Attendance Policy

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Introduction

We believe that every child at Belvedere Infant and Junior Schools have a fundamental right to be educated with good attendance being the key to personal development, learning and achievement in all areas. Parents, carers and teachers have a duty to encourage maximum attendance at school.

The Law on Attendance

You must make sure your child gets a full-time education that meets their needs (for example if they have special educational needs). You can send your child to school or educate them yourself.

Children must get an education between the school term after their 5th birthday and the last Friday in June in the school year they turn 16.

The Education Act 1996 places a duty on parents/carers to ensure that their children are 'properly educated, either at school or otherwise'. Children must remain in full-time education for as long as they are of compulsory school age. There is no entitlement for pupils to be granted leave of absence for holidays during term time. Under the Education Regulations (1995), the Governing Body are responsible for making sure the school keeps an attendance register that records which pupils are present at the start of both the morning and the afternoon sessions of the school day. The register will also indicate whether the absence was authorised or unauthorised.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- School Attendance (Pupil Registration) (England) Regulations 2024
- Working together to improve school attendance August 2024
- Education (Penalty Notices) (England) (Amendment) Regulations 2024
- Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024.
- Education Act 1996
- Equality Act 2010
- Data Protection Act 2018
- DfE (2013) 'Ensuring a good education for children who cannot attend school because of health needs'
- DfE (2015) 'Supporting pupils at school with medical conditions'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Children Missing Education Policy
- Data Protection Policy
- Records Management Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

Rationale

At our school we are committed to:

- supporting parents / carers to perform their legal duty;
- encouraging children to take full advantage of their educational opportunities by attending regularly and in taking pride in their attendance and punctuality;
- working in partnership with parents, carers, our Deputy Headteachers, Designated Safeguarding Lead, Attendance Officers and the Educational Welfare Agency (WPA) to address difficulties and recognise external factors which influence pupil attendance;
- identifying patterns of non-attendance at an early stage and working to resolve personal/social difficulties;
- following efficiently, the school systems for accurate recording and monitoring of attendance and punctuality.

Definitions

Authorised Absence

'Authorised Absence' means that the school has given approval for the pupil to be away from school. Where possible, the school must be notified in advance of this. We appreciate though, that sometimes this is not possible, for instance, when a child is poorly. Only the school can make an absence authorised. Parents/carers do not have this authority. Consequently, not all absences supported by parents/carers will be authorised.

Unauthorised Absence

An 'Unauthorised Absence' is classified as unauthorised when a child is away from school without the combined permission of both the school and a parent/carer. Therefore, the absence is unauthorised if a child is away from school and the school is not satisfied that the reason given for the absence is justified, even with the support of a parent. Should one sibling be poorly and not in school, we would expect to see the other sibling(s) in school if they are well enough.

Procedures

The following procedures are in place and must be adhered to, to ensure that we are able to monitor attendance and punctuality effectively.

Attendance Register

The school uses Arbor to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Designated staff members will take the attendance register at the start of each school day and at the start of the afternoon session. This register will record whether pupils are:

- Present.
- Absent.
- Attending an approved educational visit.
- Unable to attend due to exceptional circumstances.

The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:

- # = planned whole school closure
- / = Present in the morning
- \ = Present in the afternoon
- L = Late arrival before the register has closed
- C = Leave of absence granted by the school for exceptional circumstances
- S = Study leave
- C1 = Leave of absence for participating in a regulated performance or employment abroad
- C2 = Leave of absence for part-time pupils
- E = Suspended or permanently excluded but no alternative provision made
- J1 = Leave of absence for job or education interviews
- I = Illness

- M = Medical or dental appointments
- K = Attending provision arranged by the LA
- R = Religious observance
- B = Off-site education activity
- G = Unauthorised holiday
- O = Unauthorised absence
- U = Arrived after registration closed
- N = Reason not yet provided
- X = Not required to be in school
- T = Traveller absence
- Q = Absent due to a lack of access arrangements or due to the pupil having to attend a school that does not qualify for travel arrangements and is more than walking distance from where they live.
- V = Educational visit or trip
- P = Participating in a supervised sporting activity, recognised by the school, trust and local authority
- D = Dual registered – at another educational establishment
- W = Attending work experience
- Y1 = Absent due to their regular transport not being available
- Y2 = Absent due to travel disruption
- Y3 = Absent due to part of the school premises being closed
- Y4 = Absent due to the school site being closed
- Y5 = Absent due to being in criminal justice detention
- Y6 = Absent due to public health guidance or law, despite the pupil being well enough to attend
- Y7 unable to attend due to other avoidable cause (must affect the pupil NOT the parent)
- Z = Pupil not on admission register=

When the school has planned in advance to be fully or partially closed, the code '#' will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.

Where there is more than one afternoon session, and therefore the attendance register is taken more than once in the same afternoon, the school will use the codes from the last afternoon session as the basis for its statistical attendance data.

Pupils who are absent from school but are receiving remote education for any reason will be marked as absent in the register.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.
Every entry received into the attendance register will be preserved for three years.

Authorising parental absence requests

Parents will be required to request certain types of absence in advance. All requests for absence will be handled by the headteacher – the decision to grant or refuse the request will be at the sole discretion of the headteacher, taking the best interests of the pupil and the impact on the pupil's education into account. The headteacher's decision is not subject to appeal; however, the school will be sympathetic to requests for absence by parents, and will not deny any request without good reason.

Leave of absence

The school will only grant a pupil a leave of absence in exceptional circumstances. In order to have requests for a leave of absence considered, the school will expect parents to **contact the headteacher in writing at least two weeks** prior to the proposed start date of the leave of absence, providing the reason for the proposed absence and the dates during which the absence would be expected to occur.

Any requests for leave during term time will be considered on an individual basis and the pupil's previous attendance record will be taken into account. Where the absence is granted, the headteacher will determine the length of time that the pupil can be away from school. The school is not likely to grant leaves of absence for the purposes of family holidays.

Requests for leave will not be granted in the following circumstances:

- Immediately before and during statutory assessment periods
- When a pupil's attendance record shows any unauthorised absence
- Where a pupil's authorised absence record is already above 10 percent for any reason

If term-time leave is not granted, taking a pupil out of school will be recorded as an unauthorised absence and may result in sanctions, such as a penalty notice. The school cannot grant leaves of absence retrospectively; therefore, any absences that were not approved by the school in advance will be marked as unauthorised.

Illness and healthcare appointments

Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents will be expected to obtain approval for their child's absence to attend such appointments as far in advance as is practicable. Parents will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment.

Performances and activities, including paid work

The school will ensure that all pupils engaging in performances or activities, whether they receive payment or not, which require them to be absent from school, understand that they will be required to obtain a licence from the LA which authorises the school's absence(s).

Additional arrangements will be made by the school for pupils engaging in performances or activities that require them to be absent from school to ensure they do not fall behind in their education – this may involve private teaching. These arrangements will be approved by the LA who will ensure that the arrangements are suitable for the pupil.

The pupil will receive education that, when taken together over the term of the licence, amounts to a minimum of three hours per day that the pupil would be required to attend a school maintained by the LA issuing the licence. This requirement will be met by ensuring a pupil receives an education:

- For not less than six hours a week; and
- During each complete period of four weeks (or if there is a period of less than four weeks, then during that period), for periods of time not less than three hours a day; and
- On days where the pupil would be required to attend school if they were attending a school maintained by the LA; and
- For not more than five hours on any such day.

Where a licence has been granted by the LA and it specifies dates of absence, no further authorisation will be needed from the school. Where an application does not specify dates, and it has been approved by the LA, it is at the discretion of the headteacher to authorise the leave of absence for each day. The headteacher will not authorise any absences which would mean that a pupil's attendance would fall below 96 percent. Where a licence has not been obtained, the headteacher will not authorise any absence for a performance or activity.

Religious observance

Parents will be expected to request absence for religious observance at least two weeks in advance.

The school will only accept requests from parents for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school will define this as a day where the pupil's parents would be expected by an established religious body to stay away from their employment to mark the occasion.

The school may seek advice from the religious body in question where there is doubt over the request.

Gypsy, Roma and Traveller absence

Where a pupil's parent belongs to a community covered by this code and is travelling for occupational purposes, the parent will be expected to request a leave of absence for their child at least two weeks in advance. Absences will not be granted for pupils from these communities under this code for reasons other than travel for occupational purposes.

Registration

Children must attend school punctually and regularly:

- Nursery AM start at 8.30 am – gates open at 8.25am and close at 8.35am
- Nursery PM start at 12.30pm – gates open 12.25pm and close at 12.35pm
- KS1 (Reception classes and Years 1 and 2) start at 8.55am.
- KS2 (Years 3-6) start at 8.55am.

The school gates open at 8.35am for Reception and KS1 and 8.45am for KS2 each day and children are expected to be in class by 8.55am when the register will be taken. Registers will close at 9.00am. Any child arriving after 9.00am must be signed in by their parent/carer at the school office and will be marked as late in the register with an 'L' code.

Any arrival after 9.30am will be marked as 'unauthorised absence' with a 'U' code (unless the child is late because of a valid, agreed prior appointment).

Reporting an Absence

If a child is absent, there are only two methods for reporting this:

Infant Child

- Call the school office on 0208 311 9092 and press 1 to report a child absence, please leave a voicemail if necessary.
- Email the school office at admin@belvedere-inf.bexley.sch.uk with your child's name, class and details of their illness.

Junior Child

- Call the school office on 01322 431404 and press 1 to report a child absence, please leave a voicemail if necessary.
- Email the school office at admin@bjs.bexley.sch.uk with your child's name, class and details of their illness.

Messages must state the child's full name, class and exact details of all symptoms - 'not feeling well' or 'feeling tired' are not symptoms.

If your child has minor symptoms for example, sniffles, feeling fatigued, they are expected to attend school.

We will of course monitor them, and contact parents/carers should we feel the need to. Alternatively, should your child wake up poorly and their symptoms improve, they should then be brought to school even though they may have missed morning registration as they will receive their afternoon session mark.

Parents are required to notify the school of their child's absence using either of the above two reporting methods by 9.00am on each day of absence.

Late Attendance

Parents must make every effort to have their children in school at the correct time to ensure they do not miss key learning. If your child is noted as being late to school frequently, an email will be sent to parents/carers to bring the lateness to their attention as a first stage. If the lateness persists, a formal letter will be sent by the Attendance Officer reminding parents/carers of their responsibility to ensure children arrive at school on time each day. Should there be no improvement, the Headteacher will write personally to the parents/carers and may decide to refer the matter to the Education Welfare Officer. See Appendixes 1 and 2 for examples of these letters.

Concerns around Attendance and Punctuality

If we do not receive communication via a telephone call or voice message on the first day of absence by 9.00am, we will send a message to the parent/carer via Arbor requesting the reason as to why the child is not in school. If no response is forthcoming within 30 mins, a phone call home will be made. Then the absence will be recorded as unauthorised ('O' code) on their attendance record.

If we have previous concerns about a child's welfare (for example, the child is on the child protection register or we believe could be in danger), we may request that our Education Welfare Officer (EWO) complete an unscheduled home visit. If we continue to have concerns, the we would seek support from other agencies to safeguard the child, including the Police and Children's Services.

Where attendance is a concern, parents/carers may be required to provide medical evidence when the child returns so that the absence is not recorded as unauthorised. Parents/carers will be notified of this arrangement by letter. See Appendixes 3 and 4 for examples of these. In cases of significant concern the school, in collaboration with the EWO make take further steps such as the issuing of fixed penalty notices or seeking the issue of an attendance order.

Possible triggers for attendance letters could be as follows, please note this is not an exhaustive list of triggers and each case is considered on its own merit:

- Attendance is below 96%
- Frequent 'Lates' after the register has closed
- Unexplained or unauthorised absences
- Patterns forming regarding absences, for example regular Fridays and Monday absence from school.

Collecting Your Child Before the End of the School Day

We expect your child to attend school for the whole day (i.e. both morning and afternoon sessions). It is recognised however, that there may be some occasions/circumstances whereby it might be necessary to collect your child earlier than 3.15pm at the Infants or 3.20pm at the Juniors. Early collection will only be permitted by prior request/agreement in writing (email) from the parent/carer, confirming the reason for the early collection, who will be collecting and the time. In the event one child needs to be collected early, we would not normally expect siblings to be collected at the same time. After School Club should be considered by parents as an alternative to collecting siblings or collecting children for a reason not directly relevant, for example a parent's medical appointment.

Absence from Learning

Children should attend school for the maximum number of days possible (190), since absences can have a detrimental effect on their learning.

Parents receive a list of holiday dates at the beginning of each academic year; these can be found on the school's webpage: https://belvedereschools.bexley.sch.uk/ . Families are expected to take their holidays outside term time. Any request to remove a child from learning during term time for holiday will not be authorised unless there are exceptional circumstances. If it is necessary to make a request for Absence from Learning (see Appendix 5 and the school website: https://belvedereschools.bexley.sch.uk/) such requests should be kept to a minimum and should not, in any case, exceed two weeks (10 days) during a school year. Your 'Absence from Learning Request' will either be approved or not; in either case, you will receive an email/letter confirming the outcome (see Appendix 6 and 7 for examples of these letters).

Any absence the day before or the day after a school holiday will be unauthorised ('O' code) unless evidence is provided.

Exceptional leave of absence (see Appendix 8) will only be authorised if attendance at the time of request is above 96% and is unlikely to fall below 96% as a result of the requested leave. Any Absence

from Learning longer than two weeks (10 days) in any academic year is treated as unauthorised, and may result in the issue of a Penalty Notice.

Attendance at Funerals

Requests for attendance at funeral for family members should be submitted as an 'Absence from Learning Request'. To ensure equal treatment throughout the school, only one day's absence will be authorised to attend the funeral service itself, travelling time will not be authorised unless included as part of the day's absence.

Attendance at School Open Mornings / Entrance Exams (applicable for Year 6 only during the months of September/October)

Time off to attend Secondary School Open Mornings or Entrance Exams will be authorised, however, your child is expected to be in school for the other part of the day. Days off for revision prior to the Entrance Exam will not be authorised. Parents should report their child's absence for the morning or afternoon session using the normal Daily Absence Reporting Notification procedure, confirming for which session their child will be absent and which school they will be attending.

Strategies for Improving Punctuality and Attendance

All staff at our school are committed to doing all they can to ensure children attend punctually and regularly. In an attempt to improve rates of punctuality and attendance we:

- refer children who are causing concern to our Attendance Officer and / or EWO;
- work with EWO once a week on a weekly basis. Our EWO is very willing to speak to persistent latecomers or do home visits for example;
- Share and discuss individual attendance Registration Certificates during Parents' Evenings. In addition, the child's annual Registration Certificate is sent at the end of the academic year with the child's school report to give a view of the 'whole child' at school;
- keep a record of those who arrive late each day;
- keep a record of parents and carers who have telephoned to explain their child's absence;
- keep a record of parents and carers whom we have telephoned or left a message on the answering service;
- ensure our registers are completed accurately;
- talk with parents and carers to identify whether support is needed to get children into school and on time. We signpost to parents the support network of parents local to their home who they may wish to liaise with and we have also used pupil premium to pay for children to attend breakfast club in order to improve their attendance and punctuality;
- involve governors in our monitoring procedures.

Celebrating attendance

We celebrate whole class attendance in Achievement Assembly every Friday to congratulate all classes reaching 96% +. Class attendance will be displayed near the main office to show results each week. The class with the highest attendance each week will receive the Attendance Cup which will be proudly displayed in the classroom all week. We also share any class with 100% attendance on Class Dojo.

Long Term Absence

When children have an illness, which means that they will be away from school for over five days, the school may signpost and encourage children to access Class Dojo where the class teacher will upload work for the child to complete at home;

If the absence is likely to continue for an extended period, or be a repetitive absence, the school will contact the appropriate support services, so that arrangements can be made for the child to be given some tuition outside school.

SEND- and health-related absences

The school recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any EHC plans or IHPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

Where the school has concerns that a pupil's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding Policy will be followed. All pupils will be supported with their mental health in accordance with the school's Social, Emotional and Mental Health (SEMH) Policy.

If a pupil is unable to attend school for long periods of time due to their health, the school will:

- Inform the LA if a pupil is likely to be away from the school for more than 15 school days.
- Provide the LA with information about the pupil's needs, capabilities and programme of work.
- Help the pupil reintegrate at school when they return.
- Make sure the pupil is kept informed about school events and clubs.
- Encourage the pupil to stay in contact with other pupils during their absence.

The school will incorporate an action plan to help any pupils with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the pupil is attending school as normal and there has been signs of significant improvement.

To support the attendance of pupils with SEND and/or health issues, the school will consider:

- Holding termly meetings to evaluate any implemented reasonable adjustments.
- Incorporating a pastoral support plan.
- Carrying out strengths and difficulties questionnaire.
- Identifying pupils' unmet needs through the Common Assessment Framework.

- Using an internal or external specialist.
- Enabling a pupil to have a reduced timetable.
- Ensuring a pupil can have somewhere quiet to spend lunch and breaktimes.
- Implementing a system whereby pupils can request to leave a classroom if they feel they need time out.
- Temporary late starts or early finishes.
- Phased returns to school where there has been a long absence.
- Small group work or on-to-one lessons.
- Tailored support to meet their individual needs.

Definitions

Children who are unable to attend school as a result of their medical needs may include those with:

- Physical health issues.
- Physical injuries.
- Mental health problems, including anxiety issues.
- Emotional difficulties or school refusal.
- Progressive conditions.
- Terminal illnesses.
- Chronic illnesses.

Children who are unable to attend mainstream education for health reasons may attend any of the following:

- **Hospital school**: a special school within a hospital setting where education is provided to give continuity whilst the child is receiving treatment.
- **Home tuition**: many LAs have home tuition services that act as a communication channel between schools and pupils on occasions where pupils are too ill to attend school and are receiving specialist medical treatment.
- **Medical PRUs**: these are LA establishments that provide education for children unable to attend their registered school due to their medical needs.

Local Authority duties

The LA must arrange suitable full-time education for children of compulsory school age who, because of illness, would not receive suitable education without such provision. The school has a duty to support the LA in doing so.

The LA should:

- Provide such education as soon as it is clear that a pupil will be away from school for 15 days or more, whether consecutive or cumulative. They should liaise with the appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the pupil.
- Ensure the education pupils receive is of good quality, allows them to take appropriate qualifications, prevents them from falling behind their peers in school, and allows them to reintegrate successfully back into school as soon as possible.

The LA should not:

- Have processes or policies in place which prevent a child from getting the right type of provision and a good education.
- Withhold or reduce the provision, or type of provision, for a child because of how much it will cost.
- Have policies based upon the percentage of time a child is able to attend school rather than whether the child is receiving a suitable education during that attendance.
- Have lists of health conditions which dictate whether or not they will arrange education for children or inflexible policies which result in children going without suitable full-time education (or as much education as their health condition allows them to participate in).

The School Board is responsible for:

- Ensuring arrangements for pupils who cannot attend school as a result of their medical needs are in place and are effectively implemented.
- Ensuring the **termly** review of the arrangements made for pupils who cannot attend school due to their medical needs.
- Ensuring the roles and responsibilities of those involved in the arrangements to support the needs of pupils are clear and understood by all.
- Ensuring robust systems are in place for dealing with health emergencies and critical incidents, for both on- and off-site activities.
- Ensuring staff with responsibility for supporting pupils with health needs are appropriately trained.
- Approving and reviewing this policy

The Head Teacher is responsible for:

- Working with the School Board to ensure compliance with the relevant statutory duties when supporting pupils with health needs.
- Working collaboratively with parents and other professionals to develop arrangements to meet the best interests of children.
- Ensuring the arrangements put in place to meet pupils' health needs are fully understood by all those involved and acted upon.
- Appointing a named member of staff who is responsible for pupils with healthcare needs and liaises with parents, pupils, the LA, key workers and others involved in the pupil's care.
- Ensuring the support put in place focusses on and meets the needs of individual pupils.
- Arranging appropriate training for staff with responsibility for supporting pupils with health needs.
- Providing teachers who support pupils with health needs with suitable information relating to a pupil's health condition and the possible effect the condition and/or medication taken has on the pupil.
- Providing a report to the School Board on the effectiveness of the arrangements in place to meet the health needs of pupils.
- Notifying the LA when a pupil is likely to be away from the school for a significant period of time due to their health needs.

The SENDCO is responsible for:

- Dealing with pupils who are unable to attend school because of medical needs.
- Actively monitoring pupil progress and reintegration into school.
- Supplying pupils' education providers with information about the child's capabilities, progress and outcomes.
- Liaising with the Head Teacher, education providers and parents to determine pupils' programmes of study whilst they are absent from school.
- Keeping pupils informed about school events and encouraging communication with their peers.
- Providing a link between pupils and their parents, and the LA.

Teachers and support staff are responsible for:

- Understanding confidentiality in respect of pupils' health needs.
- Designing lessons and activities in a way that allows those with health needs to participate fully and ensuring pupils are not excluded from activities that they wish to take part in without a clear evidence-based reason.
- Understanding their role in supporting pupils with health needs and ensuring they attend the required training.
- Ensuring they are aware of the needs of their pupils through the appropriate and lawful sharing of the individual pupil's health needs.
- Ensuring they are aware of the signs, symptoms and triggers of common life-threatening medical conditions and know what to do in an emergency.
- Keeping parents informed of how their child's health needs are affecting them whilst in the school.

Parents are expected to:

- Ensure the regular and punctual attendance of their child at the school where possible.
- Work in partnership with the school to ensure the best possible outcomes for their child.
- Notify the school of the reason for any of their child's absences without delay.
- Provide the school with sufficient and up-to-date information about their child's medical needs.
- Attend meetings to discuss how support for their child should be planned.

Emotionally Based School Avoidance (EBSA) Procedures

Emotionally-based school avoidance (EBSA) is a term referring to reduced or non-attendance at school by a child or young person. Rather than the term 'school refusal', the term EBSA recognises that this avoidance has its root in emotional, mental health or wellbeing issues. EBSA should not be thought of as a deliberate act of defiance, but instead as a complex issue inextricably linked with mental health and wellbeing.

EBSA also doesn't just mean not attending school entirely. Staff may also observe pupils:

- Not going to their classroom
- Not attending some lessons
- Avoiding some physical spaces or people

Why does EBSA happen?

There is no one reason why children and young people avoid school. It varies by individual, and is usually caused by a combination of various factors and their interaction, rather than a single cause. Potential risk factors for EBSA can be split into three main categories; the child or young person, the family and home, and the school.

Some examples of EBSA risk factors could include:

Child/young person	Family/ Home	School
Anxiety, depression or other mental health concerns	High levels of family stress (including financial stress, conflict and domestic violence)	Bullying
Difficulties with managing and regulating emotions	Being a young carer	Difficult relationships with staff members
Trauma and adverse childhood experiences	Loss and bereavement	Difficulties in particular subjects
Low levels or self-confidence and self esteem	Family history of EBSA	Demanding pressurised academic environment
Separation anxiety or attachment issues with a parent/carer	Poor parental mental health	Difficult in making and maintain friendship s
Having a special need or a disability	Changes to the home environment	Transition from primary to secondary school through key stages

What we do to support pupil and families with EBSA:

Although EBSA is a complex issue, positive outcomes are very achievable. There are some strategies outlined here, split into universal approaches and more targeted strategies.

Universal

Belvedere Infant and Junior Schools take a whole-school approach to mental health has benefits for pupils, staff and families. We involve all aspects of the school community in promoting and supporting wellbeing. By developing a culture which prioritises wellbeing and is supportive and safe, we can reduce the impact of EBSA risk factors. We have a mental health and well-being ambassador who implements wellbeing strategies, assemblies, lessons and activities throughout the school. We follow the Jigsaw PSHE scheme which has a weekly focus of 'calm me' time and well-being focused topics throughout the year.

What our staff can do

Keep an eye out for early indicators and start conversations with parents and children.

As part of regular reviews of attendance data, school staff should try to spot early patterns of absence arising, keeping an eye out for sporadic attendance and lateness.

If staff notice these patterns emerging, beginning a dialogue with the child or young person about how they are feeling can help them open up and ask for help.

These conversations can feel difficult or uncomfortable, but will also let a pupil know that they are being listened to and supported.

Other early indicators can include:

- A parent or carer reporting that the child or young person does not want to come to school
- Physical signs believed to be linked to stress (e.g. stomach ache, sickness, headache)
- The child or young person often complaining of feeling ill
- Behavioural changes or fluctuations e.g. interactions with others, reduced motivation and engagement in learning tasks

Protective Factors

A protective factor is an attribute or condition that can help protect a child or young person against some of the risk factors outlined above, thereby preventing EBSA or reducing its impact.

Developing protective factors isn't something a child or young person can be expected to do alone. Schools play a very important role in developing protective factors in their pupils.

At Belvedere Infant and Junior Schools…

- We build a school culture that recognises all emotional reactions as normal and helps pupils feel safe to express their emotions.
- We have nurturing staff and a family worker who can initiative conversations around EBSA and offer support.
- We support children in developing effective emotional regulation strategies.
- We provide quiet or safe spaces for pupils to access if they are experiencing intense emotions.
- We provide opportunities for pupils to contribute to decision-making in the school, helping them feel that their voices are valued and heard.
- We work together to reduce everyday stressors in the classroom for pupils who easily become overwhelmed.
- We check in regularly with pupils to see whether any agreed adaptations or strategies are working and useful, and adjusting if not.

Positive and supportive communication with families

Belvedere Infant and Junior School staff ensure that parents and carers feel connected and involved with the school. This is key to support children and young people's mental health. We understand that some parents and carers may have had difficult times at school themselves when they were younger, and their confidence in the ability of the school to support their child may be low.

By finding ways to involve them in school life and communicating with them regularly, we build parents' and carers' trust in the school.

We recognise that if the family of the child or young person trusts that the school will be able to support their child, they will be more likely to encourage the child to attend school, as they know that they will be cared for and supported.

Targeted Support:

Assess

We keep an eye out for early indicators of EBSA in pupils and act quickly. Work with pupils to identify the risk factors they are experiencing which may be causing EBSA. The Child Outcomes Research

Plan

Co-produce a return to school action plan with the pupil, family and school all involved in the process. Agree a date of review, and share the plan with all parties involved. If the student is finding the idea of returning to school particularly difficult, the plan could focus on smaller steps – like meeting a friend from school or completing a piece of work – to begin the process of returning to school. Work with the child or young person on a return to school pupil support plan, detailing the support they can expect when they come back to school. Again, share this with all parties.

Do

Maintain good communication with the family and pupil during the return to school – for example, supporting the completion of school work at home and sharing feedback on the work.

Monitor

Monitor the progress made and adjust the plan for the next steps. Further consultation with other agencies may be needed

Emotionally Based School Avoidance Support | Bexley Safeguarding Partnership

Truancy

Truancy will be considered as any absence of part, or all, of one or more days from school, during which the school has not been notified of the cause behind such absence.

All staff will be actively engaged in supporting the regular attendance of pupils, and understand the importance of continuity in each pupil's learning.

All pupils are expected to be in their classes by 9:00am and 1:00pm, where the teacher will record the attendance electronically. Any pupil with permission to leave the school during the day must sign out at the school office and sign back in again on their return.

Immediate action will be taken when there are any concerns that a pupil might be truanting. If truancy is suspected, the headteacher is notified, and they will contact the parent in order to assess the reasons behind the pupil not attending school.

The following procedures will be taken in the event of a truancy:

- In the first instance, a letter of warning will be sent to the parents of the pupil, informing them of the truancy and stating that any future occurrences could result in further action being taken.

- If any further truancy occurs, then the school will consider issuing a penalty notice.
- A penalty notice will be issued in line with the Penalty notices and legal intervention section of this policy where there is overt truancy, inappropriate parentally-condoned absence, excessive holidays in term-time and persistent late arrival at school.

The DSL will be involved where an instance of truancy may be linked to a safeguarding concern. Any safeguarding concerns will be dealt with in line with the Child Protection and Safeguarding Policy.

Working with parents to improve attendance

The school will work to cultivate strong, respectful relationships with parents and families to ensure their trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with pupils and their families to support attendance, e.g. social services.

The school will ensure that there are **a minimum of two sets of emergency contact details** for each pupil wherever possible to ensure the school has additional options for getting in touch with adults responsible for a pupil where the pupil is absent without notification or authorisation.
The school will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the headteacher in advance. The school will regularly inform parents about their child's levels of attendance, absence and punctuality, and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

If a pattern of absence becomes problematic, the attendance officer will work collaboratively with the pupil and their parents to improve attendance by addressing the specific barriers that prevent the pupil from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support rather than immediately reach for punitive approaches.

Where these barriers are related to the pupil's experience in school, e.g. bullying, the attendance officer will work with the headteacher and any relevant school staff, e.g. the DSL and SENCO, to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the pupil's family, the attendance officer will liaise with any relevant external agencies or authorities, e.g. children's social care or the LA, and will encourage parents to access support that they may need.

Persistent absence (PA)

There are various groups of pupils who may be vulnerable to high absence and PA, such as: • Children in need

- LAC
- Young carers
- Pupils who are eligible for FSM

- Pupils with EAL
- Pupils with SEND
- Pupils who have faced bullying and/or discrimination

The school will use a number of methods to help support pupils at risk of PA to attend school. These include:

- Offering catch-up support to build confidence and bridge gaps.
- Meeting with pupils to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support.
- Leading weekly check-ins to review progress and the impact of support.
- Making regular contact with families to discuss progress.
- Assessing whether an EHC plan or IHP may be appropriate.
- Considering what support for re-engagement might be needed, including for vulnerable groups.

The school will focus particularly on pupils who have rates of absence over 50 percent, and will work with the LA and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these pupils are facing.

Where a pupil at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care. The school will also bear in mind that the continuation of severe PA following intervention may, in itself, constitute neglect, and will escalate any concerns in this regard in line with the Child Protection and Safeguarding Policy.

Penalty notices and legal intervention

The school will allow sufficient time for attendance interventions and engagement strategies to improve pupils' attendance; however, where engagement strategies to improve attendance have not had the desired effect after three letters of communication, the attendance officer will consider:

- Holding a formal meeting with parents and the school's point of contact in the School Attendance Support Team.
- Working with the LA to put a parenting contract or an education supervision order in place.
- Engaging children's social care where there are safeguarding concerns.

Where the above measures are not effective, the headteacher will issue a notice to improve as a final opportunity for parents to engage in support and improve attendance before a penalty notice is considered.

Where a pupil reaches the national threshold of 10 sessions of unauthorised absence in a rolling period of 10 school weeks, the school will consider whether a penalty notice is appropriate. Each case will be considered individually to determine whether a penalty notice or another tool or legal intervention should be used to improve attendance.

A fixed penalty notice will be issued in line with the LA's code of conduct and the DfE's 'Working together to improve school attendance' guidance. Penalty notices for unauthorised absences will be charged at £160, reduced to £80 if paid within 21 days.

A penalty notice of £160 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 fixed period or permanent exclusion. This will be reduced to £80 if paid within 21 days.

Parents will only get up to two fines for the same child in a three-year period. Once this limit has been reached, other action such as a parenting order or prosecution will be considered.

Where attendance still does not improve following a fixed penalty notice, the school will work with the LA to take forward attendance prosecution as a last resort.
Parents who are prosecuted and attend court because their child has not been attending school may be fined up to £2,500.

Education Supervision Orders (ESOs)

Where interventions have not been successful, an ESO can be an alternative to provide formal legal intervention without criminal prosecution. ESOs are made through the Family or High Court and give the LA a formal role in supporting the pupil and parents to improve their attendance. LAs will issue parents with a notice of the intention to consider an ESO, set up a meeting to discuss with the parent and pupil, and decide whether the case will be taken forward.

Once an ESO is secured, a supervisor from the local authority will decide any actions or requirements. These may include:

- Requiring the parents to attend support meetings.
- Requiring the parents to attend a parenting programme.
- Requiring the parents to access support services.
- Requiring an assessment by an educational psychologist.
- Review meetings involving all parties to be help every 3 months.

Failing to comply with an ESO will result in a fine and decisions will be made about whether further action is required.

Monitoring and analysing absence

The attendance officer will monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address habitual absence at the first signs.

The school will collect data regarding punctuality, truancy, and authorised and unauthorised absence, for:

- The school cohort as a whole.
- Individual year groups.

- Individual pupils.
- Demographic groups, e.g. pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g. pupils with SEND, LAC and pupils eligible for FSM.
- Pupils at risk of PA.

The attendance officer will conduct a thorough analysis of the above data on a half-termly, termly and full-year basis to identify patterns and trends. This will include identifying, for each group:

- Patterns in uses of certain codes.
- Particular days of poor attendance.
- Historic trends of attendance and absence.
- Barriers to attendance.

The attendance officer will provide regular reports to staff across the school to enable them to track the attendance of pupils and to implement attendance procedures. The attendance officer will also be responsible for monitoring how attendance data changes in response to any interventions implemented to increase attendance in future.

The governing board will regularly review attendance data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

The school will also benchmark its attendance data against local-, regional- and national-level data to identify areas of success and areas for improvement, and will share practice which has been shown to be effective with other schools.

The board of trustees will ensure staff from different schools within the trust regularly share expertise and collaborate on interventions.

Training of staff

The school will recognise that early intervention can prevent poor attendance. As such, staff will receive training in identifying potentially at-risk pupils as part of their induction and refresher training.

The governing board will ensure that teachers and support staff receive training in line with this policy as part of their induction. Following this initial training, staff will receive regular and ongoing training as part of their development.

Training will cover at least the following:

- The importance of good attendance
- That absence is almost invariably a result of wider circumstances
- The legal requirements on schools, e.g. the keeping of registers
- The school's strategies and procedures for monitoring and improving attendance
- The school's procedures for multi-agency working to provide intensive support for pupils who need it

The school will provide dedicated and enhanced attendance training to the attendance officer and other staff with specific attendance functions in their role – this will include training regarding interpreting and analysing attendance data and supporting pupils to overcome barriers to attendance.

Staff will receive training to ensure they understand that increased absence from school could indicate a safeguarding concern, and know how such concerns should be managed.

Deletions of names from the admission register

The school will ensure that it only deletes names from the admission register for a reason set out in regulation 9 of the School Attendance Regulations. A pupil's name will never be removed for any other reason and the school is aware that doing so could constitute off-rolling.

The school will make returns to the LA when pupils' names are deleted from the admission register. This will be with the exception of pupils whose name has been deleted from the register at or after the end of the last term of the school year when they are in the most senior year group, unless the LA has requested this information.

When the school is notifying the LA that a pupil's name is being deleted from the admission register, the following information about the pupil will be provided:

- Full name
- Address
- The full name and address of any parent the pupil normally lives with
- At least one telephone number by which any parent the pupil normally lives with can be contacted in an emergency
- If applicable, the pupil's future address, the full name and address of the parent who the pupil is going to live with and the date the pupil will start living there
- If applicable, the name of the pupil's other school and when the pupil began or will begin to attend the school
- The reason under which the pupil's name has been deleted from the admission register

Names will never be retrospectively deleted from the admission or attendance register – these registers will remain an accurate record of who is a registered pupil and their attendance at any given time. Pupils' attendance will be recorded up until the date that their name is deleted from the admission register.

Monitoring and review

Attendance and punctuality will be monitored throughout the year. The school's attendance target is 96 percent – full details of the school's absence levels can be found on the school website.
https://belvedereschools.bexley.sch.uk/

Any changes made to this policy will be communicated to all relevant stakeholders.

Appendix 1

Punctuality Letter 1

Date
[Parent/Carer Name & Address]

Dear [Parent/Carer]
Re: [child's name] [class]

As part of our commitment to improve the attainment of our pupils, we monitor pupil attendance on a regular basis. During this process, we identify any pupil whose attendance causes concern, including those pupils who have arrived late to school on a number of occasions. We are therefore, writing to you due to [name of pupil]'s current number of late sessions:

Attendance	<current attendance> %
Number of late sessions	<current AA> %
Number of "unauthorised" lates	<current UA> %

Being late to school can have a considerable impact over the whole school year. The table below shows you just how much time can be missed over a year just by being 5 minutes late to school every day:

5 minutes late every day = 3 days of learning lost a year
10 minutes late every day = 6.5 days of learning lost a year
15 minutes late every day = 10 days of learning lost a year
20 minutes late every day = 13 days of learning lost a year
30 minutes late every day = 19 days of learning lost a year

We understand that the school mornings can be hectic for many, but when your child is late for school they are missing out on vital parts of their education. If your child arrives after 9.30am, he/she will have an "unauthorised" absence mark which means that he/she will have an unauthorised absence for that morning session. I have enclosed a registration certificate for your information.

If you have any queries or would like to talk to anyone about attendance, please do not hesitate to contact me on:
Belvedere Infants: 020 8311 9092 Belvedere Juniors: 01322 431404

Yours sincerely

Attendance Officer

Appendix 2

Punctuality Letter 2

Date

Name & Address of Parent(s)/Carer(s)

Dear [name(s)]

Re: Late Attendance – [child's name]

I refer to the Attendance Officer's letter of [previous letter date] and note that there has been no improvement in [child's name] late arrivals. He/she has continued to regularly arrive late for school and, so far this year been late on [number] occasions.

Our expectation is that all pupils arrive at school by 8.45am at the latest and [child's name]'s is no exception. Arriving even a few minutes late, could potentially cause embarrassment for your child, be disruptive for the class and could mean that your child is regularly missing early work and essential instructions.

Please arrange for [child's name] to arrive in time for the start of school, i.e. before 8.45am. .

I will be monitoring [child's name]'s arrival times for the next 3 weeks and will hope to see a significant improvement or the Education Welfare Officer will arrange a meeting with you.

If you have any difficulties in ensuring your child attends school on time, please contact the school office to discuss the matter in order that we may consider suitable support if necessary/appropriate: **Belvedere Infants: 020 8311 9092 Belvedere Juniors: 01322 431404**

Yours sincerely



Miss Lynch
Executive Headteacher

A**ppendix 3**

Attendance Letter 1a

Date

[Parent/Carer Name & Address]

Dear [name]

Re: [child's name] [class]

So far this academic year, [name]'s class register indicates that they have attended school for [amount] % of the time. I have enclosed a registration certificate for your information.

Our Education Welfare Officer, who visits the school every week to monitor attendance, has asked that we remind parents whose children have less than 96% of the importance of regular attendance at school.

This level of absence is high and I must ask you to ensure that [name] attends school regularly and on time every day. We will continue to monitor your child's attendance and will be looking forward to an improvement. Please let me know if there is any way we can support you with this.

Yours sincerely,

Attendance Officer

Appendix 4

Attendance Letter 1b

Date
[Parent/Carer name & address]

Dear [name]

Re: [child's name] [(class)])

I am writing to express concern that [name]'s attendance so far this academic year is only [amount]%. This is well below the national average of 96% and below what we expect. To put this into perspective 90% attendance is equivalent to missing 19 days of school per year.

When looking into the reasons why [name] has been absent from school, we noticed that the majority of the absence is linked to illness and/or medical reasons. I attach his/her attendance record since September for your information.

Due to the high level of illness and/or medical absence, I must ask that if any further absence occurs, you should provide evidence to the school that confirms the reason he/she has been absent and is being supported by a GP or other medical professional. Some examples of evidence that could be used are prescriptions, appointment cards, doctor's notes etc. If this evidence is not supplied when your child returns after an illness or medical absence, your child's absence will be recorded as an "unauthorised".

I must ask you to ensure that your child attends school regularly every day and on time. We will continue to monitor [name]'s attendance and will be looking forward to an improvement. Please do let us know if you need any support with this. If [name]'s attendance does not improve, we may consider a referral to our Education Welfare Officer.

At Belvedere Infant and Junior Schools, our aim is for your child to reach their full potential and for this to happen, your child needs to attend school regularly and on time. Please do encourage [name] to attend school with minor medical symptoms/ailments as absence from school has a negative impact on learning as well as forming and maintaining friendships.

If you have any queries or would like to talk to anyone about attendance, please do not hesitate to contact either myself or the office on: **Belvedere Infants: 020 8311 9092 Belvedere Juniors: 01322 431404**

Yours sincerely

Attendance Officer

Appendix 5

Attendance Letter 2

Date

[Parent/Carer Name & Address]

Dear [name]

Re: [child's name] [class]

Since the Attendance Officer's letter to you of [date], [name]'s attendance has failed to improve significantly, and is now [number]%. This is below what we expect and to put this into perspective 90% attendance is equivalent to missing 19 days of school per year.

When looking into the reasons why [name] has been absent from school, we notice that the majority of the absence is linked to illness and/or medical reasons.

Due to the high level of illness and/or medical absence, I must ask that if any further absence occurs, you should provide evidence to the school that shows why the pupil has been absent and that he/she is being supported by a GP or other medical professional. Some examples of evidence that could be used are prescriptions, appointment cards, doctor's notes, etc.

If this evidence is not supplied when your child returns after an illness or medical absence, your child's absence will be recorded as an "unauthorised" absence.

This level of absence is high and I must ask you to ensure that your child attends school regularly every day.

We will continue to monitor [name]'s attendance and will be looking forward to a sustained improvement. If [name]'s attendance does not improve we may consider a referral to our Education Welfare Officer.

Please let us know if there is any way we can support you with this. You are welcome to contact the office to discuss the situation on: **Belvedere Infants: 020 8311 9092**
Belvedere Juniors: 01322 431404

Yours sincerely

Miss Lynch
Executive Headteacher

Appendix 6

Approved Request for Term Time Absence'

Date

[Parent/Carer Name & Address]

Dear [name]

Re: xxxx

Thank you for completing the 'Request for Term Time Absence'.

I confirm that your application for leave has been approved by the Headteacher.

This absence will be recorded as an authorised absence on your child's attendance record.

Attendance Officer

Appendix 7

Declined 'Request for Term Time Absence' Letter sent to home address

Date

[Parent/Carer Name & Address]

Dear [name]

Re: **'Request for Term Time Absence'**

I refer to your 'Request for Term Time Absence' to take ( ) out of school for the period ( ) inclusive.

The Education (Pupil Registration) (England) (Amendment) Regulations 2013 to the Education (Pupil Registration) (England) Regulations 2006 states that the Head teacher may not authorise any leave of absence during term time (i.e. holiday taken in term time).

I am unable to authorise this absence from learning as it is not deemed as exceptional leave. Should you go ahead with this absence, a Penalty Notice request will be made to Croydon LA who may issue a Penalty Notice to each parent for taking a child out of school during term time. ***The Penalty Notice is £60 that must be paid within 21 days or £120 within 28 days.***

I trust that this will not be the case and that you make alternative arrangements for your leave during the school holiday period.

Thank you for your cooperation in this matter.

Yours sincerely,



Miss Lynch
Executive Headteacher

Appendix 8

Request for Term Time Absence due to Exceptional Circumstances

Under Section 444 of the Education Act 1996, parents of a child of compulsory school age are under a legal duty to ensure the regular attendance of that child at the school where he/ she is a registered pupil. Failure to fulfil this duty may result in the Local Authority prosecuting the parents.

The Headteacher reserves the right to make individual judgements as to what constitutes exceptional circumstances. We may ask for confirmation of travel arrangements or other supporting documents.

As a rule, the financial factor when a parent claims that they are unable to afford a holiday during school holidays when prices may be significantly higher than in term time, does not constitute an exceptional circumstance.

Similarly, the nature of a proposed holiday cannot be taken as exceptional circumstances.

We will not grant exceptional leave if:

- A child's attendance record is less than 96% - even if any previous absence was due to unavoidable causes such as illness;
- The period of leave coincides with the start of term, or is near to or coincides with tests, SATs, exams or other significant events in the school calendar.

Appendix 9

Impact of Attendance and Punctuality Whole School letter

Dear Parents and Carers,

If a child of compulsory school age is registered at a school, it is essential that they attend school regularly to allow a child to fulfil their potential.

For a school to be considered to have good attendance we must have attendance of at least 96%.

Our current school attendance is:
Infants: XXXX Juniors: XXXX

We are very concerned about this and have made it a key target for our school to improve attendance. We can only achieve this by working together. We are implementing attendance steps which will be in line with Local Authority and Government Guidance.

You will find a copy of your child's attendance certificate since September attached to this letter. Please use this to see their current attendance and how it compares to the table below.

Every single day a child is absent from school equates to a day of lost learning.

Attendance percentages can be misleading. For some parents 90% attendance may seem like an acceptable level of attendance. However, the reality is that 90% attendance means that your child will miss half a day of school each week or 20 days of school during the school year. That is four school weeks.

The table below shows the amount of lost learning a child may have by missing school.

100% attendance	**0 days** missed	**Perfection!**
98% attendance	**4 days** of absence across the year	**Impressive**
96% attendance	**7 days** of absence across the year **One week and two days** of learning missed.	**Good**
95% attendance	**9 days** absence across the year **One week and four days** of learning missed.	**Nearly there**
94% attendance	**11 days** of absence across the year: **Two weeks & one day** of learning missed.	**Needs to improve**
90% attendance	**20 days** of absence across the year; **Four weeks** of learning missed	**Concerns**
85% attendance	**28 days** of absence across the year: **Five weeks and three days** of learning missed.	**Serious concerns**
80% attendance	**38 days** of absence across the year: **Seven weeks and 3 days** of learning missed.	**Unacceptable**
75% attendance	**46 days** of absence across the year: **Nine weeks and one day** of learning missed.	**Unacceptable**



Absences are recorded by various codes (see below) which can affect attendance and will appear on your child's registration certificate:

Code	Description
#	planned whole school closure
/	Present in the morning
\	Present in the afternoon
L	Late arrival before the register has closed (9.00am – 9.30am)
C	Leave of absence granted by the school for exceptional circumstances
C1	Leave of absence for participating in a regulated performance or employment abroad
C2	Leave of absence for part-time pupils
E	Suspended or permanently excluded but no alternative provision made
I	Illness
M	Medical or dental appointments
R	Religious observance
G	Unauthorised holiday
O	Unauthorised absence
U	Arrived after registration closed (9.30am)
X	Not required to be in school
V	Educational visit or trip
D	Dual registered – at another educational establishment

In line with our Attendance Policy, we ask that contact be made to the school office on the first day of absence for any illness and this is to be followed by daily contact until your child returns to school. In addition, if your child has an appointment for any medical or external activity, a copy of the letter would need to be given to the school office to be added to their file and authorisation with be decided by the Head Teacher.

Term Time Absence

If you require absence for any other circumstances, we ask that you fill in a 'Request for Term Time Absence' form and attach any additional information required such as outgoing/returning flight details. The Head Teacher will consider your request and if it is not exceptional circumstances and you nevertheless take your child out of school, the absence will be recorded as unauthorised. **In the case of an unauthorised holiday for 5 consecutive days or more the Education Welfare Service will be notified and a Penalty Notice may be issued. Please note that such a Penalty is issued to each parent for each child taken out of school.**

First Offence - A penalty notice for £160 per parent, per child (reduced to £80 per parent if paid within 21 days) Second Offence (within 3 years of the first offence)-A penalty notice for £160 per parent, per child (no reduction for early payment) Third Offence (within 3 years of the first offence)-A penalty notice will not be issued, the case will be presented straight to the Magistrates Court. Fines can be around £2,500 per parent, per child. Cases found guilty in the Magistrates Court can show as a criminal record and also on a parent's future DBS certificates due to 'failure to safeguard a child's education)

Incentives

We have a range of incentives in school so every child has the chance of receiving an award at some point during the school year.

Individual:

- Each term, children who have 96% or above for the term will receive a Bronze, Silver or Gold attendance certificate as below (100% attendance will get a special certificate).

Autumn Term	Bronze Certificate	96% + or 100%
Spring Term	Bronze Certificate for 1 term Silver Certificate for 2 terms (Autumn and Spring.)	96% + or 100%
Summer Term	Bronze Certificate for 1 term Silver Certificate for 2 terms (Spring and Summer) Gold Certificate for 3 terms (Autumn, Spring and Summer.)	96% + or 100%

- In the last three weeks of each term, there will be an attendance raffle. Every time a child completes a full week of school, they will receive a raffle ticket. There are three chances to earn a raffle ticket before the draw is made on the final day of term. There are three winners who each receive a gift voucher.

Class:

- Each week, the class attendance will be displayed and the class with the highest attendance will receive the 'Attendance Cup' in Achievement Assembly on Fridays.
- Each time a class get 100% attendance in a week, they will receive an additional playtime. This will also be shared on Class Dojo to congratulate them.
- If a class receives 3 x 100% attendances in a half term, they will receive a special reward.



Yours sincerely,

L Lynch

Miss Lynch
Executive Head Teacher