

ATTENDANCE POLICY



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ATTENDANCE POLICY

STATEMENT OF INTENT

Our mission is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

OUR VISION

The TEACH Trust supports our children to become empowered citizens that make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world: these include all matters that relate to the climate and the world around us, such as climate change; the importance of respecting and celebrating the importance of equality and diversity; and being responsible global citizens.

We have the highest aspirations for our children: the broad and balanced curriculum promotes learning, provides cultural capital and supports spiritual, moral, social and cultural development. The Rights Respecting Gold awards and Anti Bullying awards reflect some of many ways in which education for character are integral to the work of our schools and highlights our focus on the children's personal development.

We aim to inspire our children to be socially conscious individuals who make a difference to the world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

ATTENDANCE PRINCIPLES

ALL PUPILS NEED TO ATTEND SCHOOL REGULARLY, ATTEND SCHOOL PUNCTUALLY AND ATTEND SCHOOL PREPARED FOR THE SCHOOL DAY.

This is the TEACH Trust culture and it needs everyone to work together to achieve this for every pupil, every single school day.

We, the TEACH Trust, want to work with parents and carers to ensure all the children achieve their potential. If they are to do this, it is essential that children attend school regularly. The vast majority of parents send their children to school, on time, every day. **We expect children at this school to have attendance of at least 97% and preferably higher.** We know that the barriers to fully accessing education are often wide and complex, both within and beyond the school gates, and are often specific to individual pupils and their families. We all want safe, healthy and successful children. Therefore, the responsibility to achieve excellent attendance is EVERYONE'S BUSINESS - parents, schools, trustees and the local authority.

Within the TEACH Trust, we aim to offer a calm, orderly, safe and supportive environment where all pupils want to be and are keen and ready to learn. We want to work with parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

Securing excellent attendance of all our pupils is achieved through having as strong a focus as we have on our curriculum, behaviour, special educational needs support, pastoral care, safeguarding and mental health and well-being. It is not the responsibility of one person; it is the responsibility of EVERYONE. Attendance improves when pupils feel safe, valued, inspired and successful. Regular attendance improves attainment and facilitates positive peer relationships which can be a protective for mental health and wellbeing.

There is a clear link between poor attendance at school and low achievement.

Government figures show:

Early Years:

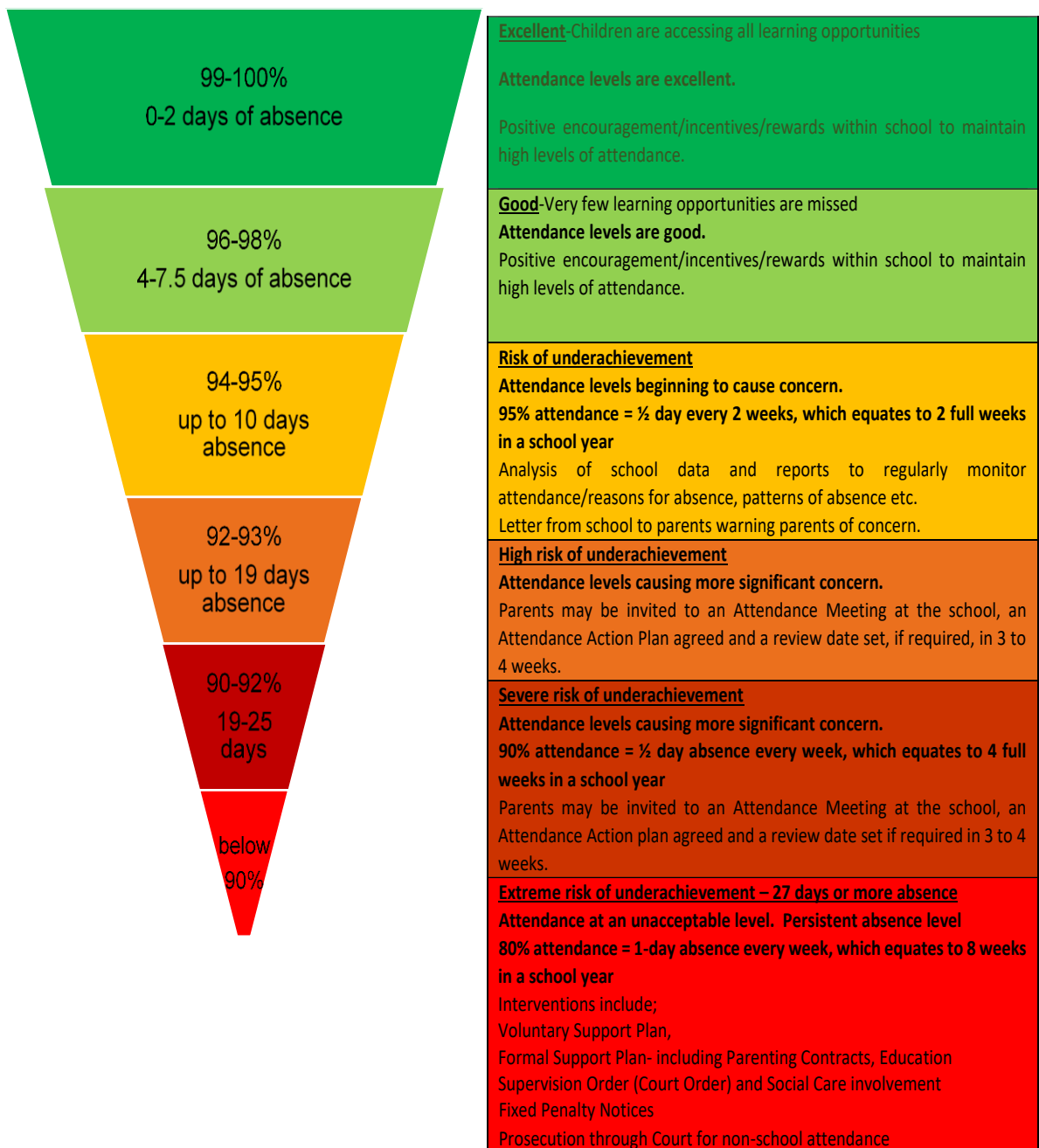
- 3 out of 4 pupils (75.8%) in Early Years will achieve a Good Level of Development with 90% attendance or above.
- Only 1 in 2 pupils (47.9%) in Early Years will achieve a Good level of Development with below 90% attendance.
- No pupils in Early Years will achieve a Good Level of Development with 50% or less attendance.

Year 6:

- 65% of pupils achieved the expected standard in Reading Writing and Maths with 90% attendance or above.
- Only 45% of pupils achieved the expected standard in Reading Writing and Maths with below 90% attendance.
- Only 5% of pupils achieved the expected standard in Reading Writing and Maths with below 50% attendance.

GCSEs

- Of pupils who have below 95% attendance, only 73% will achieve five A-C grades at GCSE (including maths and English)
- Of pupils in the 80%-90% range of attendance, only 35% will achieve five A-C grades at GCSE (including maths and English)
- Of pupils who fall below 50% attendance, only 3% will achieve five A-C grades at GCSE (including maths and English)



ATTENDANCE LAW

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude and any special educational needs they may have. It is the legal responsibility of every parent to make sure their child receives this education. Therefore, it is an offence under the 1996 Education Act if a child of compulsory school age fails to attend regularly at a school where they are registered, and the parents are guilty of an offence if the child is absent without authorisation. This is a strict liability offence i.e. all that needs to be shown is a lack of regular attendance. This means a child must attend every day that the school is open and on time to registration, except in a small number of allowable circumstances, such as being too ill to attend or being given permission for an absence, in advance, from the school.

The definition of “parent” under Section 576 of the Education Act 1996 includes all biological parents, whether they are married or not and includes any person who, although not a biological parent, has the parental responsibility and/or any person who, although not a biological parent, has care of a child or young person. Having care of a child or young person means that a person with whom the child lives and who looks after the child, irrespective of what their relationship is with the child, is considered to be a parent.

RELEVANT LEGISLATION:

The Education Act 1996 and 2002
The Children Act 1989
The Children and Young Persons Act 1933 and 1963
The Crime and Disorder Act 1998
The Anti-social Behaviour Act 2003
The Education and Inspections Act 2006
The Sentencing Act 2020
The Education (Pupil Registration) (England) Regulations 2006, as amended 2024
The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
The Education (Penalty Notices) (England) Regulations 2007, as amended 2024
The Education (information about Individual Pupils) (England) Regulations 2013
The Equality Act 2010

RELEVANT GOVERNMENT GUIDANCE:

Parental responsibility measures for attendance and behaviour (December 2022)
Children missing education (September 2016)
Keeping children safe in education (September 2023)
Working together to safeguard children (July 2018)
Elective home education
Alternative provision: statutory guidance for local authorities (April 2019)
Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement (September 2022)
Supporting pupils at school with medical conditions (December 2015)
Ensuring a good education for children who cannot attend school because of health needs (May 2013)
Promoting and supporting mental health and wellbeing in schools and colleges (November 2022)
Approaches to preventing and tackling bullying (June 2018)
Special educational needs and disability code of practice: 0 to 25 years
Exclusion from maintained schools, academies and pupil referral units in England
Providing remote education
Working Together to Improve School Attendance (May 2022, February 2024)
School Attendance (Pupil Registration) (England) Regulations (2007) as amended
Education (Penalty Notices) (England) (Amendments) Regulations (2024)

TEACH ATTENDANCE EXPECTATIONS

Pupils with the highest attainment at the end of their primary education, Key Stage 2, have higher rates of attendance over the key stage compared with those with the lowest attainment. In 2018/19 only 40% of children with attendance at 90% or below achieved expected Key Stage 2 standards compared with 84% of children who attended regularly.

THE TARGET ATTENDANCE FOR ALL TEACH TRUST SCHOOLS IS 97% AND ABOVE.

School attendance is counted in registration sessions. There is a registration in the morning and a registration in the afternoon. Therefore, in a full week there are 2 registration sessions a day which pupils must attend, AM and PM. As there are five school days in a 'normal' school week, each pupil attends ten registrations during a school week. If a pupil attends all ten registration sessions, they would have 100% attendance. However, if a pupil has absences, this will reduce the level of attendance and the amount of learning undertaken.

Each half day of the week, one session, represents 10% of the week's attendance. Each full day of the week, two sessions, represents 20% of the week's attendance, and so on. Therefore, if your child, for example, has 20% absence over the school year, your child has lost the **equivalent** of one full day's learning every school week – this is 38 days of learning (or nearly eight weeks of learning).

RESPONSIBILITIES IN RELATION TO GOOD ATTENDANCE

Parents are expected to comply with the following:

- Ensure their child attends school every day it is open, except when a legally acceptable reason applies.
- Notify the school, as soon as possible, when their child has to be unexpectedly absent (e.g. sickness). At TEACH Trust this is by 9.00am.
- Only request leave of absence in exceptional circumstances, and do so in advance.
- Book any medical appointments around the school day, where possible.

Schools are expected to comply with the following:

- Have a clear school attendance policy on the school website which all staff, pupils and parents understand.
- Develop and maintain a whole school culture that promotes the benefits of good attendance.
- Accurately complete admission and attendance registers.
- Have robust daily processes to follow up absence.

Academy trustees are expected to comply with the following:

- Have a dedicated Senior Attendance Champion with overall responsibility for championing and improving attendance.
- Take an active role in attendance improvement, support their schools to prioritise attendance, and work together with leaders to set whole school cultures.
- Ensure school leaders fulfil expectations and statutory duties.
- Ensure existing school staff receive training on attendance through Continuous Professional Development and new staff through Induction pack and processes.

Local authorities are expected to comply with the following:

- Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.

- Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.
- Provide each school with a named point of contact in the School Attendance Support Team, who can support with queries and advice.
- Offer opportunities for all schools in the area to share effective practice.

WHAT CAN PARENTS AND PUPILS EXPECT FROM THE TEACH TRUST?

EXPECT: All TEACH Trust school staff and trustees will aspire to high standards of attendance from all pupils and parents and build a culture where all pupils can, and want to, be in school and ready to learn.

MONITOR: By using attendance data and rigorous analysis, all TEACH Trust schools will identify individual pupils, or groups of pupils with concerning or poor attendance as soon as possible so we can all work together to resolve the situation before it becomes more of an issue. All pupil's attendance will be tracked to identify emerging areas of concern and to work with parents to overcome them.

LISTEN AND UNDERSTAND: When a concern or pattern of attendance is identified, TEACH Trust school staff will discuss with pupils and parents and listen to understand the barriers to attendance and how everyone can work together to overcome them.

FACILITATE SUPPORT: TEACH Trust schools will remove any barriers in school, where appropriate, and help pupils and parents to access the support they need to overcome barriers outside of school. This might include an Early Help Plan or Whole Family Plan where absence is a symptom of wider issues.

FORMALISE SUPPORT: If absence persists and voluntary support is not working or not being engaged with then the consequences will be explained clearly while ensuring support is also in place. Formalising of support may include an Attendance Contract or Education Supervision Order.

ENFORCE: Where all other avenues have been exhausted and support is not working or being engaged with, attendance will be enforced through legal intervention, such as a fixed penalty notice in line with the National Framework, or prosecution to protect the pupil's right to an education.

HOW THE TEACH TRUST PROMOTES AND CELEBRATES EXCELLENT ATTENDANCE

TEACH Trust has a number of initiatives to encourage pupils to improve their attendance and punctuality or to maintain an excellent level of attendance and punctuality, for example:

- Each school plays 'Attendanceopoly' – which is based around the board game Monopoly. Each week, classes with a combined attendance of 98% and above, have a turn - to play for rewards including things such as extra play time; hot chocolate; dodgeball; token gifts; Headteacher tea time; extra library or story time etc.
- At the end of the academic year, individual pupils that achieve 98% attendance or above are rewarded with an Attendance Certificate in assembly.
- Pupils that are improving their attendance/punctuality or are maximising their attendance despite their medical or health needs are rewarded with a 'Leadership Treat' to acknowledge the improvement and/or the achievement. The pupils receiving the 'Leadership Treat' will be decided upon weekly by the Headteacher or Deputy Headteacher and will take into account each individual pupil's circumstances.
- Assemblies on the importance of attendance are included in the assembly schedule.

HOW THE TEACH TRUST MONITORS SCHOOL ATTENDANCE

Within TEACH Trust schools, we expect 97% or above attendance from all pupils. However, we consider each pupil to be an individual and as such we are aware that some pupils may not be able to achieve this level of attendance due to their health needs. Pupils with SEND needs have a right to an education which is the same as any other pupil, therefore, the attendance ambition for these pupils is the same as all other pupils. Nonetheless, our data analysis will consider the exceptional needs of each pupil.

Any pupil with 90% attendance or below is categorised as a 'persistently absent' (PA) pupil by the Government. Any pupil with 50% attendance or below is categorised as a 'severely absent' (SA) pupil by the Government. The Department for Education (DfE) is now accessing all TEACH Trust schools attendance data from our registers on a daily basis to enable the DfE to report 'live' attendance and punctuality information.

From the very first week of the school year, within the TEACH Trust, all pupil attendance and punctuality data will be analysed on a daily/weekly, half termly and termly basis. The TEACH Trust has dedicated data information systems in place to access and analyse attendance and punctuality. Any areas of concern identified will be discussed with the pupil, if this is appropriate, and the parents/carers. Within the TEACH Trust, we intervene early with intervention to stop any developing attendance/punctuality issues, before they become entrenched.

THE MONITORING PROCESS

- The School Office Team will complete absence reporting procedures on a daily basis, raising any concerns they may have on attendance and punctuality with the HALO (Home Academy Liaison Officer), AWO (Attendance and Welfare Officer), Year Leader and Class Teacher. This may result in HALO or AWO home visits being undertaken, as pupils who miss the mid-weekdays, Tuesday to Thursday are more likely to be habitually absent from school, especially those that missed Tuesday to Thursday in the first week of term (Children's Commissioner, 2022).
- On a fortnightly basis, the Senior Leadership Team (SLT), including the Deputy Headteacher and Headteacher for each school, will discuss EVERY 'persistently absent' pupil (90% and below attendance) and 'severely absent' pupil (50% and below attendance). The discussion will be based upon a data report for each year group in each TEACH Trust school and each class in the year group. Particular emphasis and priority will be placed on pupils in receipt of Pupil Premium or have Special Educational Needs or an Education Health and Care Plan.
- The Deputy Headteachers will provide the Class Teachers with the list of 'persistently absent' or 'severely absent' pupils in their class. The Class Teachers will access the reasons for the pupil's absence through a dedicated data information system and will contact the parents/carers to support the pupils with their learning and to establish whether there are any barriers to attendance and punctuality that require addressing.
- Following contact and support from the class teacher, if pupil absence does not improve in the period prior to the next fortnightly analysis by SLT, the Headteacher will contact the parents/carers to discuss next steps in improving attendance.
- The HALO and AWO will complete an audit of all pupils' attendance and punctuality every half term. The HALO and AWO's roles are to offer support and advice to parents and pupils with attendance and punctuality difficulties and to access support from other agencies, if required.

Following the attendance audit in each TEACH Trust school, there is a tiered system to keep parents/carers informed of poor punctuality and concerning attendance. These can be:

- A letter about lateness to school and the impact on the pupil and their learning.
- A letter about concerning attendance for pupils below 97% attendance.
- A letter of invitation to attend an Attendance Meeting with the HALO and/or the AWO. Additional relevant school staff may also be invited, such as the Pastoral Care Worker, depending on the pupil and family's circumstances
- A letter of Notice to Improve advising that formal or legal action is being considered. The letter will clarify on what 'sufficient improvement' will look like.

On a termly basis, attendance data and analysis for each TEACH Trust School is reported to the Trustees of the TEACH Trust for further analysis and discussion. A Priority Attendance Action Plan has been developed for all TEACH Trust schools to adhere to.

Whilst initially the focus of analysed data will be on pupils with 90% attendance or below, this will be extended to those pupils 'at risk' of becoming 'persistently absent' from school, i.e. between 90% and 97% attendance.

There will also be a focus on any absences which take place in the first week of the school year.

THE SCHOOL DAY AND REGISTRATION

The School Register is a legal document and registration has to be taken at specified times during the school day and the register formally closed. A combination of Headteachers, Senior Leadership Team members, Pastoral Care Workers and Inclusion Leaders are present when the gates open at schools to meet and greet our pupils.

For Academic year 2024-25 onwards:

	Gates open	Doors open	Registration Starts - ends	Gates/doors close	Late recorded in register	Unauthorised absence recorded in register	End of school day
Canford Heath Infant School	8.30am	8.30am	8.30am-8.45am	8.40am	8.45am - 8.55am	8.55am onwards	3.00pm
Ad Astra Infant School	8.30am	8.30am	8.30am - 8.45am	8.40am	8.45am - 8.55am	8.55am onwards	3.00pm
Canford Heath Junior School	8.15am	8.30am	8.30am-8.40am	8.35am	8.40am - 8.50am	8.50am onwards	3.10pm
Haymoor Junior School	8.15am	8.30am	8.30am - 8.40am	8.35am	8.40am - 8.50am	8.50am onwards	3.10pm
SLCN Bases (Pandas and Koalas)	8.30am	8.30am	8.30am - 9.00am	9.00am	9.00 - 9.10am	9.10am onwards	3.00pm

Pupils that arrive within 10 minutes after the registration time has ended will be marked as arriving late. Pupils that arrive over 10 minutes after registration has ended will be marked as an unauthorised late, which is an authorised absence, as the school register has legally closed.

ABSENCE PROCEDURES IN TEACH TRUST SCHOOLS

Class Teachers complete school registers electronically at morning and afternoon registration times.

The School Office records phone calls from parents/carers and messages from the answerphone onto the electronic attendance system as well as a manual diary record.

School registers are then checked by the School Office Administration Officer for absences.

If the reason for absence has not been provided by the parent/carer, the School Office Administration Officer physically checks whether pupil is actually in class.

If the pupil is not in class and there has been no contact from parent/carer, the School Office will telephone the parent/carer as soon as morning registers are completed to establish the reason for absence. If there is no reply, a message will be left on voicemail asking the parent/carer to contact the school with the reason for the absence.

When the parent/carer responds to the telephone call from the School Office with the reason for the absence, the school register will be updated accordingly.

If no contact is received from the parent/carer to explain the absence, a text message will be sent by the School Office to the parent/carer once afternoon registers are completed requesting the reason for the absence.

If the School Office still does not receive contact from the parent/carer then the School Office will contact the emergency contacts provided to the school by the parent/carer to try and establish the reason for the absence.

For safeguarding reasons, if the school is not able to establish a reason for the absence of a pupil then the HALO or AWO may need to complete a home visit to check on the pupil's well-being.

Social Workers working with a family will be informed of any unexplained absences.

ABSENCE REPORTING

If your child does not attend school on a day, the school has a legal responsibility to establish the reason why. **Parents are required to phone the School Office EVERY DAY a pupil is absent by 9.00am to explain the reason for absence.** Each school has a dedicated Attendance Line where parents can leave a message. A specific reason for the absence needs to be given as terms such as, 'unwell', 'under the weather', 'not themselves' etc. are not specific reasons and cannot be accepted by the school and will be unauthorised.

In addition, absences will be recorded as unauthorised if the reason for absence provided is not considered acceptable by the school or the school has reason to doubt that the absence is genuine. It is always the school's decision as to whether the absence is recorded as authorised or unauthorised in the school register.

School Office Contact Numbers are:

Canford Heath Infant School	01202 380015
Canford Heath Junior School	01202 676393
Ad Astra Infant School	01202 602113
Haymoor Junior School	01202 659290

MEDICAL APPOINTMENTS DURING THE SCHOOL DAY

We ask all parents to avoid arranging appointments for their child during the school day. However, if this cannot be avoided, then the School Office must be notified either by phoning or sending in a note or e-mail giving details of the appointment. Medical appointments during the school day must be requested in advance by the parent the pupil normally lives with. Pupils should only be out of school for the minimum amount of time necessary for the appointment. When collecting a child for an appointment, we require a copy of the appointment letter or the appointment card. A pupil should only be taken out of school for their own appointment and not because another family member has an appointment. This includes collecting a child early so that a parent/carer can attend an appointment for someone else.

Examples of absences we are allowed to authorise, at the school's discretion, include:

- Absence due to illness or medical treatment;
- Absence for approved educational or sporting activities;
- Approved public performance;
- Absence for approved days of religious observance;
- Absence granted in exceptional circumstances.

LEAVE OF ABSENCE IN TERM TIME

The Department for Education, in 2013, stated that the Headteacher may not grant any leave of absence during term time unless there are 'exceptional circumstances'. The table below gives examples of reasons which are deemed exceptional and not exceptional, to help you.

There is no such thing as a 'Holiday Request Form' in TEACH Trust schools. Requesting Leave of Absence must be done in writing to the Headteacher, but will only be considered under **exceptional circumstances**. When writing to the Headteacher, parents/carers are required to fully explain the circumstances for the Leave of Absence request. All requests for leave of absence, and the circumstances regarding the request for leave of absence, are considered individually by the Headteacher. The TEACH Trust will only consider requests for Leave of Absence when **the request is made by the parent/carer with whom the pupil normally resides.**

If Leave of Absence is taken without authorisation, it will be recorded as unauthorised absence. Parents may also be subject to a Fixed Penalty Fine, according to BCP Council Code of Conduct for Penalty Notices, which will be issued by the BCP Council School Attendance Support Team. 89% of Fixed Penalty Notices issued are for holidays in term time. Persistent unauthorised Leave of Absence may also result in prosecution for non-school attendance. Parents will not have the opportunity to discuss any Fixed Penalty Notice for unauthorised leave of absence in term time, with the BCP Council, once it has been issued. Any queries or discussions should be had prior to, or at the time of, requesting the Leave of Absence.

The TEACH Trust does not benefit from monies paid to BCP Council for Leave of Absence fines. All communication by the school in response to leave of absence in term time will be sent via e-mail to parents/carers.

Examples of reasons which are deemed 'exceptional' and 'not exceptional' are:

Exceptional Circumstances (You may be asked to provide written evidence in certain circumstances)	Not Exceptional Circumstances (These are examples of reasons which are not deemed exceptional)
Return of parent from active service (Forces)	Cheaper holiday dates
Death or terminal illness of a parent, step-parent, sibling, grandparent, great grandparents, aunts and uncles	Attendance at a wedding or Christening
Young Carers	Visiting relatives either abroad or in the UK
Disability or Respite Leave	Limitations on parents' leave entitlements / dates

When pupils that are reported to the school as being unwell either:

- before or after a period of authorised or unauthorised leave of absence
- or in the days immediately before or after a school holiday
- or in the days immediately before or after school Inset Days

TEACH Trust **MAY NOT** be able to authorise a pupil's absence due to illness if the school has **REASON TO SUSPECT** that the pupil may be absent for unauthorised leave of absence purposes or is not genuinely unwell. If the school has reason to suspect that the absence in the above periods is not due to genuine illness, the school may request that a parent/carer provides evidence to satisfy the school that the absence was genuine. The type of evidence requested will depend on the individual circumstances of the absence and may include flight/travel booking, change of flight/travel booking, or where a pupil has sought medical advice from a medical professional, whether in the UK or abroad. Requests for evidence will only be made in specific individual situations where the validity of the absence is in doubt. Evidence can be provided to the School Office or directly to l.specterman@teachpoole.com or attendance@teachpoole.com.

CONTACT DETAILS FOR SUPPORT WITH ATTENDANCE AND PUNCTUALITY

As attendance is “**everybody's business**”, there are a number of members of staff that parents and pupils can approach to discuss any issues in relation to school attendance and punctuality. This includes all Class Teachers, Year Leaders, Deputy Headteachers, School Office staff, Pastoral Care Workers, Inclusion Leaders, the Home Academy Liaison Officer and the Attendance and Welfare Officer.

Parents will be able to discuss any concerns/worries with staff and either the member of staff will assist parents to overcome the worries/concerns or may request support from another identified member of staff within school. TEACH Trust staff may be contacted on the following phone numbers and e-mail addresses:

School:	Phone Number:	E-mail
CANFORD HEATH INFANT SCHOOL: Senior Attendance Champion, Class Teachers, Year Leaders, Deputy Head Teacher, School Office Administrator, Medical Officer	Via School Office: 01202 380015	chisoffice@teachpoole.com
Pastoral Care Worker	01202 380015 ext.204	PastoralCare@chis.poole.sch.uk
SENCO	01202 380015 ext.203	sendatchis@teachpoole.com
Home Academy Liaison Officer	01202 380015 ext.501	l.specterman@teachpoole.com or attendance@teachpoole.com
Attendance and Welfare Officer	01202 380015 ext.223	attendance@teachpoole.com
CANFORD HEATH JUNIOR SCHOOL:	Via School Office:	

Senior Attendance Champion, Class Teachers, Year Leaders, Deputy Head Teacher, School Office Administrator, Medical Officer	01202 676393	CHJSoffice@teachpoole.com
Pastoral Care Worker	01202 676393 ext.306	pastoral.chjs@teachpoole.com
SENCO	01202 676393 ext.307	sendatchis@teachpoole.com
Home Academy Liaison Officer	01202 380015 ext.501	l.specterman@teachpoole.com or attendance@teachpoole.com
Attendance and Welfare Officer	01202 380015 ext.223	attendance@teachpoole.com
AD ASTRA INFANT SCHOOL:		
Senior Attendance Champion, Class Teachers, Year Leaders, Deputy Head Teacher, School Office Administrator, Medical Officer	Via School Office: 01202 602113	AAISoffice@teachpoole.com
Pastoral Care Worker	01202 602113 ext.114	pastoral@aais.teachpoole.com
SENCO	01202 602113 ext.106	sendataais@teachpoole.com
Home Academy Liaison Officer	01202 380015 ext.501	l.specterman@teachpoole.com or attendance@teachpoole.com
Attendance and Welfare Officer	01202 380015 ext.223	attendance@teachpoole.com
HAYMOOR JUNIOR SCHOOL:		
Senior Attendance Champion, Class Teachers, Year Leaders, Deputy Head Teacher, School Office Administrator, Medical Officer	Via School Office: 01202 659290	HJSoffice@teachpoole.com
Pastoral Care Worker	01202 659290 ext.408	pastoralcare@haymoor.poole.sch.uk
SENCO	01202 659290 ext.401	sendathjs@teachpoole.com
Home Academy Liaison	01202 380015 ext.501	l.specterman@teachpoole.com or

Officer		attendance@teachpoole.com
Attendance and Welfare Officer	01202 380015 ext.223	attendance@teachpoole.com

VOLUNTARY SUPPORT

Good attendance is a learnt behaviour and improving attendance is not a something that occurs in isolation to everything else in school. Within the TEACH Trust, excellent attendance is part of our vision, values, ethos and day to day life. There is a direct link between school attendance, attainment and the wider well-being of children. Poor attendance/punctuality is habitual and therefore prevention and early intervention is crucial. We, at TEACH Trust, always aim to work in partnership with parents and pupils to identify barriers to attendance/punctuality and to agree an action plan together to address any barriers or issues.

Each pupil's situation is unique and individual, and therefore the barriers they may experience are unique and individual, however, we can still support parents and pupils in a variety of ways. A meeting will be arranged with parents, the HALO or AWO, and a plan of support agreed by all parties. It may also include other relevant school staff. Further meetings may need to be arranged to review the support and agree adjustments if necessary. Support may include interventions, such as:

- 'Wakey, wakey' calls to persistently late parents and pupils
- Reasonable adjustments to uniform/supply of donated uniform
- Transport in emergency
- Morning and evening routines support
- Pupil access to support in school, such as, Pastoral Care Worker, Emotional Literacy support, Thinking Bricks, Listening Ear, Listening Hub etc.
- Caring Canines
- Care of school guinea pigs / school dog
- Lunchtime and break time personalised arrangements
- Phased returns to school
- Temporary personalised time table
- Personalised arrangements for accessing the school site
- Application for an Education Health and Care Plan
- Individual Healthcare Plan
- Meeting with BCP Council Navigator
- Referral for an Early Help Assessment
- Reward charts for coming into school
- Referral to School Nursing/Child and Adolescent Mental Health Service
- Liaison with Health Professionals, including GPs and Hospitals
- My Time for Young Carers
- Food Bank vouchers/donated celebratory food parcels
- Music therapy
- Referral to Mosaic bereavement counselling
- Privileged time
- Trusted adult accompanying pupils to classroom or base area
- Breakfast Club (there is a small charge to parents for this service)

In some situations, it may be that the meeting requires the wider family to be considered or that referrals to other services and organisations that can provide support are agreed.

If the level of absence or poor punctuality continues then it may be necessary to work in partnership with the local authority and other relevant agencies. It may also be necessary to explain the potential need for legal intervention in the future.

FORMALISING SUPPORT

When voluntary support is not successful, or not engaged with, the law protects pupil's rights to an education. Parents may be asked to agree a formal Attendance Contract between the pupil, parent, school, and/or local authority for a period of 3-12 months. The Attendance Contract is a formal written agreement which is intended to provide support and offer an alternative to future legal action. Parents cannot be compelled to enter into an Attendance Contract, however, non-compliance with an Attendance Contract may be used as evidence in court in the future.

Where an Attendance Contract has been unsuccessful, it may be necessary to progress to a legally binding Education Supervision Order in the Family or High Court. An officer of the local authority is chosen as the 'supervisor' of the order on the local authority's behalf. If parents do not comply with the requirements of the Education Supervision Order, then local authorities can return to court to prosecute for non-school attendance and breaching the order through persistent non-compliance. Parents, upon conviction, can be liable for a fine of up to £1000 and Social Care will be informed.

If there are safeguarding concerns and an Education Supervision Order is not considered appropriate, or has not been successful, the pupil's situation will be considered for statutory Social Care involvement under Section 17 (Child in Need) or Section 47 (Child Safeguarding) of the Children Act 1989, as non-school attendance is a form of neglect.

Where all other routes of support have failed, or have been not appropriate, then a Fixed Penalty Notice for irregular attendance or prosecution for non-school attendance in the Magistrates Court will be considered.

LEGAL CONSEQUENCES OF POOR ATTENDANCE

FIXED PENALTY NOTICES

Fixed Penalty Notices are intended to prevent the need for prosecution and court action. They are issued as an alternative to prosecution where parents have failed to ensure that their child of compulsory school age regularly attends the school where they are registered. Fixed Penalty Notices can be issued for a pupil having absence from school which has not been authorised by the school. Any unauthorised absence constitutes an offence and a Fixed Penalty Notice can be issued to each parent liable for the pupil's school attendance. There is no right of appeal for Fixed Penalty Notices. Fixed Penalty Notices can only be requested by the Headteacher within the TEACH Trust.

In Education Law a parent includes:

- All natural parents, whether they are married or not;
- All those who have parental responsibility for the child;
- Those who have day to day responsibility for the child (i.e. lives with and looks after the child or has a caring role).

Fixed Penalty Notices may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first five days of a suspension or permanent exclusion.

Fixed Penalty Notices are issued by BCP Council at the request of the school. All Fixed Penalty Notices are issued according to BCP Council Code of Conduct for Fixed Penalty Notices.

In August 2024, the Government introduced a National Framework for Fixed Penalty Notices across the country which directed on the threshold for issuing a Fixed Penalty Notice, a two Fixed Penalty Notice limit and escalation in cases of repeat offences. Only two Fixed Penalty Notices can now be issued to the same parent in respect of the same child within a three-year rolling period. A check for Fixed Penalty Notices issued will be completed for any pupils that move school during the school year either with the local authority or the previous school.

The Fixed Penalty Notice threshold is:

- **ANY** 10 sessions (5 days) of unauthorised absence in a rolling 10-week period.
- A school week is defined as any week that there is 1 school session.
- The 10-week period can span different terms or different school years.
- It can be **ANY** combination of unauthorised absence, including holidays in term time, being late after the school register is closed, unacceptable reason given to the school for absence, school not receiving contact from a parent to report an absence.
- Fixed Penalty Notices can be issued before the threshold is met for repeated behaviour below the threshold e.g. term time holidays, birthdays, family events etc.

Fixed Penalty Notice charges are:

- The first Fixed Penalty Notice issued to a parent in respect of a pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.
- A second Fixed Penalty Notice issued to the same parent in respect of the same pupil will be charged at a flat rate of £160 if paid within 28 days.
- A third Fixed Penalty Notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first Fixed Penalty Notice, therefore, other legal intervention, such as, prosecution will need to be considered.

PROSECUTION

Prosecution in the Magistrates Court is the last resort, where all other voluntary and formal support or legal intervention has failed, or where support has not been appropriate, such as, when unauthorised leave of absence has been taken. Where it is decided to pursue prosecution, only local authorities can prosecute parents.

If a pupil of compulsory school age fails to attend regularly at a school at which they are registered, their parents may be guilty of an offence and can be prosecuted by the local authority. Fixed Penalty Notices can be taken into consideration whether they have been paid or not.

Offences include:

- **Parents who fail to secure their child's regular attendance at a school, for which there are two separate offences:** section 444(1) **where a parent fails to secure the child's regular attendance;** and section 444(1A) **where a parent knows that the child is failing to attend school regularly and fails to ensure the child does so.** The section 444(1) offence may result in a fine of up to level 3 (£1,000) and the section 444(1A) offence may result in a fine of up to level 4 (£2,500), and/or a community order or imprisonment of up to 3 months.
- **Parents who fail to secure the regular attendance of their child at a place where the local authority or governing body has arranged alternative provision** (under sections 444 and 444ZA). This may result in a fine of up to level 3 (£1,000), or, if the parent is found to have known the child was not attending regularly and failed to ensure that they did so, a fine of up to level 4 (£2,500), and/or a community order or imprisonment of up to 3 months.
- **Parents who persistently fail to comply with directions under an Education Supervision Order** (under Schedule 3 to the Children Act 1989) **or breach a Parenting Order or directions under the order** (under section 375 of the Sentencing Act 2020). These may result in a fine of up to level 3 (£1,000).

Prior to prosecuting the local authority will consider:

- The level of parental engagement with the support offered to improve the situation.
- Whether all other legal interventions have been considered and are not appropriate or have been tried and have not worked.
- Whether Children's Social Care intervention would be more appropriate in the case (including a Child in Need or Child Protection Plan), especially where absence is severe.
- The parental response to formal warning(s) and/or evidence given in an interview, under caution, from the Police and Criminal Evidence Act 1984.
- Whether the case meets public interest tests and equalities considerations under the Equalities Act 2010.

However, there are a number of circumstances that, although a pupil has not attended school regularly, the parent has not committed an offence. This may be due to such reasons as the following:

- Ill health of the pupil;
- Religious observance as advised and agreed by the parent's religious body;
- The local authority has a duty to provide transport, and has failed to do so;
- Authorised leave of absence;
- If the absence is from alternative provision and the parent proves the child undertaking education otherwise;
- If the absence is due to parents not having been notified in writing of alternative provision for their child;

- If a child has no fixed abode, and the parents can prove that their trade/business requires them to travel, and the child has attended school regularly as the nature of the trade/business permits. The child MUST have attended school for 200 sessions in the preceding 12 months.

All prosecutions must be presented to the Court within 6 months of the alleged offence. Following conviction of the offence of non-school attendance the Court can decide to issue, in addition to any fines, a Community Order or a Parenting Order.

PARENTING ORDERS

A Parenting Order can be imposed as an ancillary order to a conviction for non-school attendance. The Court is not required to obtain parent's agreement before a Parenting Order is made. A Parenting Order 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. A Parenting Order requires a parent to comply with the arrangements specified in the Order by the Court which can include a requirement for parents to attend counselling or guidance sessions (e.g. parenting education or parenting support classes) where they will receive help and support for up to 3 months to enable them to improve their child's attendance. All Parenting Orders must specify a 'responsible officer' which will be named on the Order. The 'responsible officer' would be the most appropriate lead practitioner working with the family. Any non-compliance with a Parenting Order could lead to a fine of up to level 3 (£1,000) and Social Care will be informed.

SUMMARY

ALL PUPILS NEED TO ATTEND SCHOOL REGULARLY, ATTEND SCHOOL PUNCTUALLY AND ATTEND SCHOOL PREPARED FOR THE SCHOOL DAY.

MOMENTS MATTER, ATTENDANCE COUNTS

This is the TEACH Trust culture and it needs everyone to work together to achieve this for every pupil, on every single school day. We all want safe, healthy and successful children, therefore, the responsibility to achieve excellent attendance is EVERYONE'S BUSINESS - parents, schools, trustees and the local authority.

Securing excellent attendance of all our pupils is achieved through having as strong a focus as we have on our curriculum, behaviour, special educational needs support, pastoral care, safeguarding and mental health and well-being. It is not the responsibility of one person; it is the responsibility of EVERYONE. Attendance improves when pupils feel safe, valued, inspired and successful – and this is our overall aim. Working together, we will ensure that all pupils achieve their best and that parents/carers and schools work as one to support pupils to be in school to reach their full potential and maximise their life chances.

Equality Impact Assessment

Question	Response	
Which relevant groups and stakeholders have been consulted with in relation to this policy?		Please tick
	Pupils	
	Trustees	✓
	Staff	✓
	Parents/Carers	✓
	Local Authority	
	Trade Unions	
	Other Advisors (give details)	
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Termly	
	Annually	
	When applied	
	If legislation changes	✓
	If a formal complaint	✓

Does the policy affect one group less or more favourably than another on the basis of:	Y/N
Disability	N
Gender reassignment	N
Marriage or civil partnership	N
Pregnancy and maternity	N
Race	N
Religion or belief	N
Sexual orientation	N
Sex (gender)	N
Age	N
SEN	N
Vulnerable	N
Traveller, migrant, refugees and people seeking asylum	N
EAL	N

	Y/N	Comments/Actions
Is there any evidence that some groups are affected differently?	N	
If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?	N/A	
Is the impact of the policy likely to be negative?	N	
If yes, can the impact be mitigated by taking different action?	N/A	

POLICY APPROVED BY TRUSTEES: January 2026

REVIEW DATE: January 2027