

# Attendance and Punctuality Policy and Procedures

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|-----------------|--|
| Responsibility  | Jenna Butler   |
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## 1. Introduction

- 1.1 At Pershore High School our ambition is for all students to strive for 100% attendance. We set expectations of excellent attendance for all students and expect students to be in school every session and every day that school is open. We consider this paramount to students achieving their full potential and enhancing lifelong outcomes.

Regular attendance directly correlates with academic success and provides a vital social environment for children and young people to interact with peers, develop friendships and learn essential social skills. It also has a significant impact on wider school engagement in activities and enriching experiences that contribute to children's overall development, as well as building routine and teaching them time management and responsibility, which are valuable life skills.

- 1.2 Some students find it harder than others to attend school and therefore at all stages of improving attendance we will work together with parents/carers, students and relevant partner agencies to remove any barriers and build strong and trusting relationships. Promoting and ensuring excellent attendance is everybody's business within our school and community.

## 2. Aims and Ethos

- 2.1 This policy will set out how the school will create a positive and inclusive environment; supporting all children to have good attendance and punctuality.
- 2.2 The policy outlines how we will work with parents/carers to ensure their child attends regularly and punctually. It outlines how the school will address patterns of irregular attendance aims to overcome barriers that may impact their child's attendance and achievement.
- 2.3 The policy will ensure that attendance and punctuality is everyone's business. Including parents/carers, pupils, staff, governors and the Avonreach Trust.
- 2.4 This policy operates within the framework of statutory attendance regulations outlined in the [Education \(Pupil Registration\) \(England\) Regulations 2006](#) and subsequent amendments, and adheres to the DfE's statutory guidance, [Working Together to Improve School Attendance](#).
- 2.5 It also ensures that the school complies with and effectively implements the requirements of the following key attendance acts and guidance in the UK:
- [Education Act 1996](#)
  - [Education \(Pupil Registration\) \(England\) Regulations 2006](#)
  - [Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2013](#)
  - School Attendance Code of Practice
  - Local Authority School Attendance Guidance
  - Department for Education (DfE) Guidance, including [Working Together to Improve School Attendance](#)
  - Child Employment Legislation
  - [Children Missing Education \(CME\) Statutory Guidance](#)
  - [Section 19 of the Education Act 1996 \(England and Wales\)](#)
- 2.6 This policy sets out the procedures that all parents/carers must follow to report their child's absence from school

2.7 This policy outlines parents/carers legal duty, to ensure their child attends school regularly.

### 3. Roles and responsibilities

3.1 Attendance is everyone's business. Promoting good attendance is the responsibility of the whole of the Avonreach Academy Trust community, enabling and encouraging all pupils to achieve excellence.

3.2 Contact details for other key staff relating to attendance:

| Name           | Role                         | Contact details  |
|----------------|------------------------------|--|
| Jenna Butler   | Senior Attendance Champion   | <a href="mailto:jbu@pershore.worcs.sch.uk">jbu@pershore.worcs.sch.uk</a>   |
| Jemma Diamond  | Attendance Welfare Officer   | <a href="mailto:jdm@pershore.worcs.sch.uk">jdm@pershore.worcs.sch.uk</a>   |
| Fiona Lovecy   | Designated Safeguarding Lead | <a href="mailto:fl@pershore.worcs.sch.uk">fl@pershore.worcs.sch.uk</a>     |
| Andrew Nockton | Head of School               | <a href="mailto:an@pershore.worcs.sch.uk">an@pershore.worcs.sch.uk</a>     |
| Nicci Gow      | Governor for Attendance      | <a href="mailto:ngow@pershore.worcs.sch.uk">ngow@pershore.worcs.sch.uk</a> |

3.3 The role of the **Senior Attendance Champion** is critical in ensuring that children attend school regularly and achieve their educational potential. Their responsibilities include:

- promoting a positive school culture where attendance is valued and pupils feel motivated and supported to attend regularly;
- contributing to the development and implementation of attendance policies and procedures;
- ensuring the school complies with legal requirements relating to attendance, including regulations governing authorised and unauthorised absences;
- data analysis of attendance data to identify trends and patterns, using the information to pinpoint areas of concern;
- ensuring that accurate attendance records are maintained, monitoring those records and reporting data to school and trust leadership and governing bodies;
- identification of children at risk of poor attendance, recognising that early intervention is crucial and working with staff, parents/carers and pupils to address attendance issues as soon as they arise;
- supporting families by building positive relationships and engaging them in improving their child's attendance, including organising home visits, meetings and providing guidance on strategies to improve attendance;
- connecting families with external resources and services that may help to alleviate attendance-related challenges, such as housing support, healthcare or social care services;
- contributing to the design and implementation of interventions and incentives to motivate children to attend school and regularly evaluating the effectiveness of approaches;

- training staff to ensure everyone understands their role in promoting attendance, including effective attendance monitoring, reporting and intervention strategies;
- reporting any safeguarding concerns related to attendance to the School's Designated Safeguarding Lead.

3.4 **Governance**, including the Trust Central Team, Local Governing Body and Trustees, plays a crucial role in supporting children's attendance in school and their responsibilities include:

- ensuring that the school complies with all relevant statutory requirements related to attendance and monitoring adherence to attendance regulations;
- collaboration with school leadership to develop and review attendance policies and procedures, ensuring that they align with statutory requirements, provide clear guidance on monitoring, reporting and interventions, and are effectively implemented;
- strategic oversight of attendance, considering attendance as a key performance indicator and monitoring trends and patterns in attendance data;
- collaborating with school leaders to set attendance targets and goals and holding school leadership accountable for attendance outcomes;
- providing challenge and support to school leaders to ensure the school is taking appropriate action to address attendance issues and seeking ways to continuously improve attendance outcomes;
- supporting efforts to engage parents/carers in promoting attendance;
- ensuring that school staff receive training and development related to effective attendance monitoring and intervention strategies;
- establishing links with community organisations, local authorities and social services to access additional resources and support for pupils with attendance difficulties.

3.5 **The Head of School and Leadership Team** set the tone for the school's attendance culture and oversee the implementation of policies and strategies to promote regular attendance and their responsibilities include:

- emphasising the importance of regular attendance and setting high expectations for all staff and pupils;
- promoting a positive school culture where regular attendance is recognised and children feel motivated to attend school regularly;
- implementing attendance policies and procedures and ensuring that these are effectively communicated to all stakeholders, including communicating the consequences of poor attendance;
- enforcing attendance policies and procedures consistently and fairly, ensuring that unauthorised absences are promptly addressed;
- establishing clear expectations for staff regarding attendance monitoring, recording and intervention and ensuring all staff understand their roles in promoting regular attendance;
- providing training and professional development opportunities for staff to enhance their knowledge and skills in attendance-related matters;
- monitoring attendance data regularly, analysing trends and patterns and using this information to identify pupils at risk of poor attendance;

- using attendance data to inform decision-making and set targets and benchmarks for improvement, regularly reviewing progress towards those goals;
- supporting early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions, ensuring that appropriate support is provided to address attendance barriers;
- measuring the effectiveness and impact of attendance improvement strategies and interventions, adjusting as needed to achieve sustained improvements;
- promoting parental engagement in attendance improvement initiatives;
- ensuring that vulnerable pupils, including those with medical conditions, special educational needs and safeguarding concerns, receive appropriate support to attend school regularly;
- implementing incentives and recognition programmes to reinforce a positive attendance culture;
- collaborating with the Designated Safeguarding Lead to address any child protection issues arising from attendance concerns.

3.6 **Teaching staff** play a vital role in monitoring and promoting attendance and their responsibilities include:

- adherence to and implementation of the school's attendance policies and procedures;
- monitoring the daily attendance of their pupils and maintaining accurate and prompt attendance records;
- setting clear expectations for attendance and punctuality in their classrooms;
- acting as a role model by demonstrating punctuality and a commitment to their own professional responsibilities;
- promoting punctuality by encouraging pupils to arrive at school on time each day to ensure a smooth start to the day and minimise disruption;
- creating a positive and welcoming classroom environment where pupils feel motivated and engaged;
- implementing strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality;
- being alert to potential barriers to attendance, such as bullying, health issues or family problems and sharing this information with school leaders;
- collaborating with attendance staff and senior leaders to identify patterns of absence or lateness and intervene early to address any underlying issues;
- supporting with the provision of academic and emotional support to children who experience attendance challenges;
- reporting any safeguarding concerns promptly.

3.7 **Support staff** also play important roles in supporting and promoting attendance and their responsibilities include:

- acting as a role model by demonstrating punctuality, professionalism and a commitment to their work;
- building positive and trusting relationships with children and contributing to the creation of a supportive and welcoming environment;
- reinforcing the importance of regular attendance and punctuality to pupils, reminding them of policies and expectations;

- being vigilant in identifying individual pupils' attendance patterns and promptly reporting concerns to senior leaders;
- providing individualised support and intervention to pupils who are struggling with attendance, as required;
- supporting pupils with special educational needs to ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities;
- recognising children's attendance to school;
- reporting any safeguarding concerns related to a child's attendance promptly.

3.8 **Parents/carers** play an essential role in supporting good attendance and their involvement and commitment to their child's education can have a significant impact on attendance rates. Your responsibilities include:

- establishing a daily routine that includes regular and punctual school attendance and emphasise the importance of attending school regularly and on time;
- encouraging a positive attitude towards education, discussing the value of school and the opportunities it provides for your child's future;
- promoting good health practices that mean your child is less likely to miss school due to illness, including proper nutrition, regular exercise and adequate sleep;
- encouraging your child to form positive relationships with their peers;
- understanding the consequences of school absence;
- supporting your child's learning by showing an interest in their homework;
- participating in parent evenings and meetings;
- celebrating your child's achievements and milestones at school and recognise their efforts and successes to boost their self-esteem and motivation;
- informing the school promptly if your child is going to be absent;
- monitoring your child's progress and attendance, being aware of any changes in attendance patterns that may signal underlying issues and communicating any concerns to school;
- seeking support from school, healthcare professionals or other relevant agencies if your child is facing challenges that affect attendance and keep school staff informed of any such involvement;
- working collaboratively with school staff to address any attendance issues, exploring support and intervention if necessary.

3.9 **Pupils** themselves play a significant role in attending school regularly and ensuring their educational success. Their responsibilities include:

- a commitment to attend school regularly, understanding that this is essential for gaining knowledge, skills and opportunities for the future;
- striving to arrive at school on time each day;
- maintaining a positive attitude towards school and learning, being open to new experiences and willing to engage in classroom activities;
- taking responsibility for their own education by completing homework on time and ensuring they have the necessary equipment for school;
- building positive relationships with peers, being friendly, respectful and inclusive in all interactions with other pupils;

- respecting school staff, including following instructions, being courteous and seeking help or clarification when needed;
- taking ownership of their learning by asking questions, seeking clarification when needed and demonstrating curiosity about various subjects;
- following safety guidelines and rules at school to ensure their wellbeing;
- maintaining a healthy lifestyle through proper nutrition, regular exercise and adequate sleep to reduce the risk of illness-related absences;
- communicating to parents/carers reasons for not being able to attend school so that school can be informed;
- seeking support from a trusted adult when facing challenges that affect attendance.

#### **4. Safeguarding Children and Attendance**

- 4.1 The School follows [Keeping Children Safe in Education](#) statutory guidance.
- 4.2 Securing good attendance is a fundamental responsibility within our duty to safeguard and promote the welfare of children ([Working Together to Safeguard Children, DfE](#)).
- 4.3 The school has a duty to safeguard the welfare of all pupils. Any concerns about a child's attendance will be investigated promptly to ensure their wellbeing.
- 4.4 Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

#### **5 Attendance and Punctuality Expectations**

- 5.1 The school day begins at 8.50 a.m. and ends at 3.20 p.m.
- 5.2 Morning registration opens at 8.50 a.m. and closes at 9.20 a.m., and afternoon registration is taken at 2.00p.m and closes at 2.20 p.m. A student who arrives late but before registers close will be marked as late (L), which counts as present.
- 5.3 If a student arrives after the register has closed (9.20am) they will be marked with the unauthorised absence code (U).
- 5.4 Schools have a statutory duty to keep an accurate attendance register, which will be maintained in accordance with statutory requirements and government guidelines. Attendance will be recorded using the DfE's statutory attendance codes for each half day of school (see Appendix C for further detail). No pupil will be marked present unless actually in the room when the register is taken.

#### **6 Our Approach to Securing Good Attendance**

- 6.1 Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity and ultimately promote intrinsic motivation among our pupils, families and staff.
- 6.2 The school aims to ensure that all pupils attend regularly and on time to enable them to take full advantage of the educational opportunities available to them. Regular, punctual attendance is valued and positively encouraged for all pupils. Excellent attendance and punctuality will be recognised. The school's recognition-based system includes the following recognition and incentives:

- positive comments/recognition from staff
- attendance certificates/assemblies
- House Points
- phone calls/text messages/letters sent home
- entry into the Grand Prize Draw
- the 100 CLUB
- end of term celebrations
- additional school reward visit

6.3 To ensure a comprehensive approach to attendance, the school implements a multi-stage system of support. This involves three stages of intervention, with roles for teachers, school, children, parents/carers and external agencies, including the local authority.

- **Stage one** – Universal Approach: establishing a baseline universal attendance approach that benefits all children
- **Stage two** – Internal Individualised Strategies and Early Help Support: tailoring strategies to individual needs and providing early help support for persistent attendance challenges
- **Stage three** – Higher Needs Strategies Support: furnishing specialised support for children, young people and families with complex attendance requirements, including access to external agency support when necessary Further detail relating to the types of support available within each stage can be found in Appendix A.

6.4 The school will challenge the attitude of those pupils, parents/carers and staff who give a low priority to attendance and punctuality

## 7 Absence

7.1 A pupil is absent if they do not attend school for any reason. A pupil is also marked as having been absent if they arrive at school after the register has closed. Only the Head of School has the authority to authorise or unauthorise absences. (See Appendix C for information on the DfE attendance codes for school registers.)

7.2 Absence is authorised for any pupil aged 4 to 19 for the following reasons:

- a genuine illness or sickness, that is not considered a minor illness or sickness
- a medical or dental appointment which unavoidably falls within school time and for which the Head of School has granted leave
- a religious or cultural observance for which the Head of School has granted leave
- an absence due to a family emergency

7.3 Absence is unauthorised for the following reasons:

- parents/carers keeping their child off school unnecessarily or without reason
- truancy before or during the school day
- absences which have never been properly explained
- arrival at school after the register has closed
- absence due to shopping, looking after other children or birthdays
- absence due to day trips and holidays in term-time
- leaving school for no reason during the day.

- 7.4 Excessive lateness will also be recorded as unauthorised absence. It is usually appropriate for parents/carers to send their children to school with mild illnesses or general cold symptoms such as a minor cough, runny nose or sore throat. Some children may be anxious about attending school and worry or mild or moderate anxiety, whilst sometimes difficult emotions, can be a normal part of growing up for many children and young people and being in school can often help alleviate the underlying issues; absence from school is likely to heighten a child's anxiety about attending in the future, rather than reduce it. It is at the Head of School's discretion whether an absence is authorised or unauthorised.
- 7.5 Absence will be classified as persistent absence (PA) when a pupil has an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions. This is a significant cause for concern.
- 7.6 Children at risk of persistent absence have attendance that is consistently low and is becoming a concern. In most cases, we identify pupils who have missed 10 or more days of school as being at risk of persistent absence and will follow internal school procedures to support.
- 7.7 Severe absence is used to describe the most serious cases of non-attendance, where pupils have missed 50% or more of school time. Severe absence is a sign of neglect. There will be focus and support provided to these children who are absent from school more than they are present, as they may find it more difficult to be in school or face bigger barriers to attendance, and as such are likely to need more intensive support across a range of external agency partners. This will include the involvement of children's social care.
- 7.8 The terms and definitions above are important for tracking and addressing attendance issues and will be used to identify pupils who require support with their attendance. All registers will be checked and absences monitored on a regular basis. This is a collective responsibility, involving tutors/class teachers, senior leaders, administrators and the Attendance Welfare Officer. The school has a procedure in place to resolve unexplained absences as soon as possible, and in all cases within 5 school days of the session of absence.
- 7.9 The school uses data to target attendance improvement efforts to pupils and pupil cohorts who need it most. Our strategy for using data for identified groups of pupils (including those with special educational needs, looked after children, pupils eligible for free school meals, pupils from different ethnic groups, pupils who have an allocated social worker, and pupils at risk of persistent or severe absence) includes:
- Use of Arbor, DfE and FFT attendance data and trends
  - Use of attendance and absence tracker
  - Senior Attendance Champion, Attendance Welfare Officer, Designated Safeguarding Lead, Heads of House and Pastoral Managers fortnightly tracking meetings
  - Tutors tracking absence

In addition to the promotion and incentivisation of good attendance, as outlined above, the school will also implement a range of strategies to address any barriers to attendance. Alongside this, the school will implement its escalation processes to alert parents/carers when concerns arise and work with families to improve attendance. Strategies will include early intervention, support for vulnerable families and intervention programmes, as well as ensuring

that the school environment is positive and inclusive. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance. Where there are concerns regarding a pupil's attendance, the following interventions may be implemented by the school:

- Telephone calls, emails or text messages to parents/carers
- Letters to parents/carers
- Home visits (these can be pre-arranged or cold call visits)
- Meetings with parents/carers and pupils to discuss any issues
- School mentoring
- Pastoral Support Plan
- Consideration to be given for referral to external support agencies, in conjunction with the LA – Worcestershire
- Individual Educational Plan
- Attendance contracts

7.10 If there is no improvement in a pupil's attendance following the school's interventions, the matter will be referred to the local authority for advice and possible legal action.

7.11 The school is legally required to provide the local authority with the names and addresses of all pupils of compulsory school age who fail to attend school regularly, or who have been absent without authorisation for a continuous period of ten school days.

7.12 The school's strategy for reducing persistent absence and severe absence incorporates all the strategies listed in the above sections and includes incentives, support and intervention, external agency support and an escalation process involving referral to the local authority. Further detail can be found in the school's multi-stage system of support in Appendix A.

## **8 Lateness**

8.1 Pupils must attend registration on time to be given a present mark. Pupils who arrive after the start of registration but before the close without a genuine reason will be marked as 'late' and an appropriate sanction will be given in accordance with the School's Behaviour policy. Arrival after the close of registration will be recorded as an unauthorised absence.

8.2 It is the initial responsibility of the tutor/class teacher to address the issue of persistent lateness with the pupil and their parents/carers. If the school's sanctions have no impact on the persistent lateness and the parents/carers fail to support the school by ensuring their child arrives on time, the parents/carers will be informed in writing that the late arrivals will be recorded as unauthorised absences and they will be made aware of the consequences of this action

## **9 Legal Framework and National Framework for Penalty Notices**

9.1 Parents/carers of registered pupils have a legal duty under the Education Act 1996 (Section 444) to ensure that pupils of compulsory school age attend school on a regular and full-time basis. A child is of compulsory school age at the beginning of the term following their 5th birthday. If a child of compulsory school age fails to regularly attend school, then the parents/carers are guilty of an offence and may be referred to the local authority. Failing to ensure a child's regular school attendance can lead to legal consequences.

- 9.2 The school is responsible for liaising closely with the local authority's attendance service and will follow their standard approaches in managing attendance issues (see Appendix B for further information). Where all voluntary support options have not been successful, or have not been engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents/carers.
- 9.3 The national threshold for considering a Penalty Notice is 10 sessions (5 days) of unauthorised absence in a rolling period of 10 school weeks, which can span different terms or school years. Penalty Notices may also be issued by the local authority in other cases where appropriate, for example where several term time holidays are taken, or for repeated absences for birthdays or other family events.
- 9.4 Penalty Notices are £160 per parent per child (reduced to £80 if paid within 21 days). A Penalty Notice cannot be issued for the same child if there is a third occasion of unauthorised absence in a 3-year rolling period and it is highly likely that the local authority will take direct prosecution action in the Magistrates' Court which can result in you receiving a criminal conviction. Please also be aware that any cases of extended periods of unauthorised absence, linked to holidays or trips away, are highly likely to result in prosecution action by the local authority.

## **10 Absence Procedures**

- 10.1 Parents/carers must contact the school on the first day of their child's absence to provide the reason for the absence. They must maintain daily contact with the school on any subsequent days of absence.
- 10.2 The system used by the school is as follows: Parents should contact the school as soon as possible each day a pupil is not going to be in school. Telephone 01386 552471 or email [hub@pershore.worcs.sch.uk](mailto:hub@pershore.worcs.sch.uk) before 9am.
- 10.3 If the school receives no contact from parents/carers regarding an absence, the following procedures will be followed: A member of the attendance team will contact parents/carers during a process known as "First Day Calling" and arrangements may be made for a home visit where appropriate. The reasons for absence, either verbal or supported by written notes from a parent/carer, may not always be accepted as a satisfactory reason for the absence. If this is the case, the school will make formal representation to the parent/carer in writing to challenge the reason for absence that has been provided.
- 10.4 School may request further evidence of a pupil's illness. This request will be put in writing to the pupil's parent/carer.
- 10.5 Appointments for a dentist, doctor or optician must be made outside of school hours whenever possible.
- 10.6 Medical evidence may be requested where clarification is needed to accurately record absence in the attendance register. (See Appendix C for further information on the DfE attendance codes.)
- 10.7 If a pupil is absent from school and no reason has been received and no contact can be made with the parents/carers, and there is a cause for concern, the Attendance Welfare

Officer or a nominated member of staff will make a home visit. If there is no response from the home visit and the concern persists, the matter will be raised immediately with the safeguarding team.

10.8 If a reason for absence has been received and there is a concern regarding that reason, the Attendance Welfare Officer or a nominated member of staff will make a home visit. If there is no response from the home visit and the concern persists, the matter will be raised immediately with the safeguarding team.

10.9 Absences will only be authorised at the discretion of the Head of School.

## **11 Leave of Absence Requests**

11.1 All leave of absence for pupils must be authorised by the Head of School and the Head of School will determine how many school days a pupil may be absent from school if the leave is granted.

11.2 In accordance with the Education (Pupil Registration) (England) Regulations 2013 amendment of the 2006 Regulations, the Head of School will not authorise a leave of absence unless they consider there are exceptional circumstances relating to the application.

11.3 Holidays during term time will not be authorised under any circumstances.

11.4 Parents/carers must request leave of absence for their child in writing at least 10 school days in advance, using the [Request for Absence](#) form which is available from the School Office. The Head of School can only consider applications for leave of absence which are made by the resident parent, i.e. the parent with whom the child normally resides.

11.5 A letter confirming that the request for absence from has been received and stating the Head of School's decision will be sent to parents/carers within 7 school days of receipt of the form.

11.6 Applications for leave of absence which are made in advance and refused will result in the absence being recorded as unauthorised. All matters of unauthorised absence related to a leave of absence will be referred to the local authority for them to consider issuing a Fixed Penalty Notice in line with their non-school attendance and Penalty Notices code of conduct. (A copy of this can be found on the local authority website). See point 10.2 for further information on Penalty Notices. The local authority may deem prosecution more appropriate in some cases.

11.7 If a Fixed Penalty Notice is issued and is not paid within the timeframe set out in that notice, the matter will be referred to the Local Authority's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

11.8 The school will inform parents/carers of the possibility of the pupil's removal from the school roll, once safeguarding checks have been undertaken and the issue has been referred to the local authority, if the pupil does not return on the agreed date and no reasonable explanation is provided.

## **12 Non-Compulsory Age Pupils**

12.1 Although there is no legal requirement for a pupil to attend nursery, it is widely acknowledged that establishing routines including good attendance in early years reaps benefits when children become of compulsory age.

- 12.2 For sixth form students, it is important to establish routines in engaging with independent learning and semi structured days as this will empower them in their future in education, apprenticeship, university or the workplace.
- 12.3 Registers will be taken for every pupil (of both compulsory and non-compulsory school age) whose name is listed in the admission register, and register codes will be used in line with DfE guidance (see Appendix C for further detail).
- 12.4 In addition to timetabled lessons, sixth form students have timetabled study periods for independent study. We expect students to be committed to spending their time effectively, but this privilege may be withdrawn if a student is not meeting attendance expectations or work commitments.
- 12.5 TGAT has a clear and escalating approach to intervention where there are concerns regarding a sixth form student's attendance at the School. Further details can be found in section 8.9. In addition, a meeting will be held with the Head of Sixth Form, and subject teachers where appropriate, where there are concerns around attendance or persistent lateness, to discuss issues or barriers that may be impacting attendance. If poor attendance or punctuality continues, this may be formalised and actions agreed in writing in an attendance contract.
- 12.6 Failure to engage in these intervention procedures, or where attendance at the School or to lessons remains a concern and is below 85%, discussions may be held in relation to the suitability of a sixth form placement at the School. This may result in a final written warning if non-attendance persists without a genuine reason or circumstance to explain this level of absence.

### **13 Travellers**

- 13.1 There is provision within legislation to permit Travellers to remove their child from full-time education whilst they are travelling, however this can only be done after the completion of 200 sessions (100 days) in an academic year. The parents/carers should be encouraged to attend school to discuss the pending period of absence prior to removing their child. It is at the discretion of the Head of School whether or not to authorise this absence.

### **14 Elective Home Education (EHE)**

- 14.1 Some parents/carers may choose to electively home educate their child. This means the child is removed from the school register and parents/carers take responsibility for providing education to their child at home.
- 14.2 The School would not usually recommend that parents/carers choose to electively home educate their child, as children's needs are best met in a school environment where professionals can offer their expertise and support. The decision to home educate a child is a significant one and places great demands on parents/carers.
- 14.3 Parents/carers who opt to electively home educate their child must inform the Head of School in writing of this decision and the date from which they wish their child to be removed from the school roll. They will then usually be invited into school to discuss this decision.

## **APPENDIX A.**

### **Pershore High School Multi-Stage Support**

#### **Stage 1: All students up to 9 days absence.**

##### **Role of School Staff**

###### **Notice and recognise...**

- Students as you meet and greet
- Students missing from lessons, what work do they need to catch up on
- Where students fit in your classroom environment
- Good attendance with students and parents
- The benefits of good attendance
- Individual and collective achievements
- Daily attendance, punctuality and absence patterns
- Students who are 'starting to slip', making sure prompt action is taken
- Parents and carers that need support with attendance

##### **Role of Students**

###### **Will work hard to ...**

- Attend school regularly and be punctual
- Engage actively in classroom activities
- Catch up when they have missed work
- Help each other and be kind
- Recognise the achievements of other students
- Share when they have a concern
- Proactively follow the WISER programme for personal development

##### **Role of Parents**

###### **Support their child....**

- Ensure they attend regularly and on time
- Understand and support any concerns their child might have.
- Communicate with school regarding attendance
- Recognise personal achievement
- Communicate any concerns you may have with school staff

##### **Role of Governance and External Agencies**

###### **Support their child....**

- Support a comprehensive, school-wide approach that encompasses attendance and mental health
- Recognise and reward personal and collective achievements
- Provide resources and training to teachers and support staff on effective strategies
- Collaborate with schools on attendance initiatives

## **Stage 2: Students missing 10-17 days.**

### **Role of School Staff**

#### **Notice and recognise...**

- Proactively use data information to identify students who are PA and at risk of PA
- Work with students and families to understand and address the reasons for absence, including any in-school or out of school barriers to attendance,
- Implement strategies to improve attendance.
- Monitor Progress
- Recognise achievements
- Start legal route to non-attendance

### **Role of Students**

#### **Will work hard to ...**

- Involvement and participation in creating targets for improvement and engaging in targeted interventions
- Recognise personal achievements
- Share concerns with staff
- Continue to engage in school life, including proactively following the WISER programme for personal development

### **Role of Parents/Carers**

#### **Will work hard to ...**

- Work with the school to help understand their child's barriers to attendance
- Proactively engage with the support offered to prevent the need for more formal support
- Attend all meetings as requested

### **Role of Governance and External Agencies**

#### **Support their child....**

- Signpost or provide access to services
- Where there are out of school barrier, provide each identified child and their family with access to services they need
- Provide professional development and early intervention support to the school

### **Stage 3: Students with 18+ days of absence.**

#### **Role of School Staff**

##### **Notice and recognise...**

- Take an active part in the multi-agency effort with the local authority and other external partners
- Use data to identify children at risk of severe absence
- Continually assess and adapt strategies to meet need
- Recognise unmet needs that may form a barrier
- Monitor progress and attendance
- Recognise achievements
- Continue legal route to non-attendance

#### **Role of Students**

##### **Will work hard to ...**

- Actively engage with producing targets and adhere to attendance contract
- Actively engage in interventions and any external support offered
- Recognise personal achievements
- Share concerns with staff
- Continue to engage in school life

#### **Role of Parents/Carers**

##### **Will work hard to ...**

- Collaborate closely with the school to identify and implement highly specialised interventions
- Continue to attend meetings as requested
- Continue to communicate with the school
- Take an active role in the multi-agency effort.

#### **Role of Governance and External Agencies**

##### **Support their child....**

- Offer specialist assessments and services for students with complex needs
- Provide training and consultation
- Take an active part in multi-agency effort with the school and other external partners.

## APPENDIX B: DfE Attendance Codes

|  |  |
|--|--|
| <b>Code A (Present at the school):</b>   |  |
|  | <ul style="list-style-type: none"><li>• Pupils must be present during registration to be counted.</li><li>• If a pupil leaves after registration, they are still counted as attending for statistical purposes.</li></ul>  |
| <b>Code L (Late arrival before the register is closed):</b>                    |  |
|  | <ul style="list-style-type: none"><li>• The pupil arrives after the register starts but before it closes.</li><li>• Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.</li><li>• If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.</li></ul> |
| <b>Code K (Attending education provision arranged by the local authority):</b> |  |
|  | <ul style="list-style-type: none"><li>• Pupil attends educational provision arranged by the local authority, not by the school.</li><li>• Examples include attending courses at college or receiving home tutoring.</li><li>• Schools must record the nature of the provision and ensure notification of absences.</li></ul>   |
| <b>Code V (Attending an educational visit or trip):</b>                        |  |
|  | <ul style="list-style-type: none"><li>• Pupil attends a school-arranged educational visit or trip supervised by school staff.</li><li>• Must take place during the recorded session.</li><li>• If pupil doesn't attend, record absence using relevant absence code.</li></ul>  |
| <b>Code P (Participating in a sporting activity):</b>                          |  |
|  | <ul style="list-style-type: none"><li>• Pupil attends an approved educational sporting activity.</li><li>• Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.</li><li>• Schools must ensure safeguarding measures and record absences with relevant codes.</li></ul>                                     |
| <b>Code W (Attending work experience):</b>                                     |  |
|  | <ul style="list-style-type: none"><li>• Pupil attends work experience as part of their education arranged by the local authority or school.</li><li>• Criteria for recording attendance are similar to other approved educational activities.</li><li>• Schools must ensure safeguarding measures and record absences with relevant codes.</li></ul>                                     |
| <b>Code B (Attending any other approved educational activity):</b>             |  |
|  | <ul style="list-style-type: none"><li>• Pupil attends an approved educational activity other than sports or work experience.</li><li>• Criteria for recording attendance are similar to other approved educational activities.</li><li>• Schools must record the nature of the activity and ensure safeguarding measures.</li></ul>  |
| <b>Code D (Dual registered at another school):</b>                             |  |
|  | <ul style="list-style-type: none"><li>• Used when a pupil is registered at more than one school, indicating absence with</li></ul>   |

leave to attend the other school.

- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

**Code C1 (Leave of absence for regulated performance or employment abroad):**

- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

**Code M (Leave of absence for medical or dental appointment):**

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

**Code J1 (Leave of absence for interview for employment or admission):**

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

**Code S (Leave of absence for studying for a public examination):**

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

**Code X (Non-compulsory school age pupil not required to attend school):**

- Schools can grant leave for non-compulsory school-age pupils to attend school parttime under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

**Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):**

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

**Code C (Leave of absence for exceptional circumstances):**

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.

- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

**Pregnant pupils:**

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

**Code T (Parent traveling for occupational purposes):**

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

**Code R (Religious observance):**

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

**Code I (Illness - not medical or dental appointment):**

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

**Code E (Suspended or permanently excluded and no alternative provision made):**

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

**Code Q (Unable to attend school because of a lack of access arrangements):**

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

**Code Y1 (Unable to attend due to transport normally provided not being available):**

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

**Code Y2 (Unable to attend due to widespread disruption to travel):**

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

**Code Y3 (Unable to attend due to part of the school premises being closed):**

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

**Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):**

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

**Code Y5 (Unable to attend as pupil is in criminal justice detention):**

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

**Code Y6 (Unable to attend in accordance with public health guidance or law):**

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes. **Code Y7 (Unable to attend because of any other unavoidable cause):**
- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

**Code G (Holiday not granted by the school):**

- Used when a pupil is absent for a holiday.
- Classified as unauthorized absence for statistical purposes.

**Code N (Reason for absence not yet established):**

- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

**Code O (Absent in other or unknown circumstances):**

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

**Code U (Arrived in school after registration closed):**

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.

- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

**Administrative Code Z (Prospective pupil not on admission register):**

Utilized to set up