St Nicholas CE Primary School Attendance Policy

Date: Summer 2022

Review: Summer 2024

Attendance Policy
St Nicholas CE Primary School

Commitment to Attendance

The staff of St Nicholas Primary School are committed, in partnership with the parents/carers, pupils, governors, trustees of The Keys Academy Trust and the Local Authority, to provide an education of the highest standard for all our children.

Our vision is to build strong foundations for our pupils to enable all in our school community to flourish. At St Nicholas, we want to give all our pupils strong foundations for the future. We believe that regular attendance is essential to achieving this. Research clearly demonstrates the link between regular attendance and educational progress and attainment. As a school, we encourage parents to ensure their children achieve the maximum possible attendance and any issues that may prevent this are brought to the attention of school staff promptly. Clear expectations of daily attendance and routines that support children to achieve this, at an early age, will help pupils throughout their school life.

Aims

At St Nicholas we aim to:

- Create a culture in which good attendance is expected as the norm
- Maintain high levels of attendance and minimise persistent attendance (below 90%)
- Maintain effective communication regarding attendance between home and school
- Demonstrate that good attendance and punctuality is valued by the school

Attendance Targets and Registers

- We aim to keep whole school attendance above 96%
- We understand that the rules governing the maintenance of registers, including removal from roll, are contained in the Education (Pupil Registration) (England) Regulations 2006. Attendance registers are legal documents that may be required as evidence in Court cases. (See ANNEX A, Appendix B)

Leadership and Management

To build strong foundations for our pupils to enable all in our school community to flourish, we will:

- Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by all staff, pupils and families.

- Make sure all staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.
- Expect good attendance and punctuality from all members of the school community and make sure that all pupils understand its importance.
- Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower all staff to take responsibility for attendance.
- Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.
- Have a designated attendance champion, Mrs Hilling, Head of School with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.
- Make sure staff receive professional development and support to deploy attendance systems effectively.
- Governors should have an accurate view of school attendance and engage in escalation procedures where appropriate.
- Creatively use the Pupil Premium Grant and any other funding to support groups of pupils at risk of persistent absence

The Head of School is responsible for:

▪ the implementation of the policy.

▪ all staff knowing and understanding their responsibilities for attendance. To implement the correct training for all staff

▪ agreeing whether an absence should be authorised. The power to authorise an absence rest with the Head of School or delegated person within the school, and not with parents or the local authority – **see Appendix A for circumstances under which an absence will be authorised;**

▪ working actively to maximise attendance rates, both in relation to individual pupils and the pupil body as a whole.

▪ having clear policies in place to address persistent absence.

▪ ensuring that all staff adopt a consistent approach in dealing with absence and lateness.

▪ Implementing a system for all parents to report a child's absence.

▪ reporting to the Governing Body the attendance figures and progress to achieving the set targets.

▪ reminding all parents of their commitment to this policy.

▪ Building respectful relationships with all staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school.

▪ Communicating openly and honestly with all staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.

▪ Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.

▪ Modelling respectful relationships and appropriate communication for all staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:

- treat all pupils with dignity
- build relationships rooted in mutual respect and observe proper boundaries
- take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
- handle confidential information sensitively

▪ understanding the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils particularly for children with a social worker and those who have experienced adversity

▪ delivering clear messages about expectations, routines and consequences to new pupils and families through prospectus and admission/transition events

▪ using physical presence to reinforce routines and expectations on arrival and departure

▪ regularly communicating expectations for attendance and punctuality and school performance through your regular channels of communication with staff, pupils and parents

▪ establishing and monitoring implementation of rewards for attendance and punctuality and sanctions for absence and lateness

▪ monitoring implementation of policy and practice, for example through meeting and greeting late arrivals

▪ engaging community businesses, partners, and residents to promote attendance and report non-attendance

▪ monitoring whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions

▪ establishing, implementing, and monitoring robust arrangements to identify, report and support children missing education (CME)

▪ developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND)

▪ engaging all pupils in consultation on attendance policy, practice, rewards and sanctions

▪ Ensuring that parents fully understand the demands and responsibilities of elective home education

Teachers are responsible for:

▪ setting an example of punctuality and good attendance.

▪ implementing the policy;

▪ ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date;

▪ monitoring class and individual attendance patterns;

▪ informing the school office of any concerns;

▪ emphasising with children the importance of punctuality and good attendance.

▪ reminding parents of their commitment to this policy.

▪ Building respectful relationships with all staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school.

▪ Communicating openly and honestly with all staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.

▪ Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.

▪ Modelling respectful relationships and appropriate communication for all staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture.

All staff members should:

- treat pupils with dignity
- build relationships rooted in mutual respect and observe proper boundaries
- take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
- handle confidential information sensitively
- understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils particularly for children with a social worker and those who have experienced adversity
- communicate effectively with all families regarding pupils' attendance and well-being
- rehearse and reinforce attendance and punctuality expectations continually
- emphasise the importance of attendance and its impact on attainment
- promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom
- promote rewards and celebrate progress but continue to outline sanctions
- apply rewards and sanctions consistently

- follow up on absence and lateness with pupils to identify barriers and reasons for absence
- contact parents and carers regarding absence and punctuality
- review form or tutor group attendance weekly to share data, identify issues, intervene early and help set targets
- periodically review practice and consistency both across and between phases
- proactively promote attendance practice as part of staff induction
- consider the individual needs and vulnerabilities of pupils

Pupils at risk of persistent absence

Staff at St Nicholas will:

• welcome pupils back following an absence and provide good catch-up support to build confidence and bridge gaps. This could include:

- lesson resources
- buddy support
- one to one input

• meet with parents/pupils to discuss absence, patterns, barriers and problems

• establish action plans to remove barriers, provide additional support and set targets. This could include:

- lunchtime arrangements
- support from our Parent Support Link re emotional wellbeing
- lead daily or weekly check-ins to review progress and the impact of support
- making regular contact with families to discuss progress

• consider what support for re-engagement might be needed, including for vulnerable groups

Pupils who are persistently absent

Staff at St Nicholas will:

• prepare supporting resources to ensure pupils can access learning when they return

• develop targeted intervention to address gaps and build pupils' confidence (including considering small group additional support)

• contribute to action plans which attendance staff draw together where appropriate

• provide tailored praise and encouragement when pupils attend and arrive on time

Parents/Carers

Parents /Carers are responsible in law for ensuring that their children of compulsory school age receive an efficient education suitable to their age, ability, aptitude and any special educational needs that they may have. Most parents fulfil this responsibility by registering their children at a school.

Parents whose children are registered at a school are responsible for ensuring that their children attend and stay at school.

Parents/Carers are also responsible for:

▪ ensuring that their children are punctual and know the importance of good attendance.

▪ instilling in their children an appreciation of the importance of attending school regularly.

▪ impressing upon their children the need to observe the school's code of conduct.

▪ informing the school on the first day of absence, by 9.30 am at the latest.

▪ providing the school with an explanation for the absence on the day of absence.

▪ informing the school of any changes to their contact details.

▪ Providing full emergency contact details and expect them to be used if no contact can be made during absences

▪ taking an active interest in their children's school career, praising and encouraging good work and behaviour and attending parent's evenings and other relevant meetings.

▪ working in partnership with the school to resolve issues which may lead to non-attendance.

▪ avoiding arranging medical/dental appointments during school hours.

▪ not booking holidays during term-time.

▪ treating staff with respect

▪ actively supporting the work of the school

▪ calling on staff for help when they need it

▪ communicating as early as possible circumstances which may affect absence or require support

▪ Proactively engaging with support offered

Definition of a Parent:

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

- All natural parents, whether they are married or not

- Any person who, although not a natural parent, has parental responsibility for a child

- Any person who, although not a natural parent, has care of a child (having care of a child 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 in education law.

We expect that all pupils will:

- Attend school every day for the entire duration of the academic year unless there are good reasons for their absence;
- Arrive at school on time;
- Be appropriately prepared for the day; and
- Bring to the attention of their class teacher or an appropriate member of staff any issues that may affect their school attendance

Attendance Lead (SLT) with School Attendance Officer

The School Attendance Lead/School Attendance Officer is responsible for:

▪ implementing the policy with the Head; School attendance, safeguarding and pastoral support policies should clearly outline:

- the key principles
- rules pupils need to follow
- routines
- consequence systems

▪ Sharing good practice and incentivising staff

▪ Training staff in processes and sharing case studies

▪ Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families.

▪ Robust school systems which provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:

▪ Children who have a social worker including looked-after children

- young carers
- children who are eligible for free school meals
- children who speak English as a second language
- children who have special educational needs and disabilities

▪ Keeping the Head and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of all pupils and to implement attendance procedures

▪ Compiling attendance data for the Head, the Governing Body and the Education Welfare Officer

▪ Ensuring registers are distributed to the teaching staff and are kept up to date;

▪ Consultations with the Education Welfare Officer.

▪ Contacting parents if they have not reported their child's absence by 9.30 am.

▪ Sending a letter if no contact is made and ensuring processes are in place to address attendance concerns at the earliest opportunity

▪ Arranging meetings with parents to ensure clear channels of communication are in place and offer support/interventions where necessary.

▪ Ensure all meetings/communications are clearly recorded and shared with families

▪ Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.

▪ The escalation of procedures to address absence needs to be:

- understood by pupils, parents and carers
- implemented consistently
- reviewed regularly

• Ensuring that the Local Authority is notified of any pupil who fails to attend school regularly via an EWS General Reporting Form (CME and Exit) 2021

Attendance Officer/Admin Team/Designated Safeguarding Leads will:

▪ Ensure accurate coding of registers

▪ provide appropriate support and challenge to establish good registration practice

▪ carry out robust first day calling procedures including priority routine for vulnerable children including children with a social worker

▪ undertake home visits in line with your policy to engage families and ensure children are safe

▪ identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies

▪ implement punctuality routines such as late gate or sign in procedures

▪ implement children missing education (CME) procedures when appropriate – see below

▪ ensure that parents fully understand the demands and responsibilities of elective home education (EHE) – see below

Pupils at risk of persistent absence

▪ class teachers to monitor weekly attendance and alert SLT/DSLs/Inclusion Leader so that timely intervention may take place.

▪ Attendance Officer to initiate and oversee the administration of absence procedures. This could include:

- letters home
- attendance panels

▪ engagement with local authorities and other external agencies and partners

▪ work with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and find methods that work and are understood

▪ consider with family a personal support plan for attendance

▪ consideration if further interventions are required in line with the statutory guidance on parental responsibility measures

▪ provide regular reports to leaders on the at-risk cohort

▪ provide regular reports/caseloads to Education Welfare Service or independent attendance organisations to raise awareness of emerging at-risk pupils

Pupils who are persistently absent

▪ develop and implement persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines with SMART targets that are shared

▪ identify tailored intervention which meets the needs of the pupil, for example:

- mentoring
- Integration plans building on positives
- out of hours learning
- alternative provision where appropriate

▪ lead daily or weekly check-ins to review progress and impact of support

▪ make regular contact with families to discuss progress

▪ consider with family the use of a personal support plan for attendance

▪ hold regular meetings or reviews of caseload with the Education Welfare Service, external partners and alternative providers to check on welfare and review progress

▪ liaise with school leaders (DSLs, Inclusion Leader, Parent Support Link) on referrals to external agencies and multi-agency assessments

▪ coordinate and contribute to multi-agency meetings to review progress and agree on actions

▪ work in partnership with Education Welfare Service and other agencies to ensure the appropriate use of statutory parental responsibility measures

▪ provide regular reports to leaders on the impact of action plans and interventions

▪ create and actively engage with parenting contracts

Intervention

▪ Deliver intervention in a targeted way, in response to data or intelligence.

▪ Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence (register inspections, code analysis, cohort and group monitoring, punctuality, lesson attendance across subjects and benchmarking).

▪ Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.

▪ Create action plans in partnership with families and other agencies that may be supporting families, for example, children's social care and early help services.

▪ Commission or deliver interventions to improve attendance.

▪ Monitor the impact of any intervention, adjusting if necessary and using findings to inform future strategy.

▪ Where interventions fail to address attendance issues, identify the reasons why and, where appropriate, change or adjust the intervention.

▪ Follow local authority codes of conduct, policies and procedures and make referrals for statutory intervention when interventions have not resulted in improved attendance and relevant triggers / thresholds are met

▪ Work with other schools in the local area such as schools previously attended and the schools of any siblings to support joint working

▪ 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

▪ Attend any training events/Network meeting with the Local Authority and local schools to share effective practice where there are common barriers to attendance

▪ make timely referrals

▪ Ensure that all plans are written up and shared with the family making clear decisions, actions, targets and review date

▪ create and actively engage with parenting contracts

Parental Responsibility Measures

The Local Authority Education Welfare Service offers a traded service to ALL schools to provide specialised attendance support and administer the parental responsibility measures for attendance which include:

- Parenting Contracts
- Fixed Penalty Notices
- Education Supervision Orders
- Fast Track intervention
- Prosecution
- Application for Parenting Orders as an auxiliary Order

In addition to this the Education Welfare Service provides:

▪ Case work and addressing barriers to education

▪ Exclusion information & guidance including attendance at a GDC and supplementary Local Authority Statement

▪ Complete an annual register audit and submit a written report to the school

▪ Provide training, surgeries, and network meeting opportunities to share good practice

▪ Supporting the school with Persistent Absence reduction

▪ Helping the school become Ofsted ready

▪ Establishing effective home-school links

▪ Through regular consultations, supporting early recognition and intervention of attendance concerns

▪ Representation of schools in a range of multi-agency forums

▪ Coordination of enforced attendance

▪ Training and advice to school staff

▪ Advice and Guidance on attendance matters

Thresholds for referrals to the Education Welfare Service under traded service are through regular consultation with the school and where:

- The pupil is persistently absent (under 90%)

- Most absences are unauthorised
- The school can evidence that early intervention has been completed with the family and absences continue to cause concern

Where support is not successful, not engaged with or not appropriate, legal intervention remains an important part of local authorities' powers to protect every child's right to a full-time education.

Encouraging Good Attendance

The school encourages good attendance by:

• Using clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences. Makes sure these systems are inclusive and appropriate for all pupils.

• publicising good attendance during assemblies, newsletters and the termly report to the Governing Body.

Punctuality Measures

The office staff monitor lateness.

They inform:

▪ the Head/SLT/Teachers of patterns of lateness.

▪ parents of the school's concerns and arrange a meeting so that the problem can be addressed.

Process:

▪ The School gates are opened at 8.35 am; and pupils are then expected to enter the school building and make their way to their classroom with their class teacher.

▪ Children who arrive after 8.55 am must be signed in by school for purposes of emergency evacuation etc.

▪ Pupils who arrive between 8.55 am and 9.05 am will be marked as 'late' but counted as present for that session (Code L).

▪ Pupils who arrive after the register has closed at 9.15 am and parent provides a satisfactory explanation will be marked as 'authorised absent' for that session.

▪ Pupils who arrive after the register has closed and parent fails to provide a satisfactory explanation will be marked as 'unauthorised absent' for that session (Code U)

▪ Follow the LA Penalty Notice code of conduct for lateness

Pupils Leaving During the School Day

- Pupils are not allowed to leave the premises without prior permission from the school.

- Parents/carers should arrange medical, dental and other appointments outside of school time unless it is an emergency. Parents/carers are requested to confirm in writing the reason for any planned absence, the time of leaving and the expected return time.
- Pupils must be signed out at Reception/School Office on leaving the school and signed back in on their return.
- When a pupil is being collected from school, parents/carers are requested to report to Reception/School Office before the pupil is allowed to leave the site.
- If a pupil leaves the school site without permission their parents/carers will be contacted. Should the school be unable to make contact with the family it may be appropriate, in certain circumstances, to contact the Police and register the pupil as a missing person or contact Social Services.

Pupils at Risk of Persistent Absence (Under 90%)

Persistent absence occurs when a child's attendance falls below 90%. Absenteeism at this level will considerably damage a pupil's educational prospects and the school will work alongside parents/carers to tackle this issue by:

• establishing robust escalation procedures which are initiated before absence becomes a problem, for example by:

- sending letters to parents and carers
- having a weekly review
- creating attendance clinics/panels
- Use of Personal Support Plans and Attendance Improvement plans
- Setting realistic targets
- Using SMART targets/actions for all involved
- engaging with local authority attendance teams and/or independent attendance organisations
- using fixed penalty notices
- engaging with children's social care staff, including Virtual School Heads and social workers where appropriate
- establishing a range of evidence-based interventions to address barriers to attendance
- monitoring the implementation and quality of escalation procedures (and intervention), for example:
- having a review and clinic/panel drop in
- sampling of case files
- evaluating the impact of escalation procedures and seeking robust evidence of the escalation procedures that work and that reflect the school context best o attending or leading on attendance reviews and panels/clinics in line with escalation procedures
- engaging governors in attendance panels to reinforce messages and outline relevance in terms of training and employment.

Pupils who are Persistently Absent (Under 90%)

▪ establish clear and effective service level agreements with external partners to support pupils with persistent absence, including:

- ▪ local authority Education Welfare Service or independent attendance organisations
- ▪ alternative providers
- ▪ youth services
- ▪ school nursing and mental health professionals
- ▪ children's social care staff where appropriate

▪ establish good relationships with a network of voluntary organisations and charities to support vulnerable pupils including those with persistent absence, for example:

- ▪ mental health charities
- ▪ mentoring organisations
- ▪ young carers association
- ▪ engage in or lead on attendance reviews and clinics in line with escalation procedures

Where a pupil has missed **10** school days then the school will:

- Carry out parent meeting or arrange a home visit
- Apply strategies to improve attendance
- Apply safeguarding strategies
- Focus on the views of parent and pupil
- Make Child Missing Education referral to notify the LA
- Ensure lead professional is assigned

Where a pupil has missed **20** school days then the school will:

- Update and resubmit the Child Missing Education referral to notify the LA
- Continue communication with parent/pupil
- Ensure plans are in place to improve attendance

Where a pupil has missed 20 school days the LA will:

- Register the pupil as Child Missing Education
- Liaise with the school regarding progress offering support and guidance
- Provide Case work where traded service is in place
- Carry out safeguarding duties

Absence

• Holidays during term time – changes to legislation which came into force in September 2013 made clear that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. If there are exceptional circumstances behind your request, you should discuss these with the Headteacher.

• Religious Observance – a maximum of 1 day's absence is allowed for recognised religious observance and only where the observance is recognised by the religious body

• Medical, Dental or Hospital Appointments – please ensure these appointments take place out of school time in order not to disrupt your child's education.

• Absence due to bereavement will be assessed on an individual basis but likely to be a maximum of 3 days absence

Changing Schools

It is important that if parents/carers decide to send their child to a different school that they inform the School Office of the name of the new school in writing as soon as possible. A pupil will not be removed from our school roll until the following information has been received and investigated:

- The date the pupil will be leaving the school and starting the next;
- The address of the new school; and
- A new home address if appropriate is supplied.

The pupil's school records will then be sent to the new school. If the school has not been informed of the above information, the family will be referred to the Education Welfare Service and after four weeks the pupil will be registered on the S2S website as a Pupil Missing Education.

Fixed Penalty Notices (FPNs)

The school refers cases that meet the local authority PN code of conduct in relation to unauthorised absence.

You must get permission from the Head of School if you want to take your child out of school during term time.

You can only do this if:

- You make an application to the Head of School in advance
- There are exceptional circumstances

The Department of Education issued to schools that as of September 2013 holidays in term time should only be authorised if there are "**exceptional**" circumstances.

The school Head of School will determine whether the circumstances are exceptional or not. Please note that there is no automatic right to take a holiday in term time. The Head of School will decide how many days your child can be away from school if leave is granted.

Should you feel that you have "exceptional" reasons for applying, please contact your child's school at the earliest opportunity and use the appropriate school form. Whilst the cost of a holiday might be an issue it is not considered to be sufficient to be an exceptional reason.

Please be aware that unauthorised holiday absence of 5 days or more can now result in the issuing of a Penalty Notice which carries a fine of £60 or if not paid after 21 days, then the fine is doubled to £120 and court prosecution if unpaid after 28 days. Penalty Notices are served per parent, per child.

More information and the code of conduct can be found Holidays in Term-Time & Penalty Notices (wokingham.gov.uk)

Part-time Timetables

• The Local authority has published guidance for all schools, on the use of part-time timetables for pupils of compulsory school age (the term after their fifth birthday to the last Friday in June following their 16th birthday) Policies, Procedures and Guidance Library (wokingham.gov.uk)

• All schools are required to return information on children who are on part-time tables every half term via the Data Collection from Wokingham Borough Council

Elective Home Education

All children have the right of fair access to a suitable and effective full-time education, however there is no legal requirement for this to take place in a school setting. Families are permitted to provide an education for their children at home if they choose to do so, rather than sending them to school full-time (Section 7 of the Education Act 1996). This is referred to as Elective Home Education (EHE).

- The school will not actively encourage parents to Electively Home Educate.
- If the school receives information that a parent is considering Elective Home Education, then they must inform the Local Authority and arrange a meeting with the parent, school and Local Authority representative to ensure the parent is fully informed.
- If a parent submits written application to remove a pupil from the school roll the school must notify the Local Authority at the point at which the regulation for removal has been met.
- The Local Authority will then follow their policies and procedures in relation to Elective Home Education
- Where a pupil has an EHCP then the pupil can only be removed from roll with the Local Authority authorisation and therefore an emergency annual review should be called by the school to address placement.

Monitoring

We believe that this policy will be effective only if it is consistently monitored across the whole school whereby attendance is everyone's responsibility.

Appendix A

Absences will be authorised if:

- The pupil is absent with leave as agreed by the Head of School.
- The pupil is ill and has not been asked to provide proof of absence.
- The absence occurs on a day exclusively set aside for religious observance by the religious body to which the pupil's parent belongs.
- The pupil is the child of Traveller parents who are known to be travelling for occupational purposes and have agreed this with the school but it is not known whether the pupil is attending alternative provision.
- There is a close family bereavement.
- Leave of absence has been applied for in advance and has been granted because of exceptional circumstances relating to the application (parents cannot expect, as of right, that the school will grant leave of absence). See Appendix D
- Leave of absence to allow a pupil to take part in a performance within the meaning of s37 of the Children and Young Persons Act 1963 © for which a child performance licence has been issued. HCC will not issue a child performance licence where absence is required without the written permission of the Head of School.

Only the school can authorise an absence. The fact that a parent has provided a note or other explanation (telephone call or personal contact) in relation to a particular absence does not, of itself, oblige the school to accept it, if the school does not accept the explanation offered as a valid reason for absence. If, after further investigation doubt remains about the explanation offered – or when no explanation is forthcoming at all – the absence will be treated as unauthorised and the parent informed.

Appendix B

Annex A: Grounds for deleting a pupil from the school admission register

Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended

1	8(1)(a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2	8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.
3	8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.
6	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.

7	8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and — (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
9	8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
10	8(1)(j) - that the pupil has died.
11	8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and— (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form.
12	8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school.
13	8(1)(m) - that he has been permanently excluded from the school.
14	8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.
15	8(1)(o) where— (i) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

Appendix C

Further sources of information:

Relevant legislation

The Education (Pupil Registration) (England) Regulations 2006

The Education (Pupil Registration) (England) (Amendment) Regulations 2010

The Education (Pupil Registration) (England) (Amendment) Regulations 2011

The Education (Pupil Registration) (England) (Amendment) Regulations 2013

The Education (Pupil Registration) (England) (Amendment) Regulations 2016

The Education Act 2002

The Education (School Day and School Year) (England) Regulations 1999

The Changing of School Session Times (England) (Revocation) Regulations 2011

The Education and Inspections Act 2006

Other DfE guidance

Parental responsibility measures for school attendance and behaviour

Children missing education

Keeping children safe in education

Appendix C: Leave of Absence Request Form

St Nicholas CE Primary School
LEAVE OF ABSENCE REQUEST FORM

Please be advised the Department of Education has advised schools' to only authorise leave of absence/holidays in **exceptional circumstances** hence School will not approve any absence in term time, except in such circumstances. Please complete the section below and return to school **at least one month** before the requested absence. School will endeavour to respond to your request within 5 working days. If approved your child will be expected to collect and complete all missed work. Please note that taking your child away during the school term is detrimental to educational progress

Please be aware that if holidays are taken without approval, this information will be passed to our Education Welfare Officer and a Penalty Notice may be issued without further warning. Payment of a Penalty Notice within 21 days is £60, between 22 and 28 days is £120. Penalty notices are issued to each parent per child More details at www.wokingham.gov.uk/penaltynotices or from the Education Welfare Service. Failure to pay the fine will result in the matter being taken to court.

Pupil's name……. Year ……

Reason for absence in term time? (This must be completed) If the absence is for religious observance, please include the name and contact details of your place of worship.

……
……
……

Absence Period from (1st day of absence)……to (return date to school)……

Number of school days to be missed ……

Sibling details Name(s)/School(s)
……

Signature of Parent(s)/Guardian…….. Date……

Name of Parent(s)/Guardian (please print)……..

School use only

Attendance ……..% Unauthorised absence ……..% Authorised absence……%

Previous Year's Attendance……% has holiday already been taken this school year? Yes / No

School Response

Your request for leave of absence has been considered and has/has not been approved for

Name of Pupil: …… Class:…….

Signed:…… Date:……..