

Barningham CEVC Primary School

Attendance Policy

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Signed by:

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Please note, this policy is to start in September 2024 following changes to Working Together to Improve School Attendance

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Statement of Intent

This policy has been written in conjunction with the DfE guidance ‘Working Together to Improve School Attendance’ published in February 2024 and applies from the 19th August 2024.

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

At Barningham CEVC Primary School, we strive to work with families to support with improving attendance and believe in the fundamental right of all children to access a full-time education.

1 Aims of the School

The Vision of Barningham CEVC Primary School is to inspire lifelong learners, guided by the example of Jesus. Our mission is to grow in faith, grow in our learning and grow our future world. We do this through our core values to be ambitious, to be kind and to give. This is integral to all of our policies and decision making as a school.

We aim to provide an excellent education in a healthy, safe, supportive learning environment, where people are valued and make positive contributions to the school community, and where pupils enjoy and achieve and go on to attain social and economic well-being as responsible, independent members of society.

This policy outlines the school’s commitment to attendance and a strong education can only be achieved and accessed when children are in school. In order to ‘be ambitious’ and ‘grow in our learning’, children need to be in school every day to access all of their learning and in turn, to ‘grow their future world’.

2 Principles

The principles of this policy are based on a quote from Ofsted in their document on securing good attendance (Feb 2022) which says the school’s role in attendance is to:

‘listen, understand, empathise and support – but do not tolerate’

Improving attendance is everyone’s business and as a school, we understand that the barriers to attendance are wide and complex both within school and outside of school and can be specific to individual pupils and families. We also understand that to secure good attendance, school needs to be a calm, safe and supportive environment where all pupils want to be and are keen to learn. However, as this policy outlines, whilst we will support families and pupils who are struggling with their attendance, we will not tolerate it and will work with families to remove barriers and improve attendance.

3 The Law on School Attendance

The law entitles every child of compulsory age to an efficient, full time education suitable for their age and any special educational need they may have. **It is the legal responsibility of every parent to make sure their child receives that education. All children have a legal right to a full-time education.** Where parents decide to have their children registered at a school, they have an additional legal duty to ensure their child attends the school regularly. Children must attend school every day except in a small number of allowable circumstances.

4 The Impact of Poor Attendance

Research shows that the children who have the **highest end of Year 6 results across the country have higher rates of attendance** compared with those children who have the lowest end of year 6 results. This is also true for pupils at the end of Year 11 in secondary schools. There is a strong link between poor attendance and poor progress or attainment in school. It is essential for pupils to attend school every day to get the most out of their school experience, including their attainment, wellbeing and wider life chances.

5 Attendance and Punctuality Expectations

5a The School Day

- Gates open for school at **8.40am**. Children can be dropped off at the gate from this time
- School starts at **8.50am**
- The register closes at **9.20am**
- The afternoon register is taken at **1.15pm** after lunch
- The end of the school day is at **3.20pm**

5b Punctuality & Lateness

It is important that all children arrive at school equipped and ready to learn on time. Lessons start at school from 8.55am and so when a child is late, they miss vital parts of the morning sessions. Therefore it is vital that all children are punctual to school every day.

- A child is marked as '**late**' (**L**) if they arrive after 8.50am but before 9.20am
- A child is marked as '**unauthorised late**' (**U**) if they arrive after 9.20am

5c Absence Reporting

It is the **parent's responsibility** to inform the school when their child is absent. All parents must **call the school between 8am and 9am** on 01359 221 297 to report their child as absent and to explain the reasons for their absence. This is to allow school staff to speak with families and support them where necessary with advice and to ensure the correct information is recorded.

Any parents who leave voicemails or email the school office will still receive a phone call following up their child's absence. For more information, see the section on the school's day to day processes.

5d Requesting Leaves of Absence in Advance

In the exceptional case where families know in advance of a reason why their child may not be able to attend school, they must request a 'Leave of Absence' form from the school office. This must be completed in its entirety, detailing the reasons for the request of leave. **Only exceptional circumstances warrant a leave of absence**

The Headteacher will consider each application individually, taking into account the specific facts and circumstances and relevant background context behind the request. For example, a background context might be linked to the fact that as a school, we serve an agricultural community as well as a military service base.

Parents will receive a response in writing to say whether the leave is granted. If a leave of absence is granted, it is for the Headteacher to decide the length of time a pupil can be away from school.

As Headteachers can only grant leaves of absence in exceptional circumstances, **it is highly unlikely a leave of absence will be granted for the purposes of a family holiday.** The impact of missing a week of school is huge on children's learning and can severely impact their understanding of a topic or unit of work when they return to school; in turn affecting their outcomes.

If parents decide to not bring their child to school following a leave of absence being rejected, **this absence will be marked as unauthorised and could likely lead to a Fixed Penalty Notice.** There is a new National Framework for Penalty Notices starting from September 2024 which is detailed in the section on Fixed Penalty Notices (FPN) that outlines regarding the point in which FPNs will be issued.

If families request two or more unauthorised leaves per year, this will lead to an automatic referral to the Educational Welfare Officer (EWO).

5e Medical Appointments

All medical appointments should be made outside of school hours. This includes dentists, opticians and doctor appointments. On the rare occasion where this is not possible, for example a child needs to attend a specialist centre at a given time, parents must complete a 'leave of absence' request. A form for this can be collected from the school office.

When a pupil has a medical appointment, the child should only be out of school for the minimum amount of time necessary for the appointment. They should be brought back to school as soon as possible so that they do not miss out on any more learning than is necessary.

6 Key Contacts for Attendance

The information below outlines the key contacts who will be responsible for overseeing attendance and supporting families with improving attendance. All members of staff can be contacted via the school office on 01359 221 297 or via email at admin@barningham.suffolk.sch.uk. Parents must indicate which member of the team they would like to discuss their child's attendance with and they will get back to you as soon as possible.

The named senior leader responsible for the strategic approach to attendance is:

Miss Stephany Hunter (Headteacher)

She will lead the attendance team who will support the implementation of this policy across the school. On the next page is an outlined summary of roles and responsibilities of this team:

Name	Role	Responsibilities
Miss Stephany Hunter	Headteacher Senior Attendance Leader Attendance Team	-Strategically leads attendance -Work with families whose attendance is not improving - Implement this policy - Review leave of absence requests - Refer Fixed Penalty Notices to the LA
Mrs Dawn Pipe	Office Manager Attendance Team	- Attendance registers - Receive phone calls from parents regarding absence - monthly and termly tracking of attendance - Send letters to parents where attendance is a concern
Mrs Nicola Saggars	Admin Assistant Attendance Admin Attendance Team	- Daily calls and check ins - First day of absence calls and late texts - Daily and weekly logging of attendance and lateness - Receive phone calls from parents regarding absence
Mrs Hannah Orton	HLTA SEND specialist Attendance Team	- Attend fortnightly attendance meetings - Support SEND/PP families with attendance - Weekly / Daily calling for some families
Mrs Kate Shelton	Teaching Assistant Mental Health specialist Attendance Team	- Attend fortnightly attendance meetings - Support families with attendance where mental health is a barrier - Weekly / Daily calling for some families

7 The School's Day to Day Processes for Managing Attendance

The school admission register is taken on paper registers and then uploaded to SIMS, our online management system. This data is shared with the LA and DfE on an individual pupil basis and supports external agencies to access overall attendance data for the school. The approach in this policy is focused on being ambitious for all our pupil's attendance. This means that effective day to day processes are set up to ensure that all absences are **tracked and followed up**

7a Managing Lateness

Lateness will be treated in the same way as attendance in this school as we are ambitious in our learning and in achieving our goals. The school day starts at 8.50am and all children who arrive to school **after this time are late**.

- A child is marked as **'late' (L)** if they arrive after 8.50am but before 9.20am
- A child is marked as **'unauthorised late' (U)** if they arrive after 9.20am

Each time a pupil is late to school, parents will receive a text message from the school to inform them that their child was late to school today. If a pattern of lateness is identified, staff will work with families on supporting them with getting to school on time. If this persists, school staff will follow the processes in line with the attendance outline in Appendix 1.

7b Parents contacting the school when their child is absent

It is the **parent's responsibility** to inform the school when their child is absent. All parents must **call the school between 8am and 9am** on 01359 221 297 to report their child as absent and to explain the reasons for their absence. This is to allow school staff to speak with families and support them where necessary with advice and to ensure the correct information is recorded.

Any parents who leave voicemails or email the school office will still receive a phone call following up their child's absence. For more information, see the section on the school's day to day processes.

On the first day of absence, either the office manager or the admin assistant will contact parents by phone to discuss their child's absence. The reasons given will be recorded on our electronic system and may be used in future meetings with families where attendance is causing concern.

If no reason has been provided by the parent and the parent has not contacted the school or have not answered the phone, this will be followed up on day 2. If there is still no contact from parents by the end of day 2, this will lead to a home visit to ensure safeguarding of the child.

7c Following up unexplained absences

Office staff will daily check the registers for any unexplained absences by contacting parents, even if the child has returned to school. If no suitable reason is given by 3 working days, this will be recorded on the electronic system and marked as an unauthorised absence. See appendix 3 for the attendance codes and their definitions. School staff will contact other relevant agencies where appropriate for example family support workers, social workers and may complete a safeguarding referral if they have concerns.

7d Emergency Contacts

Schools will aim to hold at least 2 emergency contacts for each pupil. On the rare occasion where the school is unable to contact the first emergency contact regarding attendance, they will ring all contacts listed to ascertain the reason for the child's absence as well as to ensure safeguarding of the child.

7e Informing parents about their child's attendance

Each half term, all parents will receive in writing the attendance for their child. This will have a breakdown in days to support parents in better understanding how many days the child has been absent from school as well as the impact on their learning. See appendix 1 for further information.

For pupils where attendance falls between **95% and 90%**, parents will receive a letter outlining their child's current attendance at least half termly. This will show that **the child's attendance is at risk**.

For pupils where attendance falls below **90%**, parents will receive a letter outlining their child's attendance at least half termly. This will show that **the child's attendance is now considered persistently absent** and will contain information about what happens next to support and improve attendance.

7f Parent Attendance Meetings

Schools are expected to hold regular parent meetings with the parents of pupils who the school consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement in the school. These are designed to be supportive where staff will listen to the barriers for attendance, both at school and at home, and will work with families to find ways to improve these.

When a child's **attendance drops below 93%**, **the pupil will be discussed at fortnightly attendance team meetings**. These will be regular and will discuss the child's attendance, share attendance information and patterns identified and support families informally to improve attendance.

When a child's **attendance drops below 90%**, **they are now considered persistently absent and will be allocated an 'attendance key worker'**. This key worker will hold regular parent meetings to share progress on attendance and support families to improve attendance rapidly. For more information, see the section on the school's strategy for reducing persistent and severe absence.

7g Support from wider agencies

Poor attendance is usually an indicator for a wide and complex range of situations. Through effective parent contact and meetings, school staff may consider that the pupil or family need additional support from wider agencies beyond the school. This may include, but not limited to:

- Mental Health Support Team
- Emotional Wellbeing Hub
- Early Help Team (through a Early Help Assessment – EHA)
- SEND services like SES and Communication and Language Team
- Speech and Language Team
- Safeguarding referral (MARF)
- School Nursing Team

Through a robust procedure, school staff will be able to identify pupils who need support from wider agencies as quickly as possible and will make the necessary referrals in a timely manner.

7h Supporting pupils back into school

On some occasions, where a pupil has had a lengthy or unavoidable period of absence, school staff will provide support to build children's confidence and support them with bridging gaps on what they have missed. This will allow them to have the smoothest return to school and limit the possibility of additional absence due to being anxious about returning to school.

8 Promoting and Incentivising Good Attendance

There are many children at Barningham CEVCP who have really strong attendance. As a school, we promote and reward good attendance in many ways – a summary of these is below:

- An attendance section on our newsletter each week
- An attendance breakdown by year group shared with parents and children each week where a year group winner is identified
- Attendance assemblies on Fridays used to celebrate the year group winner and to identify pupils with improved attendance
- Certificates for pupils who have 100% attendance each half term
- Certificates / stickers for pupils who have improved in their attendance
- Sharing attendance updates with parents regularly for their child
- Attendance information shared with all new starters, including new Reception cohorts
- Attendance cohort sessions for parents where attendance is a concern
- Regular attendance letters sent home
- Attendance discussed at every parents' evening and on end of year reports

As a school, promoting good attendance is key to ensuring that all stakeholders understand the importance of attendance. It is also vital to celebrate the pupils who have strong attendance and reward these accordingly.

9 The School's Strategy for using attendance data

Through using data to target the pupils or pupil cohorts who need it most, the school is able to be well equipped with information to drive continued attendance improvements. Regular, thorough and a robust data analysis will allow the school to identify trends, patterns and most importantly plan for early intervention. Poor attendance is a habit and it is vital that schools act quickly to reduce the likelihood of this becoming a long-term habit.

The school's strategy for using attendance data is outlined in the table below:

Daily	Identify all 'Lates' and pupils who are absent and check reasons Check pupils who have given no reasons over 2 days
Weekly	Attendance report shared with attendance team and class teachers Individual PA report to be updated to track patterns Generate class attendance and share with parents and staff so staff can discuss these with pupils Key data / trends shared with leaders with responsibility for areas of the school for example the SENDCO and DSLs

Fortnightly	Hold 'Attendance Team Meetings' where data from daily and weekly are shared and reviewed to identify key next steps and actions. Use this to identify support and plan specific strategies for individuals and pupil groups. Send parent letters for all pupils who have fallen below 95% , 93% and 90% Use this information for parent meetings where applicable
Half termly	Write to all parents to share attendance information Use data to analyse trends for pupil groups and individuals Generate attendance breakdown for governors and staff alongside national benchmarks to enable comparison and plan for areas of improvement. Measure impact of interventions through monitoring improvements in data.
Termly	Share attendance information with parents at parents evening Share more detailed attendance analysis with attendance governor Share statutory data with the LA and through Targeting Support Meetings
Yearly	Analyse attendance summary for the year and review ASP attendance information to identify any further trends or patterns for whole school

10 The School's Strategy for Reducing Persistent and Severe Absence

As explained in the principles section of this policy, the strategy that this policy takes is based on a quote from Ofsted in their recent document on securing good attendance (Feb 2022) which says the school's role in attendance is to:

'listen, understand, empathise and support – but do not tolerate'

At Barningham, we work on building strong relationships with families as we know this is key to improving attendance. We treat all pupils and parents with dignity and respect and all staff model respectful relationships to build a positive relationship between home and school.

We will listen to families and truly understand the barriers to attendance and work with them to remove these. All of our strategies that are listed in above sections will focus on listening and understanding, building on support for our persistent absent families. We will always work with families and support them in many ways but we will not tolerate poor attendance. This is more detailed in Appendix 2.

The School's strategy for reducing persistent absence is built on the following:

- All persistently absent pupils and severely absent pupils will be allocated an 'attendance key worker' as soon as they fall below 90% attendance. (For pupils above 90% who are at risk of dropping below 90%, please see section 9 and appendix 1)
- The attendance key worker will be the named person responsible for ensuring raised attendance.
- Fortnightly, the attendance team will meet and will allocate key workers and parents will be informed who their key worker is. During this meeting, an action plan will be drawn for that child.

- The attendance key worker will book a family meeting with the family to listen, understand and discuss barriers for attendance and will support the family in raising attendance. They will also collate pupil voice about what they feel the barriers to attendance may be
- Every day, their attendance will be monitored and the key worker will ring home when the child is absent to discuss reasons for this and support the family in bringing them into school as quickly as possible
- Fortnightly, the persistent absence action plan will be reviewed during attendance meetings and data will be monitored to indicate improvements or any patterns and trends. These will be shared with families to ensure that progress is seen and celebrated.
- On the occasion where illness is being reported as a reason for absence, if attendance is not improving following support, the school will ask to see medical evidence for absence. Any medical evidence that is not provided will be recorded as unauthorised
- If limited improvement made, referral will be made to the Education Welfare Office (EWO).
- Support will be sought from external agencies where appropriate (see section 7g)

10a When support will be formalised

Whilst schools will aim to be supportive in raising attendance of persistently absent pupils, if despite all of these actions, attendance is not improving, a formal process will begin. This will involve:

- a formal attendance contract will be put in place, with support from the EWO, and will be shared in writing with families. This will outline the targets and goals and how the school will support as well as the expectations of the family. See paragraph 98/99 of Working Together to Improve School Attendance document for further details.
- attendance information will be shared with parents regularly so they are always up to date with their child's attendance
- a referral to the Educational Welfare Officer (EWO) will be completed to gain further support in raising attendance
- Make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.
- where attendance is severe (below 50%) a safeguarding referral will be completed as the school will have concerns around neglect for the child.
- a Fixed Penalty Notice (FPN) may be issued in some cases (see next section on fixed penalty notices)
- If all of the above has not been successful in raising attendance, and Education Supervision Order will provide formal, legal intervention. See paragraph 103 of Working Together to Improve School Attendance document for further details.
- In the very rare circumstance that all of the above does not improve overall attendance, prosecution in the Magistrates Court is the last resort. This is when all informal and formal support or legal intervention has failed. Only local authorities can prosecute parents but will seek evidence from the school about the support measures put in place.

11 Fixed Penalty Notices, including the New National Framework

From September 2024, there is a new National Framework for Penalty Notices. To promote good attendance at school, Fixed Penalty Notices (FPNs) will be used in line with both the national framework and Suffolk's summary of this document. Working Together to Improve School Attendance document outlines that **FPNs are used by schools where parents have failed to ensure that their child of compulsory school age regularly attends the school that they are registered in.** The Education Attendance Service aim to support schools/ Academies and parents/carers to improve pupil attendance but Suffolk County Council will issue a Penalty Notice once a referral from a school has been received when:

- **Unauthorised absence has occurred from school** and limited improvements have been made despite intervention and support. **This can include being persistently late.**

- Where **parents are stopped during a truancy sweep** and the absence is not authorised by the school.

- Where a parent allows their child to be present in a public space during school hours without reasonable justification **during the first 5 days of a fixed period or permanent exclusion.**

- One off instances of irregular attendance where a leave has been taken during term time without the permission of the school. This includes **family holidays during term time** and includes when these have been requested but not authorised by the school. **The threshold is 10 sessions (5 school days) of unauthorised absence in a rolling period of 10 school weeks. Unauthorised absence does not need to be consecutive for a fine to be issued.** A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).

The law says that if children of compulsory school age are absent from school without good reason they are committing an offence and their parents or carers may be prosecuted in the Magistrate's Court.

A penalty notice is an out of court settlement which is intended to change behaviour without the need for criminal prosecution. If repeated penalty notices are being issued and they are not working to change behaviour they are unlikely to be most appropriate tool. Therefore, from autumn term 2024, only 2 penalty notices can be issued to the same parent in respect of the same child within a 3 year rolling period and any second notice within that period is charged at a higher rate:

- The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.

- A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £160 if paid within 28 days.

- A third 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. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken

instead. This will often include considering prosecution, but may include other tools such as one of the other attendance legal interventions.

11a Payment of Fixed Penalty Notices (FPNs)

A penalty notice will be issued to **each parent** or carer for **each child**.

The payment must be paid directly to the local authority regardless of who issued the penalty notice.

If the penalty is not paid by the end of the 28 day period, the local authority must decide either to prosecute for the original offence to which the notice applies, or withdraw the notice.

Parent(s) can only be prosecuted if 28 days have expired, and full payment has not been made.

There is no right of appeal by parents against a penalty notice.

The penalty notice system is not a money making scheme and local authorities should not have income targets. Any revenues collected through the system must be ringfenced for attendance.

12 Part-Time Timetables

All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances their education may be provided partially at school and partially at another educational setting. Time away from school to receive education in other ways must be recorded in the attendance register using the appropriate codes.

In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs.

A part-time timetable should:

- Have the agreement of both the school and the parent the pupil normally lives with.
- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- Have regular review dates which include the pupil and their parents 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 attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a pupil with a long-term health condition may require a parttime timetable for a prolonged period.
- This information is shared via the EWO and completed on the Suffolk online form

Where the pupil has a social worker, the school is expected to keep them informed and involved in the process.

If the pupil has an education health and care plan, the school should discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

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 must record the absence accordingly (normally using code X or C2).

Appendix 1 – Attendance Outline for Parents

Number of days absent	Attendance Percentage	Impact	School Actions
0-2 days absent in a school year	99% to 100%	<p>Attendance Levels are Excellent</p> <p>Your child is accessing all learning opportunities</p>	<ul style="list-style-type: none"> - Celebrate strong attendance in Mondays Collective Worship - Positive encouragement and awards for pupils and classes - Update parents on their child's attendance termly
2.5-9 days absent in a school year	96% to 98%	<p>Attendance levels are Good</p> <p>Your child has missed very few learning opportunities</p>	
9.5-17 days absent in a school year	93% to 95%	<p>Attendance levels are at risk</p> <p>Your child is at risk of underachieving due to missed learning</p>	<ul style="list-style-type: none"> - Attendance letter sent home informing parents attendance is at risk - Regular check-in by member of staff for pupil and family - Monitor attendance weekly
18-25 days absent in a school year	90% to 92%	<p>Attendance levels are at high risk</p> <p>Your child is at risk of high underachievement due to missed learning</p>	<ul style="list-style-type: none"> -Attendance letter sent home informing parents attendance is at high risk - Attendance support meeting for parents, pupils and staff - Regular check-in by member of staff for pupil and family - Identify support for pupil and family needed to improve attendance
Over 25 days absent in a school year	Below 90%	<p>Attendance levels are not good</p> <p>Your child is at risk of serious underachievement and is now considered persistently absent</p>	<ul style="list-style-type: none"> -Attendance letter sent home informing parents attendance is now not good and considered persistently absent - Attendance support meeting for parents - Pupil and family allocated one member of staff to support with improving attendance - Regular check-in by member of staff for pupil and family - attendance action plan to be considered if necessary

Appendix 2 – National Framework for Fixed Penalty Notice Summary

SUFFOLK COUNTY COUNCIL

Penalty Notice Fines for School Attendance are changing from 19th August 2024

With the introduction of the new National Framework for Penalty Notices issued by DfE, the following changes will come into force for School Penalty Notice Fines issued after 19th August 2024.

National Threshold

There will be a single consistent national threshold for when a penalty notice must be considered by all schools in England of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period.

These sessions do not have to be consecutive and can be made up of a combination of any type of unauthorised absence.

The 10-school week period can span different terms or school years.

Please note: The DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance.

First Offence

The first time a Penalty Notice is issued for unauthorised absence the amount will be:

£160 per parent, per child paid within 28 days.

Reduced to £80 per parent, per child if paid within 21 days.

Per Parent*, Per Child

Penalty Notice Fines are issued to each parent*, for each child that was absent.

For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

Second Offence (within 3 years)

The Second time a Penalty Notice is issued for unauthorised absence the amount will be:

£160 per parent, per child paid within 28 days.

*Parent

Section 576 of the Education Act 1996 defines "parent" as:

- All natural (biological) parents, whether they are married or not.
- Any person who, although not a natural parent, has parental responsibility for a child or young person.
- Any person who, although not a natural parent, has care of a child or young person.

Third Offence and Any Further Offences (within 3 years)

The third time an offence is committed a Penalty Notice will not be issued and the case could be presented straight to the Magistrate's Court. Prosecution can result in Criminal records and fines of up to £2,500

Cases found guilty in Magistrates' Court may show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.

Appendix 3 – Attendance Codes for Absence

Authorised Absence Codes

Code	What the code stands for	Additional information
Code I	Illness	Not medical or dental appointment
Code C1	Authorised Leave to attend regulated performance	Agreed in advance through the leave of absence process
Code C2	Authorised Absence (part time timetable)	pupil should temporarily be educated on a part-time basis, their timetable does not require them to attend.
Code C	Authorised Absence	For any other purpose at the discretion of the headteacher
Code K	Attending another educational provision	The pupil is attending a place, other than the school or another school at which they are a registered pupil, for educational provision arranged by a local authority
Code L	Late	Before register closes
Code E	Exclusion	
Code M	Medical Appointment	For appointment time only.
Code R	Religious Observance	
Code T	Traveller absence	Parent travelling for occupational purposes or no fixed abode eg travelling circus and must be dual registered

Unauthorised Absence Codes

Code	What the code stands for	Additional information
Code U	Unauthorised Late	After register closes
Code G	Unauthorised Holiday	Denied in advance through the leave of absence process (or when not informed)
Code N	No reason given at the time of absence	No more than 5 working days and then converted to Code O
Code O	no reason established	

Attending Approved Educational Activities

Code	What the code stands for	Additional information
Code D	Dual Registered at Another School	
Code B	Offsite educational activity	Y6 taster days at secondary school (as part of transition) School to contact to check pupils have arrived. If not, then usual absence processes follow
Code J1	Interview with prospective employers	To enable Y5/6 pupils to visit a secondary school To enable other pupils to visit schools for a tour to support transfer to new school

Code P	Supervised Sporting Activity	For pupils taking part in national sports activities
Code V	Educational visit or trip	School organised trips and visits (including residential)

Unable to attend due to exceptional circumstances

Code Y	Unable to attend due to exceptional circumstances	School site is closed e.g. snow day Transport provided is not available Widespread disruption to travel Pupil in custody
Code Y1	School transport not able to collect	
Code Y2	Widespread disruption to travel caused by local emergency	

Administering Codes

Code X	Non-compulsory school age not required to be in school	Agreed part time school placement for 4 year olds.
Code Z	Prospective pupil not an admission register	To enable schools to set up pupils before they arrive in September
Code #	Planned whole or partial school closure	Half terms Bank holidays PD Days