



Hamsey Green Primary School & Acorns Nursery

Attendance Policy

Review Date: September 2022
Reviewed by: Nikki Mace (HT)
Next Review: September 2023

HAMSEY GREEN ATTENDANCE POLICY

Principles and Aims

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

Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and nonteaching staff in school, the trust or governing body, the local authority, and other local partners.

Attendance is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%).

For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent)¹ and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study)². Whilst every pupil has a right to a full-time education and high attendance expectations should be set for all pupils, our attendance policy should account for the specific needs of certain pupils and pupil cohorts. Our policy should be applied fairly and consistently but also consider the individual needs of pupils and their families who have specific barriers to attendance under the Equality Act 2010 and the UN Convention on the Rights of the Child.

At Hamsey Green Primary School and Acorns Nursery, good attendance is considered a high priority. Parents are informed of school and nursery hours and expectations in our prospectuses, at their induction meetings and our attendance information leaflet which is sent to all parents. Good attendance is rewarded. Poor attendance and lateness adversely affect both pupils and staff.

¹ <https://www.gov.uk/government/statistics/understanding-the-educational-background-of-young-offenderssummary-report>

² <https://www.gov.uk/government/statistics/knife-and-offensive-weapon-sentencing-january-to-march-2018>

Nursery children are not of statutory school age and, therefore, will not count against attendance percentages, although, regularly attended sessions ensure that pupil's next steps can be consistently built upon. This policy applies to pupils in the Primary School.

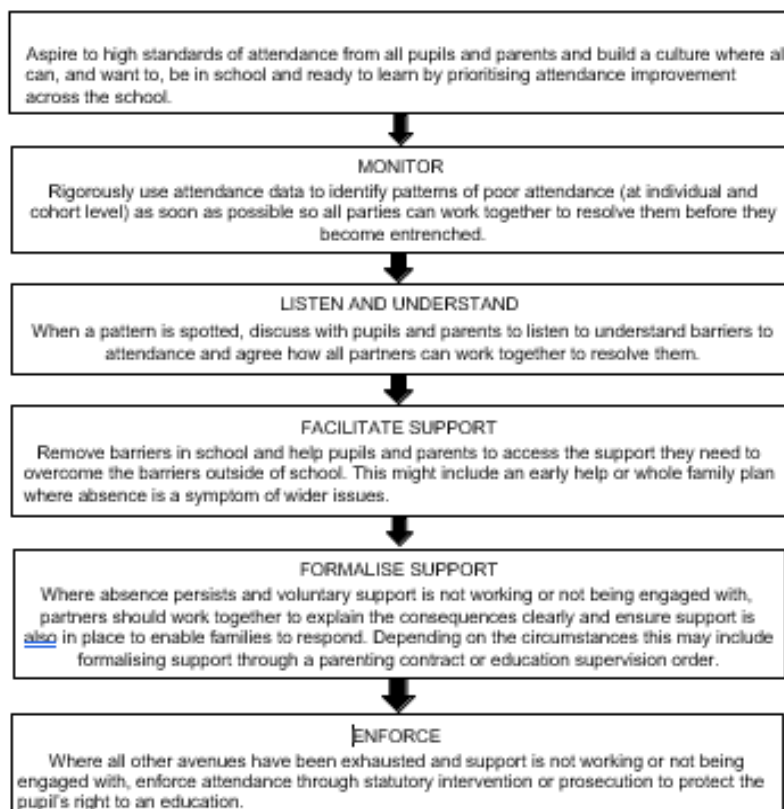
Legal responsibilities

- Parents have a legal duty to ensure that their child attends primary school regularly and punctually.
- The LA has a legal duty to ensure that parents carry out this responsibility
- The school has a legal duty to record absence of registered pupils in compliance with the regulations
- The governing body has a legal duty to ensure the school register is kept in accordance with regulations and must set attendance targets which are then forwarded to the LA.

This policy supports the attendance responsibilities for parents, schools, academy trusts and governing bodies, and local authorities which are outlined in the *Working together to improve school attendance guidance* Sept 22 and a *Summary table of responsibilities for School Attendance Guidance* Sept 22.

It is the parents' responsibility and their legal duty (Section 7 of the Education Act 1996) to ensure that their child receives full time education. We seek a partnership with parents to encourage good attendance and punctuality. To clarify roles and responsibilities, our whole school approach is summarised in Appendix 1.

The school attendance policy reflects that pupils are expected to attend 100% of the time, unless the absence is authorised by the Headteacher (or delegated person in the school.) Holidays are not authorised during term time.



KEY PERSONS INVOLVED	
SLT: Headteacher Mrs Mace, Deputy Head Mr Boffa SENDco Mrs Walker	01883 622000 office@hamseytlt.co.uk
SAO: Schools Attendance Officer Mrs Taylor	01883 622000 absence@hamseytlt.co.uk
Inclusion Officer: Mrs Howes	

Incentives and Rewards to promote good attendance

Class attendance is celebrated in a weekly assembly as well as in the weekly newsletter. The class with the highest attendance of the week, has the prize of looking after the Attendance Squirrel Mascot. Pupils are awarded termly attendance certificates for attendance at 99% and above as well as end of year certificates and pencil rewards. In Year 6 the coveted trophy of the highest attendance is also awarded.

School Procedures

The School Day

8.30 Reception Classes start
8.30-8.40 staggered window for pupils to arrive for early work
9.00 Nursery session starts

2.50 Reception Class finishes
2.55 KS1 finishes
3.00 Nursery session finishes
3.00 KS2 finishes

Registers

The register is a legal document and is confidential. It may be requested in a court of law as evidence in a prosecution for non-attendance.

The registers are completed twice daily using the Arbor Attendance register, at the start of morning school and immediately after lunch break. Official registers are produced every half term.

The register should be completed by the class teacher by **8.45** and checked by the office by **8.55 am** each morning and within 10 minutes of the start of the afternoon session, by **1.10pm**. After this time, the child will be considered late/absent and will need to report to the main office.

Lateness

Children who arrive late must report to the office and parents/carers must complete a late form. If the child is in Reception or a Year 1 class, then the parent will be required to then walk the child to The Nest and meet the class teacher at the door.

Children will be marked late if they arrive after **8.45am**.

Children from any key stage, who arrive after **9.20am**, without any justifiable reason will be recorded as an unauthorised late.

To minimise disruption at the beginning of the day, when children are late, parents must leave their children at the office; they must not accompany them to the classroom.

Persistent lateness will result in a letter from the Headteacher and a meeting.

A class teacher who has any particular concerns about attendance or punctuality should refer the child to the Headteacher. Registers are monitored by the IO (Inclusion Officer) at least half-termly and daily by our School Admissions and Attendance Officer (SAO).

Leaves of Absence from school

Categories of Absence

Absence is authorised when:

- i. The pupil is ill or prevented from attending by an unavoidable cause/medical needs. Depending on the reason, the pupil may be allocated Home Learning.
- ii. The day is set aside exclusively for religious observance by the religious body to which the pupil's parents belong.
- iii. The Headteacher has been notified of, and given permission for a specific expected absence.
- iv. Appointment card or letter has been provided to confirm the pupil has to attend for medical or dental appointments.
- v. Requests of leave for exceptional circumstances.
- vi. Suspensions

Unexpected Leave of Absence

Parents are instructed to inform the school of all absences by either personal contact to the main office, letter, email absence@hamseytlt.co.uk or via telephone **01883 622000 option 1**; daily for each day of absence. Notification of the nature of the illness and the expected length of absence is also expected. A record of absence messages are saved on the pupils electronic personal file.

Guidance for vomiting and diarrhoea suggests 48hrs need to be observed before returning to school. We will consider each case on an individual basis and advise parents/carers accordingly.

Medical/other Appointments

For medical or other appointments during the school day, notification is required **in advance**, where possible these should be arranged out of school hours. Appointment cards or evidence must be shown to school.

Absence Procedures from School

The office will make contact with the parent/carer of any child who is not in school for whom we have not received an absence message for by **9.25am**. A message reminder will be sent to the parent via text and email. This message will be re-sent until the parent contacts the school. The office will also continue to contact the parent/carer through a phone call, email and/or text message. The office will re-send this again if there is no response, and contact the other contacts we hold on record. This is recorded as unauthorised.

As part of our safeguarding practice, we may conduct a home visit, if we have not received any communication regarding the absence and/or we have endeavoured to make contact without success. Home visits are then recorded under our Safeguarding practices and the notes from the visit added to this record.

For persistent unauthorised absence a telephone call is made to the parent/carer on the first day of each non-attendance and recorded on the pupil file. For some pupils the inclusion officer or other agencies may be contacted.

Communication

School will treat all pupils and parents with dignity and staff should model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance. In communicating with parents, schools should discuss the link between attendance and attainment and wider wellbeing, and challenge parents' views where they have misconceptions about what 'good' attendance looks like. Where a pupil or family needs support with attendance, it is important that the best placed person in the school works with and supports the family and wherever possible the person should be kept consistent.

If an explanation for absence is unsatisfactory, parents will be contacted to discuss any difficulties with the Headteacher and the school's Attendance Officer.

Parents are informed of their child's attendance during termly consultations and in the end of year report. in terms of percentage. During Spring Term 2023, parents will be able to login to their pupils Arbor profile to check their daily percentage. Attendance is colour coded as to whether this is

- ❖ outstanding 99-100% (green with outstanding written),
- ❖ expected/good 96%-97% (green),
- ❖ 95% to 91%, cause for concern (yellow)
- ❖ below expectation (red)

Where a pattern of absence is at risk of becoming, or becomes, problematic school will draw on these relationships and listen to and understand the barriers to attendance the pupil or family is experiencing. In doing so, school will take into consideration the sensitivity of some of the reasons for absence and understand the importance of school as a place of safety and early support.

Where barriers are outside of the school's control, we will facilitate all partners to work together to support pupils and parents to access any support they may need voluntarily. As a minimum, this will include a meeting with pupils and parents at risk of persistent or severe absence to understand barriers to being in school and agreeing actions or interventions to address them. This may also include referrals to services and organisations that can provide support. These actions should be regularly discussed and reviewed together with pupils and families.

If attendance does not improve, parents are notified that any further absences for illness will be unauthorised without proof of medical evidence.

If a pupil's attendance is unsatisfactory, a letter is sent home highlighting their percentage and impact to education to parents. If attendance continues to fall, then proof of medical evidence, a meeting with the Headteacher and School Attendance Officer and/or a meeting with Inclusion Officer will be arranged.

If a child's attendance drops below 90%, the school will involve the Inclusion Officer (see below).

Requests for Leave of Absence during term time

Parents are strongly discouraged from taking their children out of school during term time. No holidays during term time will be authorised. The Headteacher may not grant any leave of absence during term time unless there are exceptional circumstances. The Headteacher is required to determine the number of school days a child can be away from school if leave is granted. Exceptional circumstances will be decided by the Headteacher.

Parents wishing to apply for leave of absence for exceptional circumstances must complete an application form and submit it to the Headteacher. The forms are available from the school office. (See Appendix 2)

The role of the Inclusion Officer (IO)

The Education Welfare Service is part of the Local Education Authority which has responsibility for promoting, encouraging and enforcing regular school attendance. The IO visits the school to note absence patterns and lateness.

Monitoring/support

Children whose attendance is a concern will be referred to the IO. The Attendance Officer and IO work closely with these families developing relations and actions to improve their child's attendance. This is monitored and reviewed every half term.

Persistent Absence

For pupils who are persistently absent (at 90% or below), these attendances are tracked by the IO and the school's persistent absence reported to the Local Governing Board Committee and the Trustees on a termly basis. Formal meetings are scheduled to discuss the barriers families may be experiencing and to set targets for improvement.

Fixed Penalty Notices (FPN)

The issue of a Penalty Notice will also be considered where attendance has fallen below 90% and there are no less than 7 unauthorised sessions during the preceding 6 school weeks. The parents' failure to engage with supportive measures proposed by the school or Inclusion Officer 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.

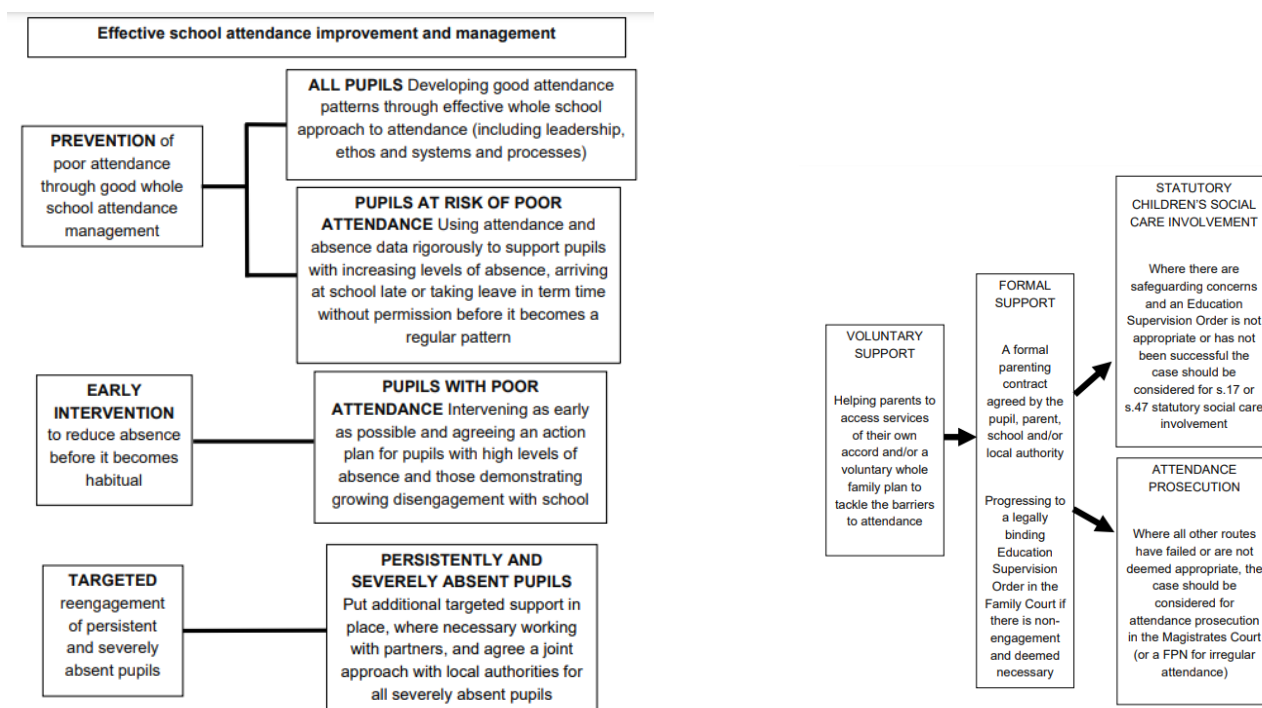
In addition, The Education (Pupil Registration England Amendment) Regulations 2013, which became law on 1st September 2013 state that Head teachers may not grant any leave of absence during term time unless there are exceptional circumstances. The Head teacher is required to determine the number of school days a child can be away from school if leave is granted.

Where a child is taken out of school for 5 days or more and the 'leave of absence' is without the authority of the Headteacher, **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.

If a pupil is identified by police and Inclusion officers engaged on Truancy Patrols and who have incurred unauthorised absences a FPN may also be issued.

The Inclusion Service, acting on behalf of Surrey County Council, may issue a Penalty Notice as an alternative to the prosecution of a parent/carer for their child's unauthorised absence from school and this requires the recipient to pay a fixed amount. The amount payable on issue of a Penalty Notice is £60 if paid within 21 days of receipt of the notice, rising to £120 if paid after 21 days but within 28 days. If the Penalty Notice is not paid within 28 days, the Local Authority must consider a prosecution of the parent/carer in the magistrate's courts for failing to ensure regular school attendance under Section 444 Education Act 1996.

This information is shared with parents termly, is on the school website and when requests are sent in to the school. With the exception of authorised leave of absence taken in term time, parents will be sent a formal warning of their liability to receive such a notice before it is issued.



Pupils with medical conditions or special educational needs and disabilities

We understand that some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and, therefore, the attendance ambition for these pupils should be the same as they are for any other pupil. That said, in working with parents to improve attendance, school will be mindful of the barriers these pupils face and we will put additional support in place where necessary to help them access their full-time education.

This will/could include:

- Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed. Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
- Working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed. In addition, school should work with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day. Please see further details on our SEN offer
- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance.
- Ensure data is regularly monitored for these groups including at board and governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.

Pupils with long term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education. Please see further information on our Policy on Supporting Pupils With Medical Conditions at school.

We will in all cases, be sensitive and avoid stigmatising pupils and parents and will talk to pupils and parents to understand how they feel and what they think would help improve their attendance to develop individual approaches that meet an individual pupil's specific needs.

Please note that a part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend fulltime, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore this will be treated as authorised absence.

Monitoring

The SLT and the SAO analyse the attendance data on a bi-weekly basis or minimum half termly looking at both percentages and patterns/trends to absence. Interventions and support will be put in place at all levels. These interventions will be monitored and the intervention adjusted if and where necessary.

Reporting

The Headteacher reports attendance data termly to the Local Governing Board Committee and the Trustees. This includes reporting on data for pupils in receipt of Pupil Premium Funding and SEND. Weekly attendance data is shared with stakeholders in the newsletter.

Sharing Information and working collaboratively with other schools/partners

We work with other local schools and partners to support parents overcome barriers and have regular Target Support Meetings at least termly.

If we are not aware of a reason why a child does not attend school for 10 days, they will be reported as a Child Missing Out On Education.

All pupils

Parents are expected to:	Hamsey Green Primary School is expected to:	Tandridge Learning Trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance. We do this through a weekly attendance assembly and rewards.</p> <p>Accurately complete admission and attendance registers twice daily.</p> <p>Have and use robust daily processes to follow up absence through the office and Arbor.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance. This is the Headteacher and Attendance Officer (Mrs Taylor.)</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance. Help develop actions to overcome these barriers with the class teacher and Attendance Officer through written support/reminders and these are put in place, targets are then set, monitored and reviewed.</p> <p>Consider voluntary referral to Early Help Assessment</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of poor attendance. This is monitored by the class teacher at first to develop relationships with families. If nothing improves, this is discussed with the school Attendance Officer to arrange to meet with the families and monitor improvements.</p> <p>Class teacher and Senior teacher/AHT will continue to listen, understand and work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>They will clearly explain the consequences of persistent and severe absence to the pupil and family and the potential need for legal intervention in the future</p> <p>Where out of school barriers are identified, SLT/SENDCO signpost and support access to any required services in the first instance.</p> <p>If the issue persists, Attendance Officer and Headteacher could provide additional support such as mentoring, home learning, additional tuition, or where appropriate an educational health care plan or alternative provision. They could also start to take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Attendance Officer regularly reviews attendance data and help school Class teachers/ leaders/Headteacher focus support on the pupils who need it.</p> <p>Attendance data is reported to the Governors and Trustees termly.</p> <p>At Hamsey Green we have a Governor who focuses on attendance for whole school, PP and SEND.</p>	<p>Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, Headteacher/SLT to put additional targeted support in place to remove any barriers with the Attendance Officer/SLT and where necessary this includes working with partners e.g. Inclusion Officer.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future with the Inclusion Service/Social Care.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. If necessary, the IO will issue a fixed penalty notice and intensify support.</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care. The Office notifies the Head Teacher of children whose absence is of extreme concern and the Headteacher/DSL will undertake a home visit and/or notify social care team. This activates when a pupils attendance drops below 50%. Social care to clarify to parents there is no improvement or engagement and all other routes are deemed not appropriate or have failed, the LA may choose to prosecute parents.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it. This is undertaken half termly and forms part of the Safeguarding Governor's discussions</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract (in agreement with the child if older enough) or voluntary early help plan to prevent the need for legal intervention.</p> <p>Work with the Education Supervision Order, if issued.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>Headteacher/SLT/Sendco agree a joint approach for all severely absent pupils with the local authority/IO (BELOW 50%)</p> <p>Formally explain the consequences of persistent absence and severe absence to the pupil and family and the potential need for legal intervention in future. Also use this meeting listen and understand the barriers to attendance and explain that help is available to avoid these consequences.</p> <p>Issue an Education Supervision Order or fixed Penalty Notice if disagreement continues.</p> <p>Intensify support through statutory children's social care involvement if change is not evident.</p>	<p>As above: Regularly review attendance data and help school leaders focus support on the pupils who need it through termly discussions with the Safeguarding Governor who focuses on attendance for whole school, PP and SEND.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p> <p>Prosecute parents where all other routes have failed or deemed not appropriate or issue a community or parenting order. Where the parent is convicted, secure engagement with support.</p>

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. The Headteacher analyses the whole school and class/year group data half termly through the MIS Arbor. Pupils, groups and cohorts are identified and targeted through class intervention during Pupil Progress Meetings</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with poor attendance due to medical conditions or SEND/ mental health difficulties such as anxiety

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

Summary of responsibilities

The table pulls out from the [Working together to improve school attendance](#) expectations relating to social, emotional and mental health issues and attendance.

Parents/carers are expected to:	School staff are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Make sure their child attends school.</p> <p>Work with the school and other partner organisations such as the LA to establish a shared understanding of perceived barriers to attendance, with a view to supporting their child to maintain full-time attendance at school.</p> <p>Proactively engage with any support offered.</p> <p>Keep in touch with the school and be open in communicating information that will help improve the quality and nature of support being provided.</p> <p>Take action as best they can to support their child(ren) to</p>	<p>Set and maintain high expectations for attendance for children with mental health concerns and work with pupils and parents/carers to maximise their attendance.</p> <p>Facilitate support for pupils experiencing mental health problems as well as for those experiencing normal but difficult emotions through sensitive conversations with pupils and parents/carers.</p> <p>Consider additional pastoral care inputs, where appropriate making referrals.</p> <p>Engage with parents at an early stage in conversations to support their child experiencing anxiety</p>	<p>Regularly monitor and consider the approach to promoting and supporting mental health and wellbeing within the school to understand how it is working.</p> <p>Satisfy themselves that the building of emotional resilience is sufficiently delivered through school curriculum and pastoral support, promoting a strong ethos and culture.</p> <p>Support the school to take a holistic approach to promoting and supporting mental health and wellbeing.</p>	<p>Work in conjunction with relevant services and partners such as local mental health services, and provide access to voluntary sector support and council services where necessary.</p> <p>Promote and protect the health and wellbeing of the school-age population.</p> <p>Work with partner organisations to signpost schools to support available in the local community and prioritise targeting support for children and young people most in need. Where support is provided but not engaged with voluntarily, consider whether to formalise support or to enforce attendance through legal intervention in</p>

<p>recognise and manage their social, emotional and mental health and wellbeing.</p> <p>Support is available at Children's mental health - Every Mind Matters.</p>	<p>to ensure robust support for the child.</p> <p>Support parents if they feel the child needs to visit a specialist in relation to a mental health concern. There is no need to routinely ask for medical evidence to support recording an absence as authorised. Schools should encourage parents to make appointments out of school hours where possible.</p> <p>Only request medical evidence of a mental health-related absence where there is a genuine and reasonable doubt about the authenticity of the illness, whether the illness should constitute an absence or to inform any agreed actions to support attendance.</p>		<p>the normal way under their existing powers.</p> <p>Determine whether alternative provision should be provided under section 19 of the Education Act 1996 as outlined in statutory guidance where pupils are likely to miss more than 15 days.</p> <p>Review EHC plans where required.</p>
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Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Headteacher/SLT/DSL informs the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p> <p>Designated Lead to report to the Virtual School pupil attendance on a termly basis for Looked after Children in their PEPs.</p> <p>To report attendance through the DSL to Core Group meetings and Child Protection Conferences</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Regularly monitor the attendance of children with a social worker in their area.</p> <p>Put in place personal education plans for looked-after children.</p> <p>Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.</p>

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
<p>Schools regularly update parents on their child's attendance.</p> <p>This is report on a half termly basis- in terms of percentage which is colour coded as to whether this is outstanding, expected/good, cause for concern or below expectation</p>	<p>Ofsted considers schools' efforts to improve or sustain high attendance as part of inspections. Multi-academy trusts regularly review attendance data and support schools.</p> <p>Pupils who achieve 99% and above termly receive a termly certificate in while school Assembly. Children who achieve 99%+ for the whole year also receive a reward.</p> <p>Pupils in assembly are informed of the whole school attendance percentage and the class with the highest percentage looks after the Attendance Mascot for the week.</p> <p>The top three classes attendance and the whole school attendance is published in the school newsletter weekly.</p> <p>Class Teachers and SLT to discuss pupils and cohorts attendance in pupil Progress Meetings termly.</p>	<p>DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.</p>	<p>DfE Regions Group monitors local authority efforts as part of regular interaction.</p>

Application for leave of absence for exceptional circumstances

Please read the following guidance carefully.

As parents, you have a legal responsibility to ensure your child's attendance at school. During the academic year, pupils are at school for 190 days and at home for 175 days.

Please be aware that The Education (Pupil Registration)(England)(Amendment) Regulations 2013, state that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. The Headteacher is also required to determine the number of school days a child can be away from school if leave is granted.

Please complete and submit this form if you want the Headteacher to consider your request for your child's leave of absence for exceptional circumstances. We may ask for proof to back up your request.

Unauthorised absence of 5 days or more may result in the issue of a Penalty Notice

Penalty Notices are issued by the Local Authority in accordance with Surrey County Council's Code of Conduct. The Penalty Notice is £60, per child per parent/carer, if paid within 21 days or £120 if paid after 21 days but within 28 days. Failure to pay the Penalty Notice will result in you being served a summons to appear at the Magistrates Court.

The Headteacher will consider the reasons for the request carefully and will notify you of the decision in writing.

For further information, please refer to our School Attendance Policy.

Name of child:	Class:
I am applying for leave of absence for my child for from: To:.....	
Number of school days:	
The exceptional circumstances for which leave is requested (attach relevant supporting evidence if required):	
Has your child already had leave of absence in this school year? YES / NO	
If YES, please give dates and details:	
I also have children in Year	
Signed: (Parent/Carer)	Date:

To be completed by the Headteacher

Having considered your request carefully, my decision is that leave of absence is:

Approved

The absence will be recorded as authorised.

Not approved

The absence will be recorded as unauthorised.

Child's attendance to date

Explanatory notes:

Signed:

(Headteacher)

Date: