).	Office
	Attendance thresholds reviewed. Communicated to staff half-termly and persons with parental responsibility at a minimum Autumn 1, Spring 1 and Summer 1).	Office
Termly	Report to Governors.	Head Teacher (AC)
	Review attendance processes, monitoring and evaluation.	Attendance Governor
	Attendance Certificates.	Office
	Cross reference attendance with pupil progress.	Head Teacher and Class Teacher

Yearly	Attendance Policy.	Head Teacher (AC) and Attendance Governor
	Focused discussion on children with historical attendance concerns.	Senior Leadership Team
	Attendance Certificates and 100% celebration, class and year group awards. All children to receive a copy of their attendance certificate within their official school report.	Head Teacher (AC)
	Completion of Attendance Self-Assessment	Head Teacher and Attendance Governor

Appendix 5 What Absence Really Means

Attended number of days	Attendance percentage	Hours of learning lost	Sessions of learning lost	Days of learning lost	Weeks of learning lost
190	100%	0	0	0	
189	99.47%	12	2	1	
188	98.95%	24	4	2	
187	98.42%	36	6	3	
186	97.86%	48	8	4	
185	97.37%	60	10	5	1 school week
184	96.84%	72	12	6	
183	96.32%	84	14	7	
182	95.79%	96	16	8	
181	95.26%	108	18	9	
180	94.74%	120	20	10	2 school weeks
179	94.21%	132	22	11	
178	93.68%	144	24	12	
177	93.16%	156	26	13	
176	92.63%	168	28	14	
175	92.11%	180	30	15	3 school weeks
174	91.58%	192	32	16	
173	91.05%	204	34	17	
172	90.53%	216	36	18	
171	90.00%	228	38	19	
170	89.47%	240	40	20	4 school weeks
169	88.95%	252	42	21	
168	88.42%	264	44	22	
167	87.89%	276	46	23	
166	87.37%	288	48	24	
165	86.84%	300	50	25	5 school weeks
164	86.32%	312	52	26	
163	85.79%	324	54	27	
162	85.26%	336	56	28	
161	84.74%	348	58	29	
160	84.21%	360	60	30	6 school weeks (half a term)

BE AT SCHOOL EVERY DAY AND ON TIME

BUILDING STRONGER FOUNDATIONS TOGETHER



WHY ON TIME MATTERS


Ready to Learn


Builds Routine


Builds Connections


Improves Achievement

- Every Day is a Learning Day!
- Missing days can hinder progress
- Builds a whole chain of learning



WHAT THE LAW SAYS

Parental Legal Duty:
to ensure children receive education (e.g., Section 7 Education Act)

Fixed Penalty Notices / Fines
can be issued for unauthorized absence

Possible Prosecution



TERM TIME LEAVE



NOT Permitted except for "Exceptional Circumstances"

- Examples:** Religious observances, critical illness of a family member
- Avoid taking holidays in term time**

ILLNESS GUIDANCE



Keep Child Home For:

- High fever, vomiting/diarrhea (stay off for 48 hours after), severe cough
- If symptoms are mild (e.g., cold), try school
- Contact the school daily



**WILLIAM LILLEY INFANT
AND NURSERY SCHOOL**

EVERY MINUTE COUNTS!
ATTENDANCE + PUNCTUALITY = SUCCESS!

SCAN FOR MORE
INFORMATION



National Framework for Fixed Penalty Notices



The following changes will come into force for FPNs issued after 19th August 2024.

Per parent, per child

Fixed Penalty Notices can be issued to each parent, for each child.

Schools will try and provide support to help with attendance, but if this is not effective or the primary purpose of the absence is for recreation, leisure or a holiday, parents may face paying a fine.

All schools will be required to consider a fine when a child has missed 10 or more sessions (5 days) for unauthorised reasons.

This can be for term time leave/irregular attendance of 5 or more consecutive days or 10 separated sessions in a 10 week period.

Period of absence

1st Offence

The first time a FPN is issued, the amount will be £160 per parent per child, (paid within 28 days), reduced to £80 per parent per child if paid within 21 days.

If a second FPN is issued within a 3 year period, the amount will be £160 per parent, per child (paid within 28 days).

There will be no opportunity to pay a reduced amount.

2nd Offence

3rd Offence

The third time an offence is committed in a 3 year period, a FPN will not be issued and the case will be presented straight to the Magistrate's Court. Magistrates' fines can be up to £2500 per parent, per child. Cases found guilty can also show on a parent's future DBS certificate, due to a 'failure to safeguard a child's education'.

PUNCTUALITY

at



Being at school matters and so
does being at school on time



Children who arrive late at school can feel embarrassed, uncomfortable and confused walking into a classroom late.

They can miss out on introductions, important learning and social time.

Lateness disrupts the learning and routines for everyone.

Punctuality is an important life skill.

Being on time is important for children to start the day off calmly; being late can lead to children being unsettled and can affect their behaviour and concentration.

Being on time maximises the amount of learning time.

Did you know...?

Lost Minutes = Lost Learning

Bee On Time



MINUTES LATE	IMPACT ON YOUR ATTENDANCE IN A YEAR
5 MINUTES A DAY =	3.4 days 98.4% attendance
10 MINUTES A DAY =	6.9 days 97.6% attendance
15 MINUTES A DAY =	10.3 days 94.6% attendance
20 MINUTES A DAY =	13.8 days 92.9% attendance
30 MINUTES A DAY =	20.7 days 89.2% attendance

Tips for being on time for school

Know the school start time.	✓
Plan on leaving for school a few minutes earlier than you need to.	✓
Prepare school things e.g lunches, school bag and uniform the night before.	✓
Print out or ask the School Office for a copy of the school calendar so you can prepare in advance for special school days.	✓
Have a bedtime and morning routine – and stick to it, consistency is key.	✓
Keep rooms for sleeping at a comfortable temperature.	✓
Avoid mobile and other electronic devices.	✓
Set an alarm clock and keep it away from easy reach (to avoid it being switched off and causing overlaying).	✓
Make sure you know your route to school – and have alternative travel plans just in case your usual route or method changes e.g. due to road closures or bus cancellations.	✓
Attend our free breakfast club.	✓
Think about the reasons why you are late.	✓
Talk to friends for ideas or walk to school with them.	✓
Speak to your child's class teacher for them to help with rewarding your child when they are on time.	✓

If you need any further support or advice about punctuality or attendance issues in general, please speak to a member of staff.

Sample letters and texts

Text – Unknown absence (1)

Good morning. Your child has date month year). Please morning with a reason. Many

Text – Unknown absence (2)

Good afternoon. We have been reason for your child's absence. responsibilities, we may be visit to ensure that you are all School Office by 230pm today (day date month year).

Text – Acknowledging receipt of Leave of Absence form

Good afternoon. We have received your child's Leave of Absence request. Please await correspondence regarding the outcome of the application.

Text – Punctuality message

Good morning. We are looking forward to seeing xxx in school, on time, today. Thank you for your ongoing support, it really does make a difference to them!

Text - Attendance Green 100%

Your child's attendance annual attendance up until xxxx is 100% and is in our GREEN category. Thank you for your support in making this happen. Regular school attendance is crucial for their academic and social growth.

Text -Attendance Green Above 97%

Your child's attendance up until Feb half-term was above our target of 97% and is in our GREEN category. Thank you for your support! Regular school attendance is crucial for their academic and social growth.

Text - Attendance Green Above 95%

Your child's attendance up until Feb half-term was just below our target of 97% and is in our GREEN category. Thank you for your support! Regular school attendance is crucial for their academic and social growth.

Text - Improving

Whilst it is still significantly below our target of 97%, your child's attendance is improving week on week and is in our GREEN monitoring and managing attendance threshold. Thank you for your support. Regular school attendance is crucial for their academic and social growth.

Text – Improving

Your child's attendance has improved and is no longer in the persistent absentee category. We look forward to this continuing. Thank you for your support. Regular school attendance is crucial for their academic and social growth.

Text – Improving



not attended school today (day contact the school office this thanks. The William Lilley Team.

unable to contact you to gain a Due to our safeguarding required to carry out a home safe and well. Please contact the

Whilst your child's attendance remains in the persistent absentee category. They have attended x number more sessions this term than last. Thank you for your support. Regular school attendance is crucial for their academic and social growth.

Email - Good afternoon

As advised in our Attendance Policy, we are required to monitor all children's attendance and punctuality. Your child's attendance has been reviewed and it is currently in our GREEN monitoring and managing attendance threshold. Whilst your child's attendance is currently below our target of 97%, we are aware of the reasons for their absences and currently do not have any concerns. We appreciate the efforts you make to ensure your child attends school when they're able. Should you wish to discuss your child's attendance or require support for it to improve, please do not hesitate to speak to myself or a member of staff. Thank you for your continued support.

Email - Attendance Green 90% - 95% Good afternoon

As advised in our Attendance Policy, we are required to monitor all children's attendance and punctuality. Your child's attendance has been reviewed, and it is currently in our GREEN monitoring and managing attendance threshold. This means that whilst your child may have had absences, we are aware of the reasons for them and are not currently concerned. However, because your child's attendance is below our target of 97%, we will be monitoring it closely over the rest of the academic year. Should you wish to discuss your child's attendance or require support for it to improve, please do not hesitate to speak to myself or a member of staff. Thank you for your continued support.

Email – Attendance Green Below 90%

Good afternoon

As advised in our Attendance Policy, I am required to monitor all children's attendance and punctuality. Your child's attendance has been reviewed, and it is currently in the GREEN monitoring and managing attendance threshold. Whilst your child's attendance is significantly below the target of 97% and falls into the persistent absence category (below 90%), I am aware of the reasons for absence and are not currently concerned. Thank you for your continued support. Mrs S Beardsley

Email 3 – Attendance Amber Below 90% prev spoke and working together

Good afternoon

As advised in our Attendance Policy, I am required to monitor all children's attendance and punctuality. Your child's attendance has been reviewed, and it is currently in the AMBER monitoring and managing attendance threshold. Whilst it is significantly below the target of 97% and falls into the persistent absence category (below 90%), I am aware of the reasons for absence and are not currently concerned. Thank you for speaking to me about ways in which we can work together to bring about an improvement and I look forward to this continuing.

Graduated response letter – inviting in for formal SIAC meeting

Dear xxx

I write further to the letter sent on Friday 29th November, 2024 regarding xxx's attendance and punctuality. Whilst I have seen a significant and sustained improvement in xxx's attendance, there are continued concerns around punctuality.

I will continue to monitor daily both your child's attendance and punctuality for the next week. Should the concerns persist then you will be invited into school to complete an Attendance Improvement Contract which will also involve me making a referral to the Early Help Unit focusing on support for boundaries and routines. This will form the next step on our Attendance Support Map, whereby support will be formalised and intensified and is offered as an alternative to pursuing Local Authority legal interventions.

We are committed to working with you and if there is anything further we can support you with, please do not hesitate to contact me.

Example letter - SIAC Cession

Dear xxxx

I am writing to confirm that due to a sustained improvement in xxx's attendance and punctuality, I am now able to close the Supporting and Improving Attendance Contract that has been in place since January.

May I take this opportunity to thank you for working so closely with me. I was delighted to hear that the whole family has benefitted from a more structured routine, with xxx responding more positively to expectations.

I look forward to seeing xxx continue to be in school and on time, however please do not hesitate to contact me should you require any further support in the future.

Example letter – Suspected holiday

Dear xxx

Between xx and xx your child was absent from school. We suspect this was the purpose of a holiday in term time. This absence has resulted in your child having 10 sessions of unauthorised absence over a 10 school week period.

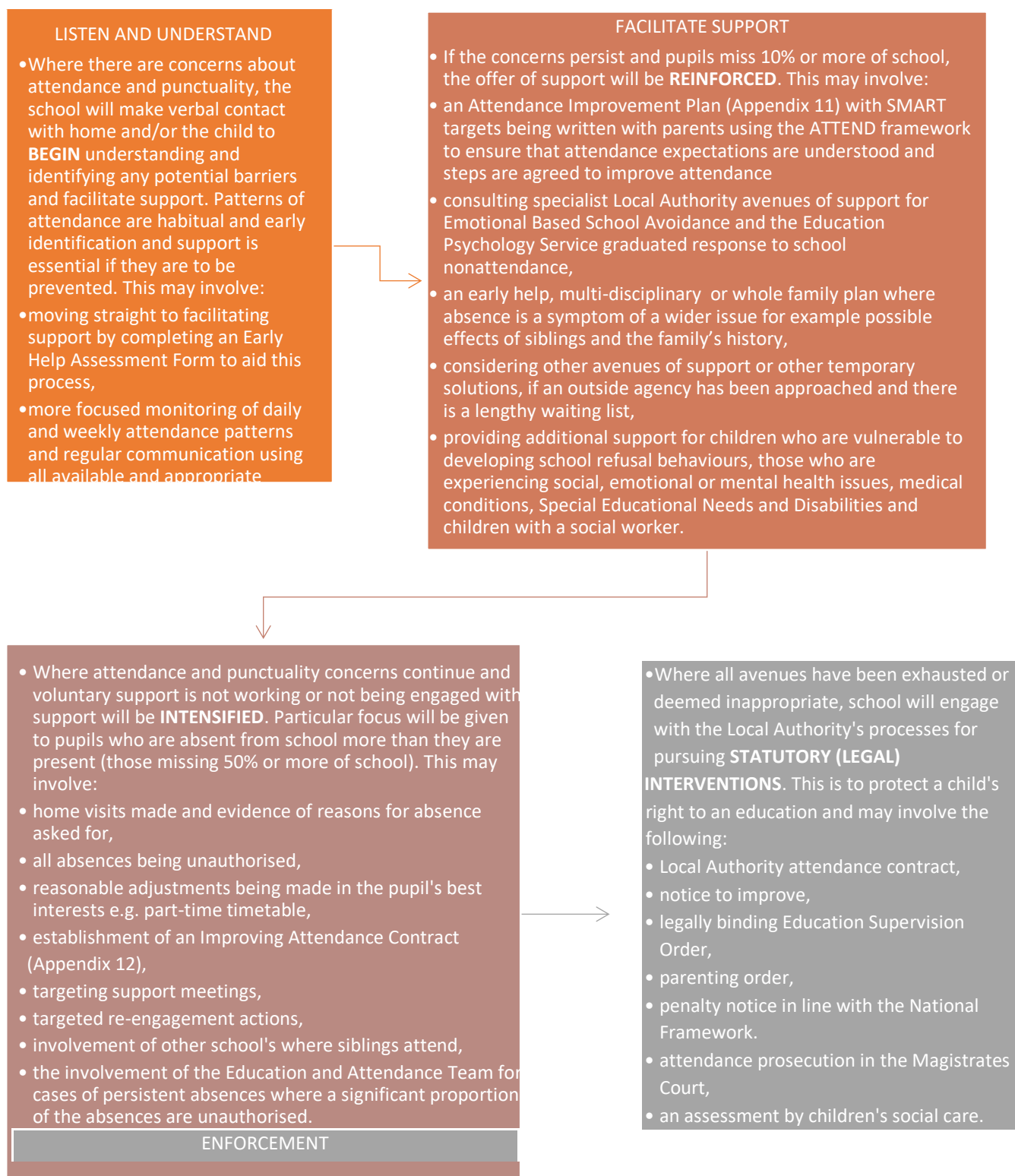
Please contact the school by xx to provide evidence this was not the case. If reasonable proof is not provided a request to the Local Authority to issue a Fixed Penalty Notice will be made for failing to ensure that your child attends school regularly.

Appendix 7 Young Person's Information

To be compiled academic year 2025-2026 with input from School Council

ATTENDANCE SUPPORT

The stages of support follow the expectation for everyone to be able to and want to be in school. School is a place for belonging through attendance and we work hard to create welcoming environments in which all children can gain that, in which they can thrive and achieve. We monitor attendance data to identify who may need some support with their attendance and will consider a graduated response.



GRADUATED SUPPORT OFFER

<i>Pupil's name:</i>	<i>Date of Birth:</i>
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Level	Action options	Date
Facilitate Support	EHAF – in school	
	EHAF – referral with consent	
	Attendance mentoring/peer support e.g. meet and greet, Shining Stars, responsibilities in school e.g. feed fish	
	Soft start/alternative entrance	
	Breakfast Club	
	Home visits, support with collection, wake up calls	
	Incentives	
	Letter with leaflet	
	Sensory support upon completion of audit– uniform adjustments, ear defenders, movement in lessons	
	SEMH – EBSA screening tool, ARNA, MHST, CAMHS, EPS, HRET, SBAP	
	TAF	
	HFT	
	Medical inc GTKM	
	SEND/EHCP – ICDS – Local Offer	
	Charity involvement e.g. financial support, sleep, debt	
	Involvement with other school	
	Parenting courses	
	Unauthorise absences	
	Increase monitoring	
	Young Carers	
Formalise Support	Resubmit/EHAF – referral with consent	
	Supporting and Improving Attendance Contract (using Attend Framework if required)	
	Reasonable adjustments/re-integration plan (e.g. timetable adaptations)	
	Targeted support meeting	
	Targeted re-engagement plan	
	Family Service	
	EHAF – enforcement (Education and Attendance Team)	
	LA attendance contract	

Enforcement unauthorised in a week period	Education Supervision Order	
	Parenting Order	
	Penalty Notice	
	Notice to Attend (1 st legal letter)	
	Formal Warning Letter (2 nd legal letter)	
	Court Action	
	Social Care/Assessment	

Appendix 9 – Supporting and Improving Attendance Contract

What is an Improving Attendance Contract?

- A Supporting and Improving Attendance Contract (SIAC) is a formal written agreement between a parent and the school to address irregular school attendance, and is an offer on our Attendance Support Map (Appendix 8 – Attendance Policy),
- It is not legally binding, however it is intended to formalise support offered as an alternative to prosecution,
- Parent(s)/Carer(s) cannot be compelled to a SIAC, and they cannot be agreed in a parent's absence,
- There is no obligation on the school to offer a SIAC and it may not be appropriate in every instance, but should always be explored before moving to enforcement or prosecution.

The Supporting and Improving Attendance Contract Meeting

In order for a SIAC to be established, a meeting will be arranged with the parent(s)/carer(s) at which:

- the SIAC will be explained and why one will be beneficial in the circumstances,
- support that has already been offered will be reviewed,
- parent(s)/Carer(s) will have the opportunity to outline changes in circumstances, any underlying issues previously not disclosed and if any further support would be helpful in securing the pupil's regular attendance.

As part of the contract, where possible, the pupil's views will be obtained.

Where a parent or carer fails to attend the meeting without good reason or notification, x (how many) further attempts will be made to rearrange it. If further attempts are unsuccessful, prosecution may be sought.

The Supporting and Improving Attendance Contract

SIAC's will be written in language that can be easily understood and will contain:

- details of the requirements the parent(s)/Carer(s) is expected to comply with,
- details of the support,
- a statement from the School agreeing to provide the support to the parent(s)/Carer(s)/child to meet the requirements,
- a statement by the parent(s)/Carer(s) that they agree to comply with the requirements for the period of time specified by the contract,
- a timetable of review and the duration it will be in place. There is no minimum or maximum review period, however most will be in place for a minimum of 12 weeks and a maximum of 12 months, with short-term targets detailed.

The requirements specified, and the support provided, will depend on the individual case and will be tailored to the needs of the individual and their family. Examples of requirements may include:

- measures to ensure the pupil attends school punctually and regularly e.g. unauthorising absences due to illness, any lates will be recorded as an unauthorised absence,
- meetings that must take place and that parent(s)/Carer(s) must attend,
- clear expectations that support that is offered is engaged with.

The support provided to help may include:

- Bespoke incentive and rewards,
- Weekly contact with a named professional,
- In-school parent learning opportunities e.g. (phonics information morning),
- Expected attendance by the parent(s)/Carer(s) at in-school events (e.g. parents evening),
- Further signposting or referrals to external services, voluntary or community sector programmes (e.g. housing, health services, foodbanks),
- Formal parenting programmes,
- Temporary reasonable adjustments within school for the pupil concerned (e.g. alternative drop-off and collection arrangements).

Once agreed, the SIAC will be signed by all involved parties and copies shared. This may include other agencies who are already working with the family. A review meeting will be arranged and improvements will be required to be sustained, upon completion the SIAC will be ceased and parents will receive written communication to confirm this (i).

Non-compliance

Where a parent does not comply with the requirements set out in the Contract, they will be contacted for an explanation. A decision will be made whether the explanation offered is reasonable, and if the Contract remains useful.

If the explanation shows that the SIAC is proving too difficult to comply with through no fault of the parent(s)/Carer(s), then the review meeting will be held early to enable amendments.

Where no explanation is given, or it is not satisfactory, a warning in the form of a letter (ii) will be sent explaining that the contract is being undermined and may be terminated, and another course of action pursued if the parent(s)/Carer(s) do not engage. If further instances of non-compliance occur e.g. an arranged meeting to discuss how it can be made to work is not attended, it will be necessary to cease the contract and an alternative course of action sought (e.g. a legal intervention) and this will be communicated in written form (iii).

Further meetings may involve the Local Authority in the form of a Targeted Support Meeting.

There is no criminal sanction for a parent/carer's failure to comply with, or refusal to sign, a SIAC. If the pupil's irregular attendance continues or escalates to the point where prosecution is deemed appropriate, however, any failure or refusal may be presented as evidence in the case.

Record Keeping

All discussions, decisions and formal documents will be recorded using the School's electronic system, CPOMS. Where children leave the school, their electronic file will be transferred to the new school.

Supporting and Improving Attendance Contract



The law entitles every child of compulsory school age to a full-time education. Under Section 7 of the Education Act 1996, it is the legal responsibility of parents to make sure their child receives that education.

<Name of child> is registered at William Lilley Infant and Nursery School, and there is an additional legal duty for parents to ensure they attend regularly. If a child of compulsory school age who is registered at a school fails to attend regularly at the school, the parent is guilty of an offence under Section 444(1) of the Education Act 1996. Our Governing Body have set the regular attendance target of 97%.

This Supporting and Improving Attendance Contract is:

- a formal written agreement between their parent/Carer and the school to address irregular school attendance, and is an offer on our Attendance Support Map (Appendix 8 – Attendance Policy),
- not legally binding, however it is intended to formalise support offered as an alternative to prosecution.

Date/time of meeting:	
Location:	
People invited to the meeting:	

Pupil's name:	
Date of birth:	
Current year group:	
Address:	

Historical and current attendance information:	
--	--

What is working well?	
-----------------------	--

What are the main concerns (with associated reasons)?	
---	--

What needs to be done to ensure that attendance and/or punctuality improves?	
--	--

What requirements need to be met? (The SMART attendance targets and the timescale for improvement).			
Actions and support agreed to meet requirements (including short-term targets):	By whom (Parent/Child/School):	By when:	

These actions will be reviewed at the Supporting and Improving Attendance Contract Review meeting, which is to take place :

on:	at:
-----	-----

Parent/ Carer		
I am committed to Working Together to improve the attendance of my child and confirm that this Supporting and Improving Attendance Contract was agreed by all present. I am aware that if this contract is not complied with, the School will be required to engage with the Local Authority's processes for pursuing Statutory (Legal) Interventions. This is to protect my child's right to an education.		
Signed:	Name:	Date:
Signed:	Name:	Date:

School Representative	
William Lilley Infant and Nursery School is committed to Working Together to improving the named child's attendance and confirm that this Supporting and Improving Attendance Contract was agreed by all present:	
Signed:	Name:
Role:	Date:

Other Agency (if applicable)	
I am committed to Working Together to improving the named child's attendance and confirm that this Supporting and Improving Attendance was agreed by all present:	
Signed:	Name:
Role:	Date:

Attendance Improvement Plan
(source: ATTEND framework)

Child's name	
Date of initial meeting	
Adults present	
Current attendance %	
Child's strengths	

Statement	Identified factor (Y/N)	Action plan	Review
Significant fear of an aspect of the school environment.			
Significate fear of something happening at school.			
General school phobia characterised by a fear reaction (tears, sweating, fast breathing, racing heart, panic, angry outbursts, aggression) when near school, before school, discussing school. Insomnia on school nights.			
Mental or physical health problems/condition that impacts on daily life.			
Gender dysmorphic.			
Intolerance to certain sensory input.			
Bullying/loss of class friend/isolated/falling out with another student.			

Problems involving social media or cyberbullying.			
Bad reputation at school.			
Felling of social exclusion due to culture/ethnic/gender/LGBTQ identity.			
Learning difficulties/special educational needs.			

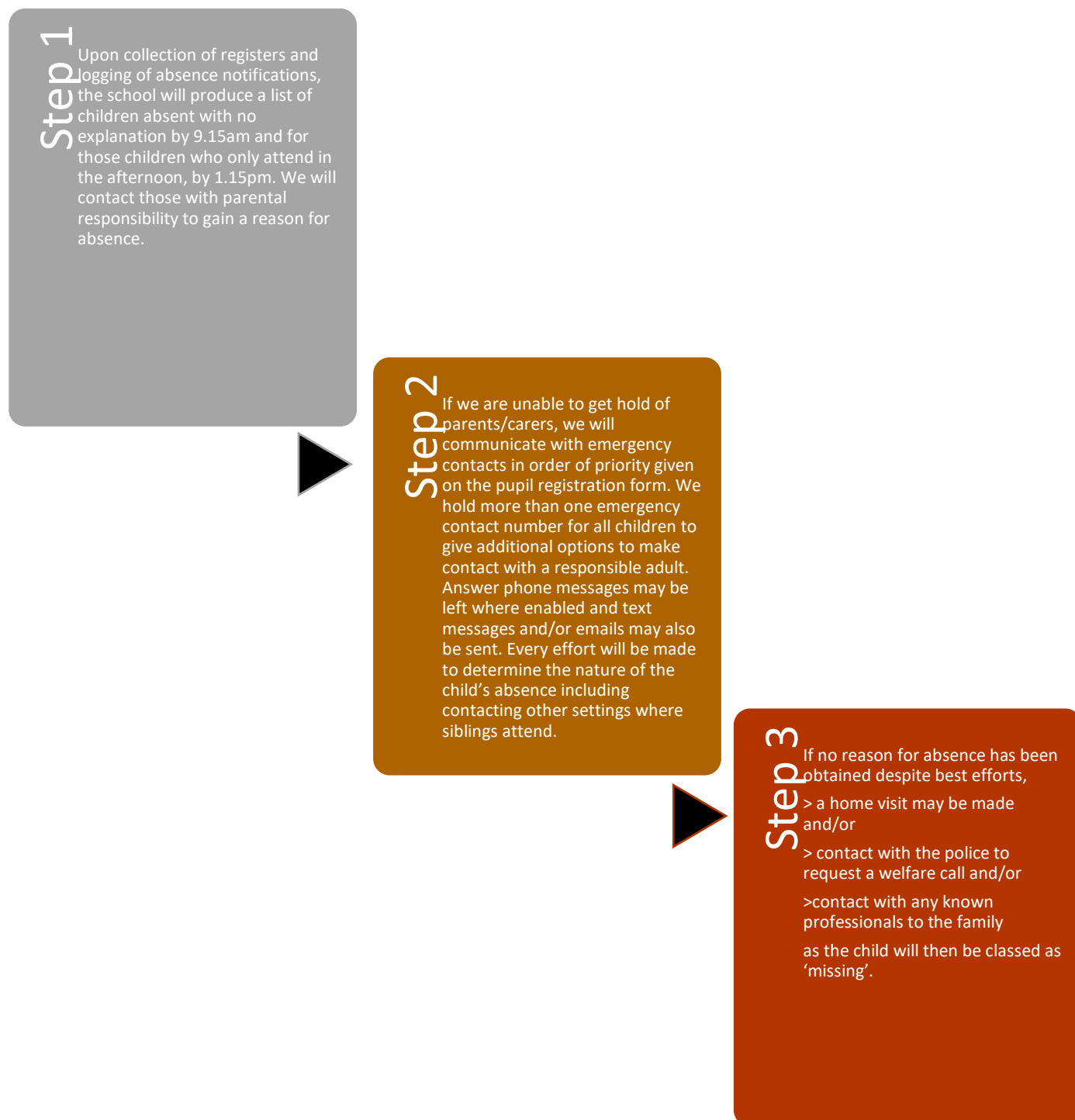
Finds work too hard/easy.			
Trouble with certain teacher.			
Mistrusts teachers/worries about interactions with teachers.			
Exam anxieties.			
PE/games difficulties.			
Finds school hierarchy/rules too strict/inflexible.			
Recent change of schools/move from Primary to Secondary/transitional year group.			
Recent move to UK/English is an additional language.			
Parental mental or physical health needs.			
Significant parental anxiety about CYP's health.			
Safeguarding concern.			
Loss/separation/bereavement.			
Stressful or traumatic life event.			
Change in family structure.			

Young carer.			
Money worries/debts/family living in poverty.			
Inadequate housing.			
Practical difficulties getting into school.			
Significant distress separating from main attachment figure.			
Cultural values which do not prioritise school-based education.			
Liberal access to PC/phone/games console/internet/TV/food.			
Girlfriend/boyfriend out of school.			
Same-age or older peers out of school.			
Other family members at home during the day.			
Work/earnings out of school.			
Extra attention from, or time with, a parent.			
Greater control over environment and routines at home.			
Access to social online gaming.			
Access to learning through other means.			
Membership to a gang or radical group.			
At risk of Child Sexual Exploitation.			
Low motivation – little point to school.			
How to explain absence to friends – social embarrassment.			
Facing teachers.			

Specific anxieties relating to returning to the school environment.			
Inability to catch up with school work.			
Secondary trigger event.			
Difficulty accessing professionals.			
Disrupted sleep cycles.			
Strained relationships/lack of trust between school/family/professionals.			
Length of the school day			

FIRST DAY OF UNKNOWN ABSENCE PROCESS

If a child fails to register and there is no know reason for their absence, we are required to find out where they are and that they are safe. This is to ensure that the school safeguards children who are 'missing from education'.



Appendix 11 **ABSENCE REQUEST FORM (EXCEPTIONAL CIRCUMSTANCES ONLY)**
EVERY MINUTE OF EVERY DAY MATTERS

The Government has made amendments to the Education Regulations 2006, promoting good attendance and reducing absences, including persistent absences. It states that Head Teachers may **NOT** grant any leave of absence during term time unless there are 'exceptional circumstances'. Leave of absence requests for holidays, or where the primary purpose of the period of absence is for recreation and/or leisure, will automatically be recorded as unauthorised, even if your child is of non-statutory school-age.

WARNING

If you allow your child to miss school in term time for an avoidable reason without obtaining the authorisation of the Head Teacher, you may be issued with a Penalty Notice per parent, per child, or made the subject of court proceedings under Section 444 Education Act 1996. As of 19th August 2024, a National Framework for Penalty Notices was introduced with a threshold of 5 consecutive days of term time leave or 10 sessions of unauthorised absence in a rolling period of 10 school weeks. There is a two-penalty notice limit to the same parent in respect of the same child and then an escalation in cases of repeat offences, applicable to a 3 year period.

Pupil's name :		
Pupil's date of birth :	Pupil's class :	
I wish to apply for my child to be absent from school during the following dates:		
From (first day) :	To (last day) :	Total number of school days missed:
Please fully explain the <u>exceptional circumstances</u> that you would like the Head Teacher to consider. This section must be completed. Please continue on a separate sheet if needed. Please continue overleaf		

In making this application, I/we understand that any leave of absence that is not an exceptional circumstance will be treated as unauthorised and any child who is absent from school without permission or valid explanation will incur unauthorised absences and potentially further action. I/we also understand that only the school can approve absence and all absences are coded at the Head Teacher's discretion on a case-by-case basis.

Full legal name and contact details of ALL Parents/Carers making the application. By providing the email address, you are consenting to receiving further communication regarding this application by email. Under section 576 of the Education Act 1996, a "parent" in relation to a child or young person is defined as either: • The biological parents of a child, whether they are married or not and/or, • Any person who has parental responsibility for a child or young person and/or • Any person who has regular care of a child or young person even if they are not the biological parent or don't legally hold parental responsibility for the child or children in question.	
Name (inc. title) :	Name (inc.title) :
DOB :	DOB :
Address :	Address :
Postcode :	Postcode :
Email address :	Email address :
Telephone number :	Telephone number :
Signature :	Signature :
Date :	Date :

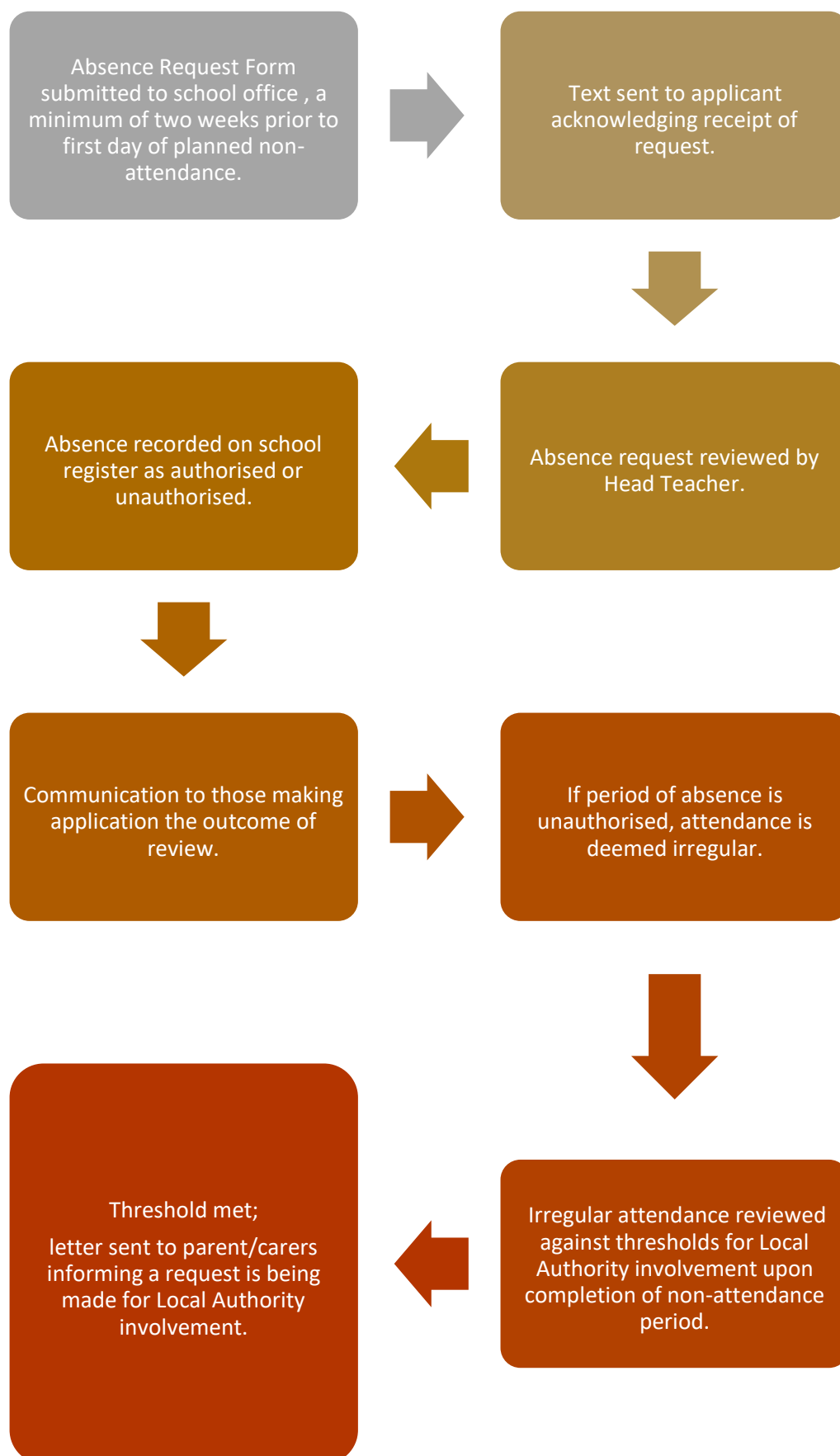
This form should be returned to school in advance of the proposed absence and at a minimum of 2 weeks before the first date of leave.

FOR OFFICE USE ONLY	
Date processed :	Date of review (if applicable) :
Notes :	Head Teacher's signature :

Issued by Nottinghamshire Education Welfare Service October 2018, Reviewed 2024

For more information, please see our Attendance Policy.

Appendix 12 Requests for Future Absences process



Appendix 13

National Framework for Penalty Notices

The Education (Penalty Notices) (England) (Amendment) Regulations 2024

The Education (Penalty Notices) (England) Regulations 2007 have been amended to introduce a National Framework for Penalty Notices after August 19th 2024.

The national threshold for considering a penalty notice is

**5 consecutive days of term time leave or
10 sessions of unauthorised absence in a rolling period of 10 school weeks.**

A school week means any week in which there is at least one school session and the period of 10 weeks can span different terms or school years. INSET days are school days and can be included in the 5 or more consecutive days where there was an intent to be absent for term time or there is a pattern of non-attendance.

When the threshold is met, we consider the following:

- Whether attendance support has already been provided and has not worked or been engaged with and
- Whether the penalty notice is the best available tool to improve attendance and support is not appropriate e.g. the absence is due to holiday in term time and
- Our considering obligations under the Equality Act 2010 such as where a pupil has a disability.

Penalty Notices can be issued by a Local Authority Officer in line with the Local Code of Conduct and:

- to parents as an alternative to prosecution where they have failed to ensure that their child of compulsory school age regularly attends the school where they are registered,
- where the pupil's absence is recorded with one or more of the unauthorised codes and the absence constitutes an offence,
- to each parent liable for the offence,
- where parents have allowed their child to be present in a public place during school hours without reasonable justification during the first 5 days of a fixed period or permanent exclusion.

There is a two penalty notice limit to the same parent in respect of the same child and then an escalation in cases of repeat offences, applicable to a 3 year rolling period:

- 1st offence : a Penalty Notice will be issued. The fine amount is £160 if paid within 28 days, reduced to £80 when paid within 21 days,
- 2nd offence : a Penalty Notice will be issued. The fine amount is £160 if paid within 28 days,

Fines per parent are capped at two within any three-year period. Once this limit is reached, other action is considered e.g.

- 3rd offence alternative legal action taken e.g prosecution at Magistrates court where fines of up to £2500 per parent per child can be issued. Cases found guilty can show on parents future DBS certificates as a 'failure to safeguard a child's education'.

Penalty notices can be issued to a child/young person's parents, step-parents and/or any adult residing in the family home that has day to day care of the child/young person. This means that each responsible "parent" may receive a penalty notice for each child included in the request and in line with Nottinghamshire County Council's duty to apply the code of conduct consistently and fairly, the Penalty Notice will be issued to both parents of pupils in separated families due to them having joint parenting responsibility.

There is no right of appeal against a Penalty Notice and they can only be withdrawn under specific criteria by the named referrer. As a school, we have decided that this can only be done with the authorisation of the Governing Body. If the Penalty Notice is not paid, the Local Authority can proceed to prosecution.

Please note – money raised via fines is only used by the Local Authority to provide Services for Young People. ~~to cover the costs of administering the system and to fund attendance support~~. Any surplus money is returned to the government.

Appendix 14

GUIDANCE FOR HEAD TEACHERS AND BUSINESS MANAGERS WHERE CHILDREN ARE AT RISK OF MISSING EDUCATION

Child / young person is on roll but not attending	Child moving out of county	Family indicate they are moving abroad	School Allocations Intake or in-year admissions rounds
School/Academy to attempt to make contact with parent/carers no later than day 3, best practice day 1. Follow your internal school attendance procedures. Days 0-10, School/Academy should continue to make efforts to engage the family, recording their contact: telephone conversations, texts, e-mails, letters, home visits. Liaising with professionals who may be involved. School/Academy should consider what action to take if attendance is 10% unauthorised. Whereabouts confirmed to be known but not attending education or engaging with School/Academy. Whereabouts unknown evidencing reasonable efforts to locate/make contact with the family.	Request from the family their new address and details of new School/Academy. If obtained please share with admissions.ed@nottham.gov.uk Hopefully the new school will make contact with you, if not, make contact with them to confirm on roll. If without a new school within 10 days, a referral should be made to: Children Missing Officer (CMO) providing the families new address, contact details and a summary of efforts made by school to engage the family. Child is of statutory school age but not applied or on roll of a School/Academy Direct referral to: Children Missing Education (CME) Providing child's name / DOB / address and details of parent / carers.	School must request and record details of the new family address and school. You can't remove from roll without this. If obtained please share with admissions.ed@nottham.gov.uk http://www.languagehelp.org (translation support) If school does not receive the above a referral should be made to: Children Missing Officer (CMO) Looked After Children (LAC) If a LAC is moving placement and no longer attending, school should liaise with the Virtual School and the child's Social Worker. DO NOT remove from roll. Independent / Residential Schools The same procedures should be followed as those in School's / Academies Gypsy/Roma/Traveller If a Traveller family indicate they are to travel for work purposes School/Academy should request details of where they will be travelling and when they aim to return. If they do not return within 4 weeks of the expected return date please follow attendance procedures.	If allocated and there is not an acceptance/signed start date best practice is for school to make attempts to engage (telephone, text, e-mail, welcome letter, home visit (where appropriate)). If a child/young person has been allocated a place at your school/academy and they do not arrive you must inform the CMO within 10 days evidencing efforts to engage. If an application to transfer school during the year (outside of the normal intake process), the leaving school should keep them on roll until it has been confirmed by the new school that they have arrived and have been taken on roll. Places must be taken up by the start of the next half term after the place has been allocated. For places allocated in the summer term 2018, the place must be taken up before the end of the summer term. For children admitted through the admissions must please refer to your summer term guidance. A child should be placed on roll at the point of acceptance by parent or arriving on the first day. If allocated children do not arrive PLEASE FOLLOW UP. DO NOT ASSUME they will have gone elsewhere or remained at their previous School/Academy!!
Parent/Carers Indicate they wish to Home Educate (EHE) Request must be made in writing, following a conversation between school and parent/carers, with a copy of the letter placed in the pupil file and a copy of the letter forwarded securely to EHE. School/Academy to return the EHE 1A and 1B forms to the EHE Administrator. Remove the learner from your roll. DO NOT remove from your roll if stated without confirmation from the LA. School file to be sent to EHE at County Hall via secure mail. Child not in full receipt of education (25hrs) Information should be shared with the Fair Access Team. Levels of provision will be closely monitored and scrutinised.	Child permanently excluded LA to be notified on the day of exclusion via e-mail. The LA will respond and continue to work with you through the process. DO NOT remove from your roll until advised. Truancy – School/Academy to inform parent/carers that their child/young person is not in school. School/Academy risk assess before considering a Police response. (prior checks to be completed and evidenced upon calling the police, unless immediate risk evident). Please be mindful of missing and hidden missing where young people's whereabouts are not known to parent/carers. This can be discussed with the CMO.	Own admission authorities must inform the admissions team of any enquiry/application and outcome. This helps identify any vulnerable child requiring a place and avoids a child being out of education for an undue length of time. All academies must notify the local authority via admissions.ed@nottham.gov.uk within five days of adding a pupil's name to the admission register. Family indicate they are returning home for family, cultural or health reasons School/Academy need to consider the circumstances of the absence in deciding which code to use. Parents should provide school with a return date. If the family do not return on this date attendance procedures should be followed.	Health Related Education If a child has been out of school for 15 days or more due to illness please liaise with the School Nurse and then a referral can be made to: Health Related Education Team (please contact the Health Related Education Team to discuss a request for their involvement)
SAFEGUARDING - Every child should be accounted for, their whereabouts should be known or a referral made to the appropriate service. Please be mindful that the MASH is for level 4 safeguarding concerns with children believed to be <u>at risk of or actual harm</u>. The Early Help Unit will support with early intervention/attendance. It is important that concerns are risk assessed by school. All referrals should indicate the level of concern and previous actions taken. A referral made to the correct service will help for support to be in place in a timely fashion. If unsure please seek guidance prior to referring. Useful links: http://www.nottinghamshire.gov.uk/schoolports/local-authority/attendance (Nottinghamshire Schools Portal) http://www.nottinghamshire.gov.uk/childrens-social-care/nottinghamshire-childrens-trust/policies-for-providers (PDP) http://www.nottinghamshire.gov.uk/media/106754/childrens-trust-summer-term-2018.pdf (Summer Term) http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/65541/Children_Missing_Education_-_statutory_guidance.pdf (CME) http://www.nottinghamshire.gov.uk/childrens-social-care/nottinghamshire-childrens-trust/policies-for-providers/early-help-assessment-form (EHAF)			
GUIDANCE FOR REMOVING A CHILD FROM THE SCHOOL ROLL PLEASE DO NOT REMOVE A CHILD FROM YOUR ROLL UNLESS YOU HAVE RECORDED AND SHARED THE FOLLOWING WITH THE LA: - the full name of the pupil, - the full name and address of any parent with whom the pupil normally resides, - at least one telephone number of the parent, - the pupil's future address and destination school, if applicable, and - the ground in regulation 8 under which the pupil's name is to be removed from the admission register (see Annex A). This will need to be clearly recorded when updating your systems as you will need to inform the LA. All other deletions breach statutory guidance			

GUIDANCE FOR HEAD TEACHERS AND BUSINESS MANAGERS WHERE CHILDREN ARE AT RISK OF MISSING EDUCATION

Frequently Asked Questions

What do I need to consider and what information do I need to share when I refer a child/young person?

- Do school have safeguarding concerns? If so, please provide details and contact children's social care if urgent.
- When was the last day the child/young person was in school?
- Have all emergency contacts been exhausted? - addresses, telephone numbers (call / text), e-mail addresses of parents/carers, relatives, friends, work contacts, extended family (abroad if available)
- Have you completed checks with known services? Is the young person open to: CSC, Family Service, ICDS, Health/School Nurse, School Admissions, CAF/CASS
- Are there known siblings/family members attending another school?
- Have friends in school seen or heard from the young person? (speak to pupils discreetly, consider accessing social media)

Home visits:

- check the property for any signs of life
- leave a note explaining why you are trying to make contact, what your expectations of them are, what actions will be taken should they not make contact
- visit during different times of the day
- have neighbours seen or heard from the family?

What does a home visit involve? What do I need to do?

Home visits will allow you to gain a sense as to whether the family are still living in Nottinghamshire, and if this is an attendance issue or child missing education in that we do not know where the family are. Dependent on how well you know the family this could be completed by a door knock, explaining that you are concerned that the young person not attending school or if unanswered looking for signs of life, does it appear like the family are still resident?

A colleague passing by the property on their way home from work could look for signs of life. A visit can be done after you have exhausted all the emergency telephone contact written to the family etc. – but an early visit may resolve the issue.

If school do not wish to complete a home visit one can be purchased through the Family Service for £50. Please contact your linked Service Manager.

A child/young person has moved out of county and I do not have a new school to forward the pupil file to, what should I do?

If a family has moved out of the area school should request from parent/carers the name of the child's new school and new family address. If a school place is not yet obtained please request the address and share this with CMO who will liaise with colleagues in the area who will confirm local applications or arrange a visit to discuss the young person education whilst in their area. Once confirmed they are known to the new area they become the responsibility of the new LA closing all involvement for Notts. The pupil file can be transferred once a new school is identified. Please do not phone admissions teams across the country waiting for children to arrive in a school, follow the flow chart

What should I bear in mind if a parent/carer chooses to home educate?

Although a parent/carer has the legal right to electively home educate, this may not always be in the child's best interests, particularly if there are significant safeguarding, parenting, SEND or other issues. Some parents are not able to deliver a broad and balanced curriculum, others have fallen out with the school or have an older school-refusing child. Please remember to consult fully with any agencies involved and the EHE team before deciding to off-roll the child. It is sometimes possible that a more appropriate solution is found than home education. Please liaise with the EHE Team via EHE@nottscc.gov.uk. There is not a role for CMO or school admissions.

What do I do if a child is allocated a place at my school and does not arrive? (<http://www.nottinghamshire.gov.uk/media/109754/factsheet-summer-born-final-2.pdf>)

If a child has been allocated a place at your school and they do not arrive best practice is for school to try and engage the family, telephone calls, letters, visits (where appropriate). If contact cannot be made please inform the CMO know within 10 days of allocations.

A child is leaving my school and moving abroad, what do I need to record?

For children who move abroad, we would require the address that the child would be living at along with the school they will be attending, without this a referral would need to be made to CMO – we can't record "moved abroad", "left country", "Poland", "USA" etc. without clear confirmation.

If there were safeguarding concerns school would need to raise them without delay.

School would need to consider the reason for the move i.e. Is it a planned move? Is it work related? Are there known family abroad? Have parents been open and informative? Have peers spoken to the child via social media since moving abroad etc. (discreetly).

School should request in writing from parents the details of the new address and name of school etc. (school will hopefully have sufficient contact details other than just mum and dad's phone numbers, i.e. friends/family in the UK, e-mail addresses, work contacts etc.)

If there are no safeguarding concerns and school have the above information the pupil file should remain with the UK school. A copy of the most recent reports would be provided to parents to give to the new school.

Where possible we would ask school to make every effort to confirm the young person's attendance at their new school (there is usually a colleague who can speak English), but we would need to be mindful of how we do this (usually via telephone), e-mail would not be secure to share confidential information.

My young person is open to a social worker or attending a refuge do I still need to follow attendance procedures?

It is important that school have a good relationship with social workers, liaising / sharing information accordingly, but continue to follow internal attendance procedures, school should not rely on the child's social worker to inform CMO etc.

When can I remove the young person from my roll?

We would advise that children remain on the school roll until their new school is confirmed or confirmation is received from CMO that the child/young person is known to another local authority with their CME team taking responsibility for the case. This will ensure that the young person does not slip between services/authorities.

If a child has moved within Nottinghamshire and is living outside of a reasonable distance to travel to their previous school this should be communicated to the CMO.

For missing children please refer to: <http://www.nottinghamshire.gov.uk/childrens-social-care/controlled-looked-after-children/missing-children>

We all have a responsibility for a child's attendance, speak to a service, do not assume that somebody else will be dealing with it!

MASH – Multi Agency Safeguarding Hub For children at risk of or actual harm. 0300 500 80 80 Mash.Safeguarding@nottscc.gov.uk	Virtual School – Looked After Children (Sue Denholm) 0115 804 0644 virtual.schools@nottscc.gov.uk	Children Missing Officer (CMO) (Glen Scruby) 0115 804 1045 glen.scruby@nottscc.gov.uk	Integrated Children's Disability Service (incl EHCP process) 0115 804 1275 ICDS.Duty@nottscc.gov.uk
Traveller Advice (not referrals) safecommunities.co@nottscc.gov.uk	Exclusions exclusions.ed@nottscc.gov.uk (perm) fixedterm.exclusions@nottscc.gov.uk	Fair Access 0115 977 3225 fairaccess@nottscc.gov.uk	Register Queries (Family Service) South: 0115 854 8438 North: 0115 804 1591 West: 0115 804 1578
Elective Home Education (EHE) 01159 772 573 EHE@nottscc.gov.uk	Early Help Unit (EHU) 0115 804 1248 early.help@nottscc.gov.uk	School Admissions (school use only) 0115 804 1237 admissions.ed@nottscc.gov.uk	Health Related Education Team 01623 799157 hretoffice@fourtwindele.notts.sch.uk
Whole School Safeguarding and Designated Person Training safeguarding.training@nottscc.gov.uk	Local Authority Designated Officer (LADO) (Eve Callaghan) 0115 804 1272	Customer Service Centre including school apps, appeals, transport 0300 500 80 80	Education Psychology Service 0115 804 0828

GUIDANCE FOR HEAD TEACHERS AND BUSINESS MANAGERS WHERE CHILDREN ARE AT RISK OF MISSING EDUCATION

Annex A

Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2008, as amended

1	8(1)(a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school. Local Authority Comment/Advice: Pupil subject to a school attendance order and the designated school has been replaced on the order by another school. Please discuss with the Enforcement Case Manager prior to taking action.
2	8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school. Local Authority Comment/Advice: Pupil has transferred to an alternative school – other than a normal KS2/3 transfer. School will have received notification of new school and address from parent/carers and will have gained confirmation. Without this a discussion would be required with the Children Missing Officer.
3	8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (i) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion. Local Authority Comment/Advice: Not attending their current school but attending elsewhere. It would be in agreement with the other school that the pupil can be removed from roll.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school. Local Authority Comment/Advice: Pupil has been withdrawn from the roll by parent/carers and will electively home educated. Please liaise with the EHE Team.
6	8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered. Local Authority Comment/Advice: Pupil is known to have moved and no longer resides within a reasonable distance from the school, with new school placement unknown. This should be discussed with the Children Missing Officer before removing from roll.
8	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is. Local Authority Comment/Advice: Pupil has failed to return from previously authorised extended leave. The case should be discussed with the Children Missing Officer with agreed actions and outcomes.
7	8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age. Local Authority Comment/Advice: Please discuss with the Health Related Education Team.
8	8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and — (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is. Local Authority Comment/Advice: Pupil has been absent from school for 20 continuous days or more following risk assessment and joint investigation before school and Children Missing Officer (referral made no later than day 10). Pupil's whereabouts remain unknown.
9	8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period. Local Authority Comment/Advice: Pupil has been given a custodial sentence greater than four months. Please liaise with the Youth Offending Team.
10	8(1)(j) - that the pupil has died. Local Authority Comment/Advice: Dependent on the circumstances of the death you may have been informed if expected by parents; or professionals if unexpected.
11	8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and— (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form. Local Authority Comment/Advice: Child no longer of statutory school age, please give consideration to a pupil becoming NEET.
12	8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school. Local Authority Comment/Advice: The pupil has ceased to be a pupil at an independent school. Contact should be made with the Children Missing Officer if Admissions confirm that no applications/allocation have been made.
13	8(1)(m) - that he has been permanently excluded from the school. Local Authority Comment/Advice: Pupil has been permanently excluded. Details should be sent to the exclusions e-mail address.
14	8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school. Local Authority Comment/Advice: A nursery school child who has not transferred to a reception or higher class in the school. Contact should be made with the Children Missing Officer if Admissions confirm that no applications/allocation have been made.
16	8(1)(o) where— (i) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate. Local Authority Comment/Advice: State-funded boarding schools where fees are unpaid. Contact should be made with the Children Missing Officer if Admissions confirm that no applications/allocation have been made.