THE HOWARD PARTNERSHIP TRUST

ATTENDANCE POLICY

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Purpose:
This policy outlines the aims, objectives, roles and responsibilities, absence management protocols and legal requirements relating to attendance. Local attendance procedures are set out within this policy and provide more details about the operating model in each THPT school. In applying this policy, the school will consider its duties under the Equality Act 2010 and the UN Convention on the Rights of the Child.

Relevant guidance and legal requirements:

- The School Attendance (Pupil Registration) (England) Regulations 2024
- Working Together to Improve School Attendance: statutory guidance
- Children Missing Education: statutory guidance
- Keeping Children Safe in Education: statutory guidance
- Summary table of responsibilities for school attendance
- Securing good attendance and tackling persistent absence
- Arranging education for children who cannot attend school because of health needs
- Supporting pupils at school with medical conditions
- The impact of school absence on lifetime earnings
- Fines for parents for taking children out of school: What you need to know – The Education Hub
- The Equality Act 2010
- SEND Code of Practice
- UN Convention on the Rights of the Child

Related THPT policies:
Students with Medical Conditions Safeguarding and Child Protection Policy Respectful Relationships and Behaviour Policy Suspensions and Exclusions Policy
Mental Health and Emotional Wellbeing Policy
SEND Policy

Aims and Objectives

THPT Vision:

'Our Life Changing Outcomes – Our schools change lives by our children achieving the outcomes they need for a fulfilled life including through academic attainment and improved self-worth'.

High levels of attendance – above 95% - are central to this vision; we know attendance is a key factor in underpinning welfare and progress in school life and beyond. This policy will enable THPT schools to promote the importance of good attendance and identify and address attendance issues. The policy safeguards the rights of children/young people to be educated. This policy should be implemented in light of any government guidelines published since the ratification of the policy.

The aims of the policy are to:

- Promote the strong and proven links between attendance, attainment and progress.
- Promote a culture of positive attitudes towards school attendance.
- Encourage all children/young people to have excellent attendance.
- Promote a high standard of attendance for all children/young people.
- Promote good practice in relation to safeguarding.
- Ensure fairness of treatment for all to ensure the welfare of all.
- Ensure that attendance issues are challenged consistently.
- Encourage a positive partnership with parents/carers.
- Support children/young people to maintain good attendance and punctuality, in preparation for their future, both in education and the world of work.

What is Excellent Attendance?

Where appropriate we will always encourage our children/young people to aim for 100% attendance. Our mantra is 'in school every day'. However, we appreciate that for some of our children/young people this is not possible, owing to circumstances beyond their control. Excellent attendance means that a child/young person never misses a day of school without an exceptionally good and authorised reason. Our schools will recognise and celebrate those with 100% attendance, whilst also recognising and celebrating those who have improving and excellent attendance, especially those children/young people who achieve this in challenging circumstances. Excellent attendance will be different for different children/young people, attendance targets should consider individual needs.

There are many social, emotional, academic, economic and well-being benefits of high levels of school attendance:

- Stronger peer relationships.
- Improved mental wellbeing.
- Sense of belonging and safety.
- Positive behaviour and engagement.
- Access to support services.
- Increased resilience and confidence.
- Higher future earnings.
- Improved employment outcomes.
- Higher academic attainment.

Promoting Good Attendance and Punctuality

All THPT schools will promote a culture of excellent attendance where all stakeholders understand their role in promoting excellent attendance. This includes:

- Appointing a Senior Attendance Champion to lead the school's approach to improving and maintaining good attendance (see below for further detail).
- Ensuring that effective processes are in place to record attendance and absences in line with statutory guidance and regulatory requirements.
- Developing a whole school culture where excellent and/or improved attendance and punctuality is valued, celebrated and promoted.
- Ensure that key messages and strategies regarding making a positive contribution to the school's attendance strategy are addressed in meetings and INSET throughout the year.
- Ensure that attendance is regularly discussed at SLT and Pastoral Leadership meetings.
- Have high expectations – offer support, but always challenge where reasons for absence fall below the threshold of what is acceptable.
- Ensure all stakeholders are aware of the benefits of attending school and the opportunities lost from poor attendance.
- Ensure all stakeholders are aware of their responsibilities and where to seek support if required.
- Ensure that early interventions are in place to support children/young people to have every opportunity to have good and improved attendance.
- Develop a positive approach to attendance where schools build strong relationships with families and work to understand and remove barriers to attendance.
- Ensure that using punitive consequences such as fines is the last resort.
- Ensure that attendance and absence data is regularly monitored and analysed in order to provide support where needed and address any issues; please see **Appendix 1** for Key Groups.

Howard of Effingham School Attendance procedures

Registration

Registration takes place at 8:45am and closes at 9:15am. The afternoon registration is at 2:05pm. Children/young people who arrive between 8:45-9:15am will be recorded as late to school ('L' mark).

Teachers will actively and accurately take a roll call at the start of each session. Teachers should mark children/young people present (/) or absent (N) or late (L). When a child/young person is late the number of minutes late should be recorded. The consequences for students late to school or afternoon tutor are a B2a Lunch time detention.

All teaching staff should actively and accurately take a register at the start of each lesson. If a child/young person who was present earlier in the day is absent from a lesson, the office should be informed.

Children/young people who sign in after 9:15am (with no good reason) during the morning session or before 2pm (the afternoon session), will be recorded as an unauthorised absence for that half day.

Punctuality and Lateness

Parents of children/young people who are persistently late or have unauthorised absences will be contacted by the Year Team. Should this not resolve the situation the Year Leader or an SLT member may organise a parental meeting or a referral to the Inclusion Welfare Service may be necessary.

Absence management process

THPT schools operate a graduated response to absence management (see **Appendix 2**).

Unplanned Absence

Parents/carers must contact the school office on 01372 453694 and select the Attendance option by 8:15am on the first day of any illness absence, or Class Charts, clearly stating their child/young person's name, class and illness. If an expected return to school date is known, this should also be given. Parents must repeat this for every day of absence. The school will follow the procedures outlined in **Appendix 3** with regard to unplanned absences to ensure that all absences are accounted for.

School Responses to Unplanned Absences

To effectively safeguard children/young people it is vital that all absences are accounted for. Howard of Effingham School will follow the procedures outlined below to ensure that children and young people are effectively safeguarded:

Stakeholder Responsibilities

The Trust Board will ensure the Attendance Policy reflects the ethos of THPT and will oversee its implementation.

The Heads of Phase, via the Assurance Framework will monitor the implementation of the policy and keep it under review, feeding back recommended changes to the Trust board. The Heads of Phase will also ensure that attendance expectations are clearly communicated to children/young people and parents and that individual circumstances are taken into account.

The Principal, working with the Senior Attendance Champion, will promote a culture of excellent attendance and is accountable for the implementation of the policy. The Principal will delegate the responsibility for its day-to-day implementation to the Senior Attendance Champion, SLT and others, though all staff have a role to play as detailed below. The Principal's specific responsibilities will include:

- Considering requests for leaves of absence and taking decisions in line with the process set out in this policy.
- Ensuring that all stakeholders are held accountable for their role in ensuring a positive culture in relation to attendance (stakeholders include children/young people, parents/carers, school staff and the representatives of the Local Authority).
- Ensure that statutory returns are made to the Secretary of State and Local Authority regarding attendance data.
- Making referrals to the Local Authority for the issue of Fixed Penalty Notices (FPNs) where appropriate.
- Ensuring attendance protocols and practices are in line with emerging national guidelines.
- Ensuring parents/carers are made aware of any changes made to attendance procedures and protocols.

The Senior Attendance Champion will

- set a clear vision for improving and maintaining good attendance.
- establish and maintain effective systems for tackling absence and make sure they are followed by all staff.
- have a strong grasp of absence data to focus the collective efforts of the school
- regularly monitor and evaluate progress, including the efficacy of the school's strategies and processes.
- Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Hold regular meetings with the parents of pupils who the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps.
- At Howard of Effingham School, the senior leader with responsibility for attendance is Mrs J Kirkland who can be contacted via the school office on 01372 453694

Class Teachers and Tutors will

- Promote the links between attendance and attainment/progress.
- Foster a positive culture towards attendance with their tutor groups and classes.
- Make contact with parents/carers to celebrate good and improving attendance.
- Make contact with parents/carers to addresses attendance concerns and offer support.
- Take registers accurately and on time.
- Report any anomalies in registers using the school procedures.
- Report any concerns relating to attendance to the relevant year/school/safeguarding leaders.

School Attendance Team/ Year Managers/ Student Services

- Ensure attendance registers are accurate and add additional information for lateness and absences.
- Follow up on any missing information regarding reason for absence.
- Ensure that attendance coding is consistent and that N codes are never on registers for more than 5 days after they are entered.
- Attendance codes should be recorded accurately and consistently and accurately in line with the codes set out on pages 76-91 of Working Together to Improve School Attendance (Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk). Leaders should ensure that staff are educated on new codes and changes to coding.
- Support the Senior Attendance Champion and wider SLT in monitoring and identifying levels of absence/lateness causing concern.
- Monitor individual children/young people and groups of children/young people.
- Support attendance interventions and meetings.
- Report any concerns relating to attendance to the Senior Attendance Champion and relevant year/school/safeguarding leaders via the established school procedures.
- Liaise with the Local Authority Inclusion Officer (IO) to support children/young people who are Persistently Absent and Severely Persistently Absent.
- Organise and provide relevant data for attendance panels.
- Ensure that where reasonably possible the school holds more than one emergency contact number for each pupil.

All staff, including teachers, support staff and volunteers, will be responsible for promoting a positive attendance culture for the whole school and ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Senior Attendance Champion and the Principal on the effectiveness of the policy and procedures.

All staff involved in supporting excellent attendance of students will be trained in specific interventions and strategies that support students with special educational needs, with a particular focus on those students with ASD and school-related anxiety.

Pupils will

Take pride in their attendance and punctuality by:

- Aiming to have excellent attendance.
- Show resilience and ask for help when needed.
- To attend all lessons.
- To be on time to school and lessons each day.
- Attend school appropriately prepared for the day.

Parents and Carers will

- Work in partnership with the school to ensure your children/young people attend school every day, unless a statutory reason for non-attendance applies.
- Contact the school at an early stage if there are concerns about attendance in order to remove any barriers and put support in place if necessary.
- Actively promote the link between attendance and attainment/progress, social and emotional wellbeing.
- Only book holidays and other events during school holidays. There are approximately 175 non-school days for family holidays each year. Booking holidays and events during term time results in a child/young person missing their education.
- Ensure your child/young person arrives in school on time for registration and well prepared for the school day.
- Contact the school promptly, each day, whenever any problem occurs that may keep your child/young person away from school giving details of the reason they are unable to attend.
- Give full and accurate details of reasons for absence.
- Contact the school office or absence line regarding any unforeseen absence (e.g. illness/ family emergency), in line with the school's attendance procedures.
- As far as possible ensure that non-urgent medical or dental appointments are made outside of the school day or avoiding registration periods, in line with the school's attendance procedures.
- Follow the process set out in this policy and complete the form at **Appendix 4** if wishing to request a leave of absence.

Key Groups

Attendance of Vulnerable Children/Young People

Whilst all children and young people can be vulnerable there are certain characteristics that may mean a child or young person is more vulnerable than their peers. Characteristics or experiences that can contribute to a child or young person's vulnerability can include:

- Special Educational Needs and/or Disability (SEND).
- Physical or mental health conditions.
- Looked after children (LAC)/ previously looked after children (PLAC).
- Young Carers.
- Those eligible for free school meals (FSM) or Pupil Premium funding.
- Displaced students.
- Those at risk of exploitation / radicalization.

Where a child/young person is deemed to be vulnerable relevant teams within the school will work collaboratively to ensure that interventions are in place to ensure the child/young person has the best possible attendance and that barriers are removed. External agencies will be involved where relevant. The local procedures outline any additional safeguarding procedures that will be in place when vulnerable children/young people are absent from school.

Absence in term time

Absence from school falls into two categories, authorised and unauthorised. Absence may be authorised when a child/young person is genuinely ill, has a hospital or other medical appointment, is visiting another school or for religious reasons, or where a leave of absence has been granted by the Principal. The School Attendance (Pupil Registration) (England) Regulations 2024, state that Principals may not grant any leave of absence during term time unless there are exceptional circumstances which fall under paragraph 11 of the above Regulations

Unauthorised absence will include late arrival after the close of registration without good reason. Schools must have a mechanism in place for monitoring absences and informed parents when a threshold of 6 days in 6 weeks is met.

Requesting a leave of absence

Parents wishing to request a leave of absence for exceptional circumstances should follow the procedure below. Please note that requests will not be granted unless there are exceptional circumstances (which will not include absence for the purpose of a holiday or other recreational/leisure purpose):

1. Parent/carer requests a Leave of Absence form a minimum of 2 weeks before they intend to take absence.
2. The request will be reviewed by the Principal who will inform you within 7 school days if the request has been authorized.
3. Please refer below to the issuance of Fixed Penalty Notices if your request has not been granted.

Medical Evidence

Reasonable medical evidence may be requested by the school in cases where clarification is needed to accurately record absence in the attendance register or where the school has genuine and reasonable doubt about the authenticity of the illness. Where a pupil's health need means they need reasonable adjustments or support because it is complex or long term, schools can seek medical evidence to better understand the needs of the pupil and identify the most suitable provision in line with the statutory guidance in supporting pupils at school with medical conditions or arranging education for children who cannot attend school because of health needs.

Reasonable adjustments

The school will work with parents, health professionals and other relevant agencies to develop support approaches for attendance for pupils with medical conditions or SEND. We will ensure that our support is regularly reviewed to remain appropriate for the pupil. Where appropriate, we will ensure referrals are made to the Local Authority in a timely manner where a pupil is absent from school for medical reasons for more than 15 school days. In addition, we will use our best endeavours to ensure the provision outlined in the pupil's education, health and care plan (EHCP) is accessed. Please refer to the school's SEND policy for more information.

Failure to Ensure Regular School Attendance

Only the School can authorise an absence, not the parent/carer. When a pattern of absence begins to cause concern, parents/carers will be contacted by a member of staff who will seek to work with parents/carers to resolve poor attendance.

Attendance and Safeguarding

Attendance and safeguarding leads should work collaboratively in order ensure the safeguarding needs of our children/young people are met. This can be achieved in the following ways:

- Establish a whole staff awareness of the links between safeguarding and attendance.
- Educate staff in relation to attendance patterns/ reasons that could be an indicator of a safeguarding concern and provide a mechanism for reporting these.
- Ensure that there are clear lines of communication between school, parents/carers and other agencies.
- Ensure the safeguarding team are aware of any children/young people with irregular attendance patterns or who are off school for significant periods of time without the school's permission.
- Have a robust procedure that is consistently followed when a parent fails to inform the school of an absence.
- Ensure that procedures are in place to conduct welfare checks on children/young people who are absent from school, this must include a face-to-face meeting with the child/young person. This can be in real life or virtual. However, if it is not possible to see the child/young person then further action must be taken.

Where a child/young person has not attended school for a continuous period of 10 days or more the school must inform the Local Authority in line with local procedures. This communication will generally be directed towards the Local Authority inclusion officer.

Home visits

Year Leaders and the Attendance Team will monitor registration reports and may carry home visits for children/young people who have repeated illnesses or those who do not regularly attend school for other reasons. Home visits will also take place when the school is unable to ascertain a reason for the absences or have other safeguarding concerns regarding the absence.

Children/Young People unable to attend school due to a medical condition

Where a child/young person has a medical condition that prevents attendance at school please refer to the THPT Supporting Children At School with Medical Conditions policy.

Where a child/young person has a medical condition but can attend school. The school has a legal duty to support pupils with medical needs and should put interventions and reasonable adjustments in place to ensure that the child/young person has the best possible attendance.

Where a child/young person can attend school but continues to have poor attendance/ fails to comply with any interventions it is recommended that the school facilitates a team around the child meeting to review support and plan next steps.

Part-Time Timetables

In very exceptional circumstances, where it is in a student's best interests, the school may agree that a pupil can attend school on a part-time basis for a temporary period. For example, a Part-Time timetable may be necessary where a medical condition prevents full time attendance and can help the student access as much education as possible. Appropriate training is provided for all relevant THPT leaders to ensure the following principles are adopted when coordinating a Part Time timetable:

All THPT Part-Time timetables must:

- Be in the pupil's best interests.
- Have the agreement of both the school and the parent the student normally lives with.
- Have a clear ambition and be part of the student's wider support, health care or reintegration plan.
- Have regular review dates which include the student and their parents/carers to ensure it is only in place for the shortest time necessary.
- Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to access a full time education.
- Have been through a thorough risk assessment process that considers risks associated with safeguarding, SEND, academic progress and personal development.

The 'THPT Part-Time Timetable Contract and Risk Assessment' format ensures a considerate and thorough approach is taken to planning and assessing risk. If the Part Time timetable is not adhered to as agreed, or is unsuccessful in achieving its intended goals, the school may rescind the Part Time timetable and consider other arrangements, which may include reinstating the expectation of full-time attendance.

Students in Alternative Provision

Some children/young people are educated either on a full-time or part-time basis in an alternative setting. A modified timetable must be completed and the Attendance Manager/SLT lead will liaise with the Alternative Provider to ensure that the child/young person has attended, and that the attendance is accurately recorded. This will be monitored closely by the Year Team and SLT overseeing Alternative Provision.

Support for attendance and legal intervention

Persistent and severe absence

If a pupil misses 10% or more of school, the school is expected to work collaboratively with the Local Authority to put in place additional targeted support to remove any barriers to attendance. As described above, before the absence reaches this level the school will have sought to work with parents to understand and remove any barriers to attendance and put relevant support in place, which could include: Access to buddy room, Exit cards.

Whilst the school will always attempt to work with parents to improve attendance, there may be occasions where a more formal approach is required to ensure that attendance improves. The School has a number of options open to it to improve attendance and these will be implemented when appropriate. Ultimately, if attendance does not improve, the school must consider whether to issue a Fixed Penalty Notice for the absence or, in more serious cases, refer the matter to the Local Authority for legal proceedings to be brought.

Attendance Contracts

The School may request that you enter into an Attendance Contract with it (and/or the Local Authority) to provide a more formal framework to support your child's attendance with both parties agreeing to work together to improve attendance. The contract may set out measures to benchmark attendance and require you to access/engage with support. Additionally, the school will ensure support is available which is relevant to your circumstances. The contract will usually last up to 12 months and progress will be reviewed regularly.

Education Supervision Orders (ESO)

Where voluntary attempts to improve school attendance have failed. The school and Local Authority may put in place an ESO. These are a legal agreement but cannot result in a criminal prosecution. P.51-52 of Working Together to Improve School Attendance provides further detail on the use and monitoring of ESOs.

Penalty Notices and Attendance Prosecutions

The School will keep attendance under review but if the national threshold for a Fixed Penalty Notice is reached, it must consider whether one should be issued. The threshold is met when a child has 10 sessions of unauthorised absence in a rolling period of 10 school weeks.

Fixed Penalty Notices will be issued in line with the relevant Local Authority's code of conduct for issuing fixed penalty notices. Please refer to Surrey Local Authority's code of conduct for more information.

Circumstances when a Penalty Notice may be issued

Where a child is taken out of school for 10 sessions or more and the 'leave of absence' is without the authority of the head teacher, each parent is liable to receive a penalty notice for each child who is absent. In these circumstances, a warning will not be given where it can be shown that parents had previously been warned that such absences would not be authorised and that they will be liable to receive a Penalty Notice if the leave of absence is taken.

1. The issue of a Penalty Notice will also be considered where a pupil has incurred 10 or more unauthorised sessions during the preceding 10 school weeks. The parents' failure to engage

with supportive measures proposed by the school will be a factor when considering the issue of a Penalty Notice. Unauthorised absence will include late arrival after the close of registration without good reason.

2. Section 103 of the Education and Inspections Act 2006 places a duty on parents to ensure that their child is not in a public place without justifiable cause during school hours when they are excluded from school. This duty applies to the first five days of each exclusion. Failure to do so will render the parent liable to a Penalty Notice. If the Penalty Notice is not paid, the recipient will be prosecuted for the offence under Section 103. Alternative education provision will be made from the sixth day of any exclusion and failure to attend such provision without good reason will be treated as unauthorised absence.

In most cases, parents will first be sent a 'Notice To Improve' their child's attendance, warning them of their liability to receive such a notice before it is issued.

Amount Payable Under a Penalty Notice: The Education (Penalty Notices) (England) (Amendment) Regulations 2024

1. If a parent/carer has not incurred a penalty notice relating to the relevant child/children since 19 August 2024, then the penalty notice will be charged at the rate of £160.00, per parent/carer per child, if paid within 28 days. This will be reduced to £80.00 if paid within 21 days of receipt of the notice. Failure to pay the Penalty Notice will result in Surrey Local Authority considering legal proceedings against you in the Magistrates Court.
2. If you have incurred a penalty notice relating to this child/children since 19 August 2024, the rolling 3 year period will be activated from the date of the first penalty notice and the second penalty notice will be charged at the flat rate of £160.00, per parent/carer per child, if paid within 28 days. There will be no reduction for payment within 21 days. Failure to pay the Penalty Notice will result in Surrey Local Authority considering legal proceedings against you in the Magistrates Court.
3. If you have incurred two penalty notices relating to this child/children in the rolling 3 year period since the first penalty notice was issued, then you will NOT receive a third penalty notice – Surrey Local Authority will have no option but to consider a prosecution, per parent/carer per child, in the Magistrates Court under s 444 Education Act 1996.

Schools must keep a record of any Penalty Notices issued, this should record those issued for continuous absence and those issued for low attendance. Where a penalty notice is mix of G, O and U codes a Notice to Improve must have been served before prosecution can take place. Where the absence is one continuous period of 10 or more consecutive sessions (sessions either side of a school holiday are considered to be continuous).

This record should include:

- Name of child
- Year group
- Reason for fine
- Date request is made to the Local Authority
- Outcome

Schools should seek information from previous schools and local authorities when a child joins the schools. Fines issued in previous schools will count towards the 3-year rolling period for attendance fines and prosecution.

Further information on Penalty Notices and Attendance Prosecution can be found in Working Together to Improve School Attendance.

Parenting Orders

Parenting orders are an ancillary order that can be imposed by the Court following conviction for non-attendance alongside a fine and/or community order. Parents' agreement is not required before an order is made. They may be appropriate where the parent has not engaged in support to improve their child's attendance and where compulsion to do so would help change parental behaviour. Any breach of the order could lead to a fine of up to level 3 (£1,000).

Further information of parenting orders can be found on page 55 of Working Together to Improve School Attendance.

The Attendance Register

The Attendance Register will record whether every pupil is:

- Present
- Absent
- Attending an approved educational activity; or
- Unable to attend school because of unavoidable cause

In line with the national codes as set out in Working together to Improve School Attendance at paragraph 284 onwards.

It is vital that registers provide an accurate reflection of a child/young person's attendance at school. Identified members of staff will have the responsibility for checking and maintaining the registers. Codes will be applied consistently across year groups and circumstances. The Senior Attendance Champion will regularly scrutinise registers to ensure they are up to date and that coding have been applied consistently.

Removing Students from the School Roll

Where a child/young person leaves school (other than when they have completed the school's final year) the school should inform the Local Authority. Regulation 9 of The School Attendance (Pupil Registration) (England) Regulations 2024 sets out the circumstances when a child/young person can be removed from roll. A child/young person should not be removed from the school roll for any other reason.

The information given must include:

- the full name of the child/young person.
- the full name and address of any parent with whom the pupil lives.
- at least one telephone number of any parent with whom the pupil lives.
- the full name and address of the parent who the child/young person is going to live with, and the date the child/young person is expected to start living there, if applicable.
- the name of children/young people other or future school and the child/young person start

date or expected start date there, if applicable.
- the ground prescribed in regulation 9 under which the child/young person's name is to be deleted from the admission register.

Elective Home Education

When a child/young person leaves the school for the purpose of Elective Home Education (EHE) or to move to another school the following procedures should be followed.

- Inform the Local Authority of the parent/carer's intention to home educate via the deregistration form, which should be sent to the school's Local Authority Inclusion Officer.
- Remove the child/young person from roll on the day the letter was received. Use the Z code for days after this date.
- Schools must keep the child/young person's place open for 10 days and include this information in the letter that confirms receipt of the EHE letter. If there is only one place in the year group schools cannot offer a place to a new student until the 10-day period has elapsed.
- The Local Authority Inclusion Officer will arrange a home visit with the child/young person and their family.
- Where a parent/carer opts for EHE and there are safeguarding concerns THPT will work closely with linked professionals in Children's Services to support any necessary risk assessment or intervention.
- If the parent/carer changes their mind regarding EHE after the 10-day period and wants the student to return to school, they must apply through the usual school admission channels.

Moving Schools

- Inform the Local Authority of the school change via the deregistration form, which should be sent to the school's Local Authority Inclusion Officer.
- When the parent/carer informs the school of the plan to move schools ensure the current school is aware of:
    - The last date the child/young person will attend the current school
    - Name and contact information for the new school
    - Whether or not a place has already been offered (confirm this via contact with the new school)
- Remove the child/young person from roll from the date it is confirmed that the child/young person has started at the new school.
- Ensuring that safeguarding checks and any existing support is in place until the place at the new school is confirmed.
- All relevant safeguarding records will be securely transferred to the new school and THPT will check to ensure that the new provider has securely received all information. This will take place within 5 working days of the child/young person start date at the new school/setting.
- THPT schools will retain a record of the name of the new school/ Local Authority on the leaver's record for the child/young person.

Where a child/young person is unable to attend school as they relocated and the school is no longer a reasonable distance from where the family ordinarily reside, the school should discuss the case with the Local Authority. Regulation 9 of The School Attendance (Pupil Registration) (England)Regulations 2024 allows for children/young people to be removed from roll in these circumstances, however, this action must be sanctioned by the Local Authority.

Absence criteria	Actions
Day 1 absence with no reason protocol/ concerns over validity of reason	**All Children/Young People** 1) Contact with home is made using the school protocol (message/phone call) 2) Phone contact with parent/carer is made if an appropriate response to is not received/no response given **Vulnerable Children/Young People** 3) If not able to make contact consider contact other named contacts on MIS a. Consider other vulnerabilities of the child/young person b. Discuss next steps with DSL or DDSL and consider risks c. Contact other agencies as needed Following consultation with the DSL, if appropriate, attempt face-to-face contact via Teams and then home visit
Day 2 absence with no contact from parent/carer	1) Phone call is made. If response received clarify reason for absence and when the child/young person is likely to return. Remind parent/carer a phone call is needed for each day of absence. Remind parent/carer that an absence over 5 days requires medical evidence. 2) If contact with parent/carer is not possible contact other contacts on MIS 3) If unable to make contact, consider contact other named contacts on MIS a. Consider other vulnerabilities of the child b. Discuss next steps with DSL or DDSL and consider risks c. Contact other agencies as needed Following consultation with the DSL, if appropriate, attempt face to face contact – (Teams and then home visit)
Vulnerable students – 3rd day of absence with notification	1) Telephone call to the parent/carer to discuss wellbeing, including when the child/young person is likely to return to school. If required remind parents/carers that medical evidence is required for absences due to illness over 5 days. Let parents/carers know that someone from school will need to have face to face contact (Teams is first action) on the fifth day of absence 2) If unable to make contact, consider contact other named contacts on MIS 3) If an appropriate response is not received, consider the actions below a. Consider other vulnerabilities of the child/young person b. Discuss next steps with DSL and consider risks c. Contact other agencies as needed Following consultation with the DSL, if appropriate, attempt face to face contact – (Teams and then home visit)

All other students – Illness – Absence Day 5 Protocol	1) Arrange a face-to-face Teams welfare call with parents/carers to check child's/young person's wellbeing. 2) If contact is made, carry out a welfare check, remind parent/carer of the need for medical evidence if the child will continue to be absent. Discuss any support the child/young person might need on return to school. 3) If face-to-face contact is not made or you are not satisfied with the contact made arrange a home visit that day. If you are unable to make contact, contact other contacts to ascertain the whereabouts of the child/young person

Appendix 1:

Key Groups

Schools will monitor whole school attendance and analyse the attendance of key groups. These groups will include:

- Year group
- Gender
- Pupil Premium Children/young people
- Children/young people eligible for Free School Meals
- Children/young people with special educational needs/disabilities (SEND)
- Children with mental health needs such as high levels of anxiety
- Children/young people with social workers
- Children/young people with medical needs
- Children/young people who are looked after/previously looked after
- Children/young people who are young carers
- Any other groups as identified by the school as a priority – these groups could be based on ethnicity, culture or vulnerability

Attendance leads are free to set the frequency of reporting an attendance overview to SLT. However, it is recommended that this data is reviewed on a fortnightly basis. Attendance leads are free to determine the method of identifying attendance data for internal purposes (FFT, SIMS, PARS, Internal monitoring). Attendance data that is reported to the trust must be reported using the Trust's Management Information System (MIS)to enable a like for like comparison.

When offering support to children/young people and their parents/carers to improve attendance the following attendance thresholds will be possible indicators for intervention:

- Children/young people with attendance below 95%
- Children/young people with attendance below that of their peers
- Children/young people who are at risk of becoming persistently absent
- Children/young people who are persistently absent – high risk of under-achievement (Children/young people with attendance below 90%)
- Children/young people who are severely persistently absent (Children/young people with attendance below 50%)

Appendix 2:

Attendance Action

All interventions should be recorded on school's information management system.

Attendance Category	Actions	Staff Responsible
100%/ Excellent Attendance Improved attendance	Rewards at the end of each term Communication with parent/carer	Form Tutor/Year Leader/ SLT Attendance Leads/ Attendance Manager
Above 95%	Eligible for attendance rewards e.g. Prize Draws Communication with parent/carer	Form Tutor/ Year Leader/ SLT Attendance Lead
92.5-95%	Form tutor intervention Communication with parent/carer If clarification is required, request medical evidence for illness related absence	Form Tutor SLT Attendance Lead
90-92.5%	Form Tutor / Attendance Manager/ SLT Lead intervention Communication with parent/carer	Form tutor Year Leader Attendance Manager SLT Attendance Lead
87%-90% - PA	Parents/carers made aware students are PA and are near the Local Authority Inclusion Officer (IO)Threshold. Monitored by SLT Home visits TEAM EWO Referral	Attendance Manager SLT Attendance Lead Year Leader
Below 87% - PA	Attendance mentoring Attendance intervention – TEAM EWO or Local Authority IO	Attendance Manager SLT Attendance Lead Year Leader IO
Below 70%	Local Authority IO referral	SLT Attendance Lead IO
Below 50% - Severely PA	Attendance Team around the child/young person	IO Attendance Manager SLT Attendance Lead Year Leader

Appendix 3 - Students with Low Attendance – THPT Guidance on Implementation of Penalty Notices and Prosecutions					
Stage		**School Action**	**Outcomes**		
			Attendance Improves and there are no further unauthorised absences	Further unauthorised absence but does not meet threshold of 10 in 10 weeks	Threshold of 10 unauthorised absence in 10 weeks is met
1	A student hit a trigger of 6 unauthorised absences in a period of 6 weeks school weeks.	Year Team hold a meeting with parents and carers and put a school attendance agreement in place with a 4-week monitoring programme. Follow up email and agreement sent to parent/carer.	Write to parent/carer to celebrate the improvement and thank them for their support. Praise student	Contact parent/carer and explain that the agreement has been extended for a further 2 weeks	Move to Stage 2
2	Student hits trigger of 10 unauthorised absences in 10 weeks school weeks.	Meeting with Attendance Manager/ SLT Year Link/ Year Leader. Attendance contract supported by attendance intervention document put in place with 3-week monitoring period.	Write to parent/carer to celebrate the improvement and thank them for their support. Praise student	Contact parent/carer and explain that the agreement has been extended for a further 2 weeks	Move to Stage 3
3	Student hits trigger of 10 unauthorised absences in 10 weeks school weeks despite prior intervention.	Notice to Improve Meeting with SLT Link/ SLT Attendance Lead. Invitation to the meeting must be in writing and parents/carers must have at least 7 days' notice of the meeting. Review attendance intervention document. Implement any additional support. Issue notice to improve letter. Monitor attendance for 3 weeks	Write to parent/carer to celebrate the improvement and thank them for their support. Praise student	Contact parent/carer and explain that the agreement has been extended for a further 2 weeks	Move to Stage 4
4	Request a penalty notice from Surrey or request a prosecution if this is the third instance in a rolling 3-year period.	Information to be sent to Surrey must include: • A copy of the attendance policy • Copies of correspondence, minutes of meetings, evidence of intervention • Copy of notice to improve • Copy of registration certificate • Inform parent/carer of the action taken • School to continue to monitor attendance	**Next Steps** **Second** Instance of Poor Attendance in a rolling 3-year period. From the date of issue of fine "reset" the counting period for that student, continue to monitor and support attendance. If a student reaches the threshold set out in Stage 1 repeat stages 1 to 4. **Third** Instance of Poor Attendance in a rolling 3-year period. From the date of issue of fine "reset" the counting period for that student, continue to monitor and support attendance. If a student reaches the threshold set out in Stage 1 repeat stages 1 to 4. However, the referral to Surrey will be for prosecution in the Magistrates Court and not a penalty notice.		

Appendix 4: [Howard of Effingham School] - Application for leave of absence for exceptional circumstances

Please complete the below form and return it to hoeattendance@thehoward.thpt.org.uk at least two weeks before the proposed absence. The Principal will consider the reasons for the request carefully and will notify you of the decision. In the absence of a decision, parents/carers should not assume that permission for the absence has been given.

<table>
<tr><td colspan="2">Name of child:</td><td colspan="2">Tutor:</td></tr>
<tr><td colspan="4">I am applying for leave of absence for my child for
……
……
from: …… to: ……</td></tr>
<tr><td colspan="4">Number of school days:</td></tr>
<tr><td colspan="4">The exceptional circumstances for which leave is requested:</td></tr>
<tr><td colspan="4">Has your child/children already taken a leave of absence since 01 September 2024 resulting in a penalty notice being issued to you (applicant) or any other parent/carer? YES / NO</td></tr>
<tr><td colspan="4">If YES, please give dates and details:</td></tr>
<tr><td colspan="4">I also have children at…</td></tr>
<tr><td colspan="3">Signed: (Parent/Carer)</td><td>Date:</td></tr>
<tr><td colspan="4">Address:</td></tr>
<tr><td colspan="4">To be completed by the Principal</td></tr>
<tr><td colspan="4">Having considered your request carefully, my decision is that leave of absence is:</td></tr>
<tr><td>Approved</td><td></td><td colspan="2">The absence will be recorded as authorised.</td></tr>
<tr><td>Not approved</td><td></td><td colspan="2">The absence will be recorded as unauthorised and we will request that Surrey County Council to issue a penalty notice per parent/carer per child.</td></tr>
<tr><td colspan="4">Explanatory notes:</td></tr>
<tr><td colspan="3">Signed:
(Principal)</td><td>Date:</td></tr>
</table>