



Attendance policy



Approved by Governors: 10th February 2025

Signed Chair of Governors:

A handwritten signature in black ink, appearing to be 'A. P. Hill'.

Head Teacher: Elizabeth Hopewell

Date of Review: September 2025

Vision Statement

We aim to create a safe, happy and nurturing environment for all our children!

Mission Statement

The Orchard School strives to provide the best quality teaching and learning with an inclusive and personalised curriculum, where all achievements are celebrated.

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The name and contact details of the Senior Attendance Champion – the senior leader responsible for the strategic approach to attendance in our school is:

Lauren Petrie

lauren.petrie@orchard.sandwell.sch.uk

The name and contact details of the school staff member pupils and parent/carer(s) should contact about attendance on a day-to-day basis is:

School Office

0121 569 7040

The name and contact details of the school staff member pupils and parent/carer(s) should contact for more individual support with attendance:

Louisa Stevens

louisa.stevens@orchard.sandwell.sch.uk

The name of our linked Governor with responsibility for monitoring attendance is:

Helen Grindulis

1. Introduction

At The Orchard School we strongly believe that attendance and punctuality are vital for our children to benefit fully from the educational opportunities available in order to maximise their potential and help to equip them for future life. Attendance also helps children to feel a sense of belonging in their class/school community.

We believe that there is a direct link between a child's level of attendance at school and their progress. In developing this policy, the school aims to ensure that all pupils have access to a full curriculum and, taking account of any medical needs, and spend as much time as possible in school.

We believe that:

- Repeated and consistent lateness is an unsettling start to the school day for both the child and school.
- Prolonged and consistent absence, in any year group, affects access to the curriculum ultimately impacting on progress.
- Unnecessary, parentally condoned and unauthorised absence should be challenged and both school and parents/carers held responsible for the impact this may have on any pupil's full attendance.

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly, on time. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called "[Working together to improve school attendance](#)" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.

This policy is written with the above guidance in mind and underpins our school ethos to:

- promote children's welfare and safeguarding;
- ensure every pupil has access to the full-time education to which they are entitled;
- ensure that pupils succeed whilst at school;
- ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school.

It has been developed in consultation with school governors, teachers, local Headteacher Associations, the Local Authority and parents and carers. It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school's commitment to attendance matters. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

In addition, all schools follow the DfE's statutory safeguarding guidance, Keeping Children Safe in Education, which emphasises the importance of understanding the potential vulnerabilities of children

who are missing or absent from education. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued;
- Raising and maintaining a whole school awareness of the importance of good attendance and punctuality;
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable. **It is a rule of this school that pupils must attend every day, unless there are exceptional circumstances, and it is the headteacher/principal, not the parent, who can authorise the absence.**

We are required to monitor and manage all attendance and absence in accordance with the Pupil Registration Regulations, to follow the Department for Education (DfE) guidelines in relation to attendance and absence and expect all parents/carers to work with us to ensure all pupils maintain an attendance figure of at least 92% throughout the academic year.

In order to promote continuity of learning for all pupils, The Orchard School takes seriously its responsibility of monitoring attendance and addressing any issues preventing regular attendance.

The school recognises that some pupils will find it harder than others to attend school and therefore at all stages of improving attendance, we will work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot be seen in isolation, and effective practices for improvement will involve close interaction with the school's efforts on curriculum, behaviour, pastoral support, and effective use of resources. It cannot solely be the preserve of a single member of staff, or organisation and must be a concerted effort across all teaching and non-teaching staff, the governing body, the local authority, and other local partners.

2. Aims

This policy aims to raise and maintain levels of attendance by:

- Raising awareness of the importance of good attendance and building the trust of parents so that school is seen as a safe place for their child.
- Ensuring that attendance is monitored effectively and reasons for absence are recorded promptly and consistently and followed up as necessary; challenging levels of absence, both authorised and unauthorised.
- Ensuring that an informed approach supports maximum attendance for all children including those with significant medical needs.

Promoting Regular Attendance

At The Orchard School, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

The name and contact details of the Senior Attendance Champion (the senior leader responsible for the strategic approach to attendance in our school) is:

Lauren Petrie

lauren.petrie@orchard.sandwell.sch.uk

The governor with responsibility for monitoring attendance is Helen Grindulis

Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff.

To help us all to focus on this, we will:

- Submit a daily attendance return to the Department of Education, in line with the legal expectations placed on all schools;
- Build strong relationships and work jointly with families;
- Give parents/carers details on attendance in our newsletters;
- Promote the benefits of high attendance;
- Accurately complete admission attendance registers and have effective day to day processes in place to follow-up absence as required by law;
- Reward good or improving attendance;
- Report to parents/carers regularly on their child's attendance;
- Contact parents/carers should their child's attendance fall below the school's target for attendance.

3. Responsibilities of parents and carers

Parents have the prime and legal responsibility for ensuring that their child attends school regularly. Parents may be prosecuted under the Education Act 1996 if their child does not attend school regularly and punctually.

Parents and carers are expected to:

- Work closely with the school, to address any problems that may impede a child's regular attendance at school. This may include additional support from the community school nurse, social care and the The Schools Attendance Support Service.
- Ensure that their child arrives in school on time; parents should provide a reason for lateness unless it is due to lateness of the transport.
- Provide a reason for any period of absence.
- Ring every day regarding absence of their child(ren) where necessary, unless there is an agreement made otherwise.
- Take family holidays within school holiday periods. Any requests for absence outside of school holiday times, including religious observance, must be well in advance and in writing. Such requests will be considered by the Headteacher and will only be agreed in very exceptional circumstances.

The school takes a formal approach and will refer to Attendance and Prosecution guidance if unauthorised holidays are taken during term-time.

4. Responsibilities of the school

The school will work with parents and other partners such as healthcare staff and social care to:

- Encourage open and regular communication with parents.
- Consistently record attendance and punctuality (See Annex F for codes used)

- Monitor attendance and punctuality to celebrate achievements and follow up patterns of absence.
- Promote the regular attendance of all children including liaison with the The Schools Attendance Support Service, where persistent absence occurs.
- The Attendance Champion and Attendance Officer work closely to manage risks and ensure multi agency collaboration where necessary, so that children receive the appropriate level of help or intervention in order to ensure that they attend school regularly.

There may be particular concerns regarding the absence of children who are subject to 'Child in Need' or 'Child Protection Plans', and 'Looked After Children'. The school office will be made aware by the DSL of any children whose absence needs to be escalated immediately rather than progressing through the usual absence procedures. If notified of such a case the DSL or Deputy DSL then makes a decision regarding who these children need to be notified to. The administrative team are responsible for ensuring that the DSL or deputies and pastoral team are immediately notified of their absence.

4.1 The Governing Body

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy

- The link governor for attendance is Helen Grindulis who regularly meets with the Attendance Champion to monitor school attendance, policies and procedures.

4.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising [role] to be able to do so
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
 - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

4.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

4.4 The pastoral team

The school attendance officer is responsible for:

- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement

- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher/[role] (authorised by the headteacher) when to issue fixed-penalty notices

4.5 Class teachers

- Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Annex F).

4.6 School admin staff

School admin/office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the pastoral team where appropriate, in order to provide them with more detailed support on attendance

5. Understanding Types of Absence

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Every half-day absence from school has to be classified by the school (not by the parent), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

Authorised absences are morning or afternoon sessions away from school for a genuine reason such as illness, medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes, (however this list is not exhaustive):

- parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn;
- absences which have never been properly explained;
- children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however is counted as an absence for the session;
- shopping trips;
- looking after other children or children accompanying siblings or parents to medical appointments;
- their own or family birthdays;

- holidays taken during term time, not deemed 'for exceptional purposes' by the headteacher, including any arranged by other family members or friends;
- day trips;
- other leave of absence in term time which has not been agreed.

Persistent Absenteeism (PA) and Severe Absenteeism (SA)

A pupil is defined by the Government as a 'persistent absentee' when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this. All pupils who have attendance levels of 90% or below are considered to be a persistent absentee.

A pupil who has missed 50% or more schooling is defined by the Government as '**severely absent**'. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

6. Attendance and illness

Unfortunately, sometimes children do suffer from illness. When this happens parents/carers must make a judgement whether the illness means the child is prevented from or is unable to attend school.

It is well known that many children change quickly and may appear unwell first thing in the morning but recover almost immediately or a little later in the day. If a child has been unwell in the morning but then recovers, we would encourage parents/carers to return their child to school later in the morning or after lunch.

6.1 Parent/Carer reporting of absences

We would request that Parents/carers ring school **BEFORE 8.00** if they feel their child should stay at home and explain the reason for the absence to avoid that absence being recorded as Unauthorised. There is an answer machine where a message can be left if parents are ringing before 8.00am

There may be particular concerns regarding the absence of children who are on a child protection plan, are looked after or have a child in need (CIN) plan. The school office will escalate these cases immediately to the DSL or Deputy DSL who will decide whether other agencies need to be notified immediately rather than progressing through the usual absence procedures.

If a child is absent and no call has been received by the school before 9.20am the absence will be recorded as Unauthorised.

If a child is absent and parents/carers have not contacted school before 9.20am a member of School staff will attempt to contact them (via the contact details, they are required to provide and keep up to date). If there is no response to this contact or if the contact details are out of date the absence will be recorded as Unauthorised.

Where there has been no reason provided for a child's absence, the school will contact the parents/carers by phone/text at before 10.00am on the first day of absence. If no sufficient explanation is received regarding the child's absence the register will be marked as unauthorised absence.

If no contact can be made, the school will contact other emergency numbers held on record.

If no contact has been made on the first day of absence, we will make a safe and well check. This will enable school to make face to face contact with the family to ensure all are safe and well and establish the reason for absence and identify further support if necessary. If there is no answer a letter will be delivered asking parents to contact the school as a matter of urgency on that day.

6.2 Safeguarding

In some cases of absence and/or lack of contact with parents/carers we may need to contact other Agencies such as Social Care, the Police and Health Care Professionals to meet our 'Safeguarding Children' responsibilities.

Reasons for authorised absence include:

- The child is ill.
 - In the case of sickness and diarrhoea parents will be requested to keep their child at home for 48 hours after the last bout of sickness/diarrhoea.
 - If the child has been confirmed as having an infectious disease e.g., chicken pox or measles there are specific periods they need to stay off school and the school will advise regarding this.
- The child is eligible for transport assistance and suitable arrangements have not been made.

If the reason for absence is accepted the absence for that half day session will be Authorised by the Headteacher and no further action will be taken. If it is not accepted, further discussion with the family will be required and the absence will be recorded as Unauthorised.

When parents/carers indicate that their child may be absent for a long period (e.g., all week) the school may contact the parents after 2-3 days to enquire about the child and whether they are likely to return to school earlier etc.

We encourage parents/carers to make their decisions knowing that if a child is a little unwell the school is able to monitor their condition and contact the parent/carer to collect them should they deteriorate.

6.3 Medication

Parents/carers should be aware that in the case of a child being prescribed medicines this does not automatically mean that the child should be absent from school. Many medicines can be given outside school hours, and the school's medical policy allows us to administer medicines, with written consent.

6.4 Duration of absence because of illness

The school can allow parents/carers up to a maximum of 7 days (14 half day sessions) each Academic year (from September to the following July) due to illness assuming an acceptable reason for absences has been provided.

When a child has exceeded this level of absence parents/carers may be asked to provide the Headteacher with some further information, or evidence (sometimes in writing) that supports the view of the parent/carer that their child was 'unfit' to attend school. The information provided will then be reviewed to consider if it would allow the Headteacher to continue to Authorise the absence. The information may be recorded or filed in school.

Note. *We intend parents/carers to be both clear in understanding and to appreciate that, if asked for some further information or evidence, it does not mean that we do not believe them when they say their child is unwell, but, it does provide school with the necessary information and detail which supports the Headteachers decision to continue to Authorise the absence. (Governors, the LA and/or Ofsted review or question schools Registration Procedures and/or Attendance figures.)*

If, when asked for, a parent/carer does not or cannot provide further information, or evidence absence will remain Unauthorised.

School and parents/carers can work with the Community Children's Nurse to meet and discuss any unresolved issues.

6.5 Long term sickness absence

Where a child is in hospital for a prolonged amount of time and where it is medically appropriate, school will liaise with the relevant hospital teaching service so that they can work with your child whilst they are in hospital. This would be recorded as being educated off site and would be equivalent to an attendance at school.

If a child leaves hospital and a return to school is not medically appropriate/approved, or needs to be a gradual re-integration, then school will liaise with families to provide educational activities at home.

7. Registration and Registers

7.1 Registers

School Attendance Registers are 'legal documents' and as such must be kept in accordance with the Pupil Registration Regulations.

Attendance Registers can and are viewed by School staff, Parents/Carers (for their own child/ren), Governors, Local Authority Officers, Ofsted and the Magistrates Court.

All pupils must be registered twice every day, once at the beginning of school in the morning and once in the afternoon.

Every half-day registration mark must show if the pupil was present or absent.

All absence from school must be classified by the school as either **AUTHORISED** or **UNAUTHORISED** in accordance with DfE Guidelines.

All marks in the Register are made by the Headteacher or by someone delegated by the Headteacher to do so, but the Headteacher remains responsible for all marks made. It is the Headteachers legal responsibility to ensure that registers are kept up to date and accurate and in accordance with the Pupil Registration Regulations.

It is the Class Teacher's responsibility to take registration at the times identified in the policy and to put an appropriate mark against all children in that class before Registration closes. They must ensure that Registration is completed accurately and in accordance with the Headteacher's instruction.

7.2 Registration

Registration happens IN THE CLASSROOM.

A child can only be marked as present if they are in the classroom on time. A child who has arrived on school premises, is on their way to the classroom or has a sibling who has been marked present at registration cannot be accepted for the registration 'on time' of a child.

Due to the complex needs of the children at The Orchard School the majority arrive on local authority transport and may experience difficulties on route which delay their arrival at no fault of the children or parents. Children who have arrived at school will have to wait for collection by school staff, and this takes time since it has to be done in an orderly, safe process. The school's location, being near to Junction 2 of

the M5, on occasion leads to roads surrounding the school becoming gridlocked. The Headteacher will decide whether the child has a late mark on these occasions.

Mornings

Registration for all children opens at 8.50 am and closes at 9.20am in the morning.
Lessons start at 9.20am in the morning.

Afternoons

Registration for all children opens at 1.10pm and closes at 1.20pm in the afternoon.
Lessons start at 1.20pm in the afternoon.

Class teachers MUST close Registration at 9.20am and 1.20pm.

AUTHORISED ABSENCE

Any half day absence from school for which the parent/carer of a child has;

- a) provided the Headteacher (in advance) with a reason for that absence that can be accepted and/or is allowed for the purposes of authorisation and,
- b) that the Headteacher agrees that the reason for absence means that the pupil should not be in school for that half day session.

Note: *Absences may be authorised for a medical appointment in school time, BUT school may ask parents/carers to ensure their child attends registration, is collected from school and then returned after the appointment in order for the absence to be authorised. The timing of and venue of the medical appointment may need to be evidenced and discussed with school to agree arrangements.*

In the case of an unexpected emergency parents/carers should negotiate with the Headteacher on an individual basis. Parents will be advised on the amount of absence that the Headteacher can agree to Authorise in each instance. Any extension to the original agreement will need to be re-negotiated.

If the reason provided can allow the Headteacher to authorise the absence no further action will be taken.

UNAUTHORISED ABSENCE

Any half day absence from school for which the parent/carer of the child has;

- a) not provided the Headteacher (in advance) with a reason for that absence,
- b) provided a reason but that reason cannot be accepted for the purpose of authorisation and,
- c) the Headteacher is unable to agree that the pupil should not be in school for that half day session.

Note

Late arrival in the classroom for registration, both in the morning and afternoon, can be recorded as Late and/or unauthorised absence for that half day session.

If no reason for an absence has been provided or if the reason provided cannot be accepted for the purposes of authorisation further action may be taken (see Attendance monitoring below).

8. Absence Procedures

The name and contact details of the school staff member pupils and parents should contact about attendance on a day to day basis is:

School Office
0121 569 7040

We monitor and review all pupils' absence and the reasons that are given thoroughly.

If a child is absent from school the parent must follow these procedures:

- Contact the school on the first day of absence before 8.00am.
- The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office staff. Please be aware that, if you leave a voicemail to report your child's absence, you may receive a call from the school so that we may discuss the absence before making a decision as to whether the absence is to be recorded as authorised;
- Contact the school on every further day of absence, again before 8.00am.
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested where your child is having multiple periods of absence which are reported as being due to medical reasons. When determining whether a child is too ill to attend school, both parents and school staff can consider the advice contained within the NHS and Sandwell Council Guidance on School Absence and Childhood Illness [Is my child too ill for school? - NHS](#)

If your child is absent we will:

- If we have not heard from you we will telephone or text you on the first, and every subsequent day of absence. However, it is your responsibility to contact us;
- If we are unable to make contact with parents by telephone, we will telephone emergency contact numbers, send letters home and a home visit will be made, in the interests of safeguarding;

If absence continues we will:

- Write to you if your child's attendance is below 92% / causing concern, and/or where punctuality is a concern;
- Arrange a meeting so that you may discuss the situation with our Senior Attendance Champion.
- Create a personalised action/support plan, such as an attendance contract, to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child;
- Offer signposting support to other agencies or services, if appropriate;
- Refer the matter to the Local Authority for relevant legal sanctions, if attendance deteriorates following the above actions.

LATENESS

Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good time-keeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher.

The times of the start and close of the school day for all pupils at The Orchard School are:

Gates open: 8.40am

Registration starts: 8.50am

Registration closes: 9.20am

End of the school day: 3.00pm

How we manage lateness:

- The school day starts at 8.50am when children can begin to come into school;
- Registers are taken at 8.50am;

- Children arriving after transport has finished are required to come into school via the school office. A child arriving *IN THE CLASSROOM* after 9.10am but before 9.20 am in the morning or after 1.10pm but before 1.20pm in the afternoon they will be marked 'L' *AUTHORISED LATE*.
- At 9.20am the registers will be closed. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site – 'U', but this will not count as a present mark and it will mean that they have an unauthorised absence;
- The school may contact parents/carers regarding punctuality concerns;

Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent lateness record, you may be asked to meet with The Senior Attendance Champion but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our children and, as a school, we celebrate punctuality.

Unauthorised Lateness 'U' and/or Unauthorised Absence 'O' can lead to parents/carers being referred to the Education Investigation Service and parents/carers being liable to Penalty Notices (a fine of up to £120) and/or Magistrates Court proceedings against them (a fine of up to £2,500 plus costs and/or 3 months imprisonment).

9. Understanding barriers to attendance

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or other vulnerabilities. High expectations of attendance remain in place for these pupils, however we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate.

Under the DfE's statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.

See Annex A for summary tables of responsibilities for school attendance.

The name and contact details of the school staff member pupils and parents should contact for more detailed support on attendance:

Lauren Petrie

lauren.petrie@orchard.sandwell.sch.uk

Local Authority attendance support services

The Schools Attendance Support Service works strategically by offering support to schools, to reduce persistent absence and improve overall attendance.

Parents are expected to work with the school and local authority to address any attendance concerns. Parents should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken in the form of a Penalty Notice (see Annex B for the Sandwell Code of Conduct) or prosecution in the Magistrates Court.

School Attendance and the Law

New legislation was passed, The School Attendance (Pupil Registration) (England) Regulations 2024 which introduced a National Framework in England. By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parents may be recognised differently under education law than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

10. Leave of absence

There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours. In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school."

The School Attendance (Pupil Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. The amendments specify that headteachers may not grant any leave of absence during term time unless there are "exceptional circumstances" and they do not have any discretion to authorise up to ten days of absence each academic year.

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child's overall attendance. Only the headteacher or his/her designate (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the prescribed form provided by the school. The school will usually consider that the parent who has made the application is therefore allowing the leave of absence, and also that all parents who are on the holiday are allowing the leave. Where a parent removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is likely that penalty notices will be requested, in line with the National Framework and Sandwell Code of Conduct, in respect of each parent believed to have allowed the absence.

Parents/Carers can be issued with Penalty Notices should their child take any Leave of Absence if they have not requested this, in writing, to the Headteacher detailing the 'exceptional circumstances' they would

want the Headteacher to take into consideration in deciding if any Leave of Absence can be agreed and Authorised.

Parent/Carers can be issued with Penalty Notices should any Leave of Absence be taken without any Application/Request being made or if they take any Leave of Absence which has not been authorised.

Parents/Carers should ensure that any Request/Application **is made in advance** and returned to school as far in advance of the proposed holiday or appointment of any Leave of Absence to be taken.

Parents/Carers should ensure that they know if their Leave of Absence application has been authorised by the Headteacher before planning, booking or paying for anything in relation to that Leave of Absence application.

Legislation dictates that a Leave of Absence Requests/Application can only be considered if it is from a Parent/Carer with whom the pupil normally lives.

Leave of Absence Requests/Applications from a Parent/Carer that a pupil does not normally live with or from any other family member cannot be considered under any circumstances.

National Framework for Penalty Notices

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10 school week period can span different terms, school years or education settings.

Sanctions may include issuing each parent (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction.

See Annex B for the Sandwell Code of Conduct

11. Attendance Monitoring

The school electronic register allows the close monitoring of patterns of attendance The Attendance Champion and Attendance Officer scrutinise this weekly, generating an action plan to support families. Where attendance falls below 92% the reasons for each child's absence will be reviewed in consultation with other professionals as part of a safeguarding review and attendance action plan. Where a child's absences cannot be clearly explained and have been recorded as unauthorised then an individual plan of action will be agreed to improve attendance.

11.1 Absence data

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education on a daily basis Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024. Persistently and severely absent pupils are tracked and monitored carefully. We also

combine this with academic tracking, as increased absence affects attainment.

We share information and work collaboratively with other schools in the area, local authorities, and other partners, when absence is at risk of becoming persistent or severe.

Where a child's absences cannot be clearly explained and have been recorded as unauthorised then an individual plan of action will be agreed to improve attendance.

The school will:

- Call parents highlighting concerns around attendance and asking how we can support them get their child into school.
- The next step is to write to parents/carers to highlight the concerns regarding the child's absences and invite them into school for a discussion. This may include the class teacher, the Attendance Champion, the Attendance Officer and community children's nurse. The aim of the meeting is to share concerns and discuss solutions and expectations for supporting improved attendance.
- Discuss attendance as a key part of the EHCP review.
- Set up an agreement through The Schools Attendance Support Service with the parents/carers regarding expectations of the child's attendance. This agreement will be signed by all parties. Where this agreement does not result in improved attendance the Local Authority through The Schools Attendance Support Service may decide to prosecute parents for their child's non-attendance.

11.2 Absence levels requiring further investigation

Below are some triggers that will require further investigation and communications with parents/carers and may involve a referral too and involvement with other external Services.

Absence on more than 3 occasions in one term without a parent/carer contacting the school *BEFORE* 9.00am the school will follow The Orchard School Policy Procedures flowchart. See Annex G

Pupil Attendance below 92% (Expected Minimum Attendance)

If at any time a child's actual Attendance falls below 92% (the absence might be Authorised, Unauthorised or a combination of both) school will contact parents/carers to highlight the fall in attendance, to identify any issues. If there are no improvement after action above, school will write to parents/carers inviting them into school for a meeting with The Attendance Champion and Attendance Officer to discuss the child's attendance, and how it can be improved.

Pupil Attendance below 91%

If at any time a child's actual Attendance falls below 91% (the absence might be Authorised, Unauthorised or a combination of both) school may put a Parent Contract in place to support attendance issues.

Pupil Attendance below 90% (Persistent Absence)

If at any time a child's actual Attendance falls below 90% (the absence might be Authorised, Unauthorised or a combination of both) school will support the family and encourage engagement to increase the child's attendance.

100%	Excellent attendance	Full attendance and no days missed from school the best chance of success
96%	Good attendance	8 days missed from school

95%	Below the expected level of attendance	9 days missed – less chance of success and makes it harder for your child to make progress
91%	Below the expected level of attendance and needs to improve	18 days missed
90%	Worrying and attendance needs to improve	19 days missed (persistent absence threshold). Your child will find it very hard to make progress- 190 hours missed at school
85%	Poor attendance and must improve	28 days missed
80%	Poor attendance and must improve	38 days missed- 240 hours missed at school
70%	Poor attendance and must improve	57 days missed – 345 hours missed at school

11.3 Rewards

The Orchard School expects that all students will attend school 100% of the time, however, we recognise that this may not always be possible and therefore we celebrate all pupils attendance in the following ways:

96% - 100% Attendance	This is excellent school attendance
92% - 95% Attendance	This is good school attendance
91% or below	You may need some help with your attendance at school

- The Orchard School recognises that all our pupils have complex learning and/or health needs and therefore will acknowledge significantly improved and sustained attendance.
- Pupils will receive a praise certificate every ½ term if their attendance is 92% or above.
- Students who need to attend medical appointments/treatment will receive a praise certificate for their attendance if we have records of appointments/treatments.

12. Relevant legislation / guidance

The Education Act 1996

The Children Act 1989

The Crime and Disorder Act 1998

The Anti-social Behaviour Act 2003

The Education and Inspections Act 2006

The Sentencing Act 2020

The Education (Pupil Registration) (England) Regulations 2006

The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007

The Education (Penalty Notices) (England) Regulations 2007

Government guidance

Parental responsibility measures for attendance and behaviour

Children missing education

Keeping children safe in education

Working together to safeguard children

Elective home education

Alternative provision: statutory guidance for local authorities

Exclusion from maintained schools, academies and pupil referral units in England

Supporting pupils at school with medical conditions

Ensuring a good education for children who cannot attend school because of health needs

Promoting and supporting mental health and wellbeing in schools and colleges

Approaches to preventing and tackling bullying

13. Other relevant school policies

Management of medical conditions in school

Accessibility Plan

Children with Health Needs who cannot attend school

Safeguarding Policy

Annex A

DfE guidance Summary table of responsibilities for school attendance. From 19th August 2024

https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance_applies_from_19_August_2024.pdf

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of persistent absence.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through a referral to statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Not applicable.</p>	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.</p>

Support for pupils with medical conditions or SEND with poor attendance

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

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Know who the pupils who have, or who have had, a social worker are.</p> <p>Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.</p> <p>Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.</p> <p>Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.</p> <p>Through the work of Virtual School Heads, they should:</p> <ul style="list-style-type: none"> Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.</p> <p>Proactively engage with the support offered.</p>	<p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance.</p> <p>Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.</p>	<p>Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.</p> <p>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.</p>	<p>Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.</p> <p>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <ul style="list-style-type: none"> • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
<p>Schools regularly update parents on their child's attendance.</p> <p>(If parents feel the school and or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)</p>	<p>The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures.</p> <p>The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance.</p> <p>Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.</p> <p>Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.</p>	<p>DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making.</p> <p>Ofsted considers governing bodies' efforts as part of inspections.</p>	<p>DfE Regions Group monitors local authority efforts as part of regular interaction.</p> <p>Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services.</p> <p>Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.</p>

Annex B – SANDWELL CODE OF CONDUCT

<https://www.sandwell.gov.uk/downloads/download/117/penalty-notice-code-of-conduct> – currently draft form, it will be issued to schools imminently.

Annex C This will be sent to schools when produced by LA

Annex D – <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

Annex E DfE Guide for parents on school attendance

<https://assets.childrenscommissioner.gov.uk/wpuploads/2022/12/aaa-guide-for-parents-on-school-attendance.pdf>

Annex F

DFE Absence Codes

The national codes enable schools to record and monitor attendance and absence in a consistent way and are used to collect statistics through the School Census system. The data helps schools, local authorities and the government to gain a greater understanding of the level of, and the reason for, absence and the delivery of education

Code / \: Present at the school / = morning session \ = afternoon session

Code L: Late arrival before the register is closed

Attending a place other than the school

Code K: Attending education provision arranged by the local authority

Code V: Attending an educational visit or trip

Code P: Participating in a sporting activity

Code W: Attending work experience

Code B: Attending any other approved educational activity

Absent - leave of absence

Code C1: Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.

Code M: Leave of absence for the purpose of attending a medical or dental appointment

Code J1: Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution

Code S: Leave of absence for the purpose of studying for a public examination

Code X: Non-compulsory school age pupil not required to attend school

Code C2: Leave of absence for a compulsory school age pupil subject to a part-time timetable

Code D: Dual registered at another school

Code C: Leave of absence for exceptional circumstance

Absent - other authorised reasons

Code T: Parent travelling for occupational purposes

Code R: Religious observance

Code I: Illness (not medical or dental appointment)

Code E: Suspended or permanently excluded

Absent - unable to attend school because of unavoidable cause

Code Q: Unable to attend the school because of a lack of access arrangements

Code Y1: Unable to attend due to transport normally provided not being available

Code Y2: Unable to attend due to widespread disruption to travel

Code Y3: Unable to attend due to part of the school premises being closed

Code Y4: Unable to attend due to the whole school site being unexpectedly closed

Code Y5: Unable to attend as pupil is in criminal justice detention

Code Y6: Unable to attend in accordance with public health guidance or law

Code Y7: Unable to attend because of any other unavoidable cause

Absent - unauthorised absence

Code G: Holiday not granted by the school

Code N: Reason for absence not yet established

Code O: Absent in other or unknown circumstances

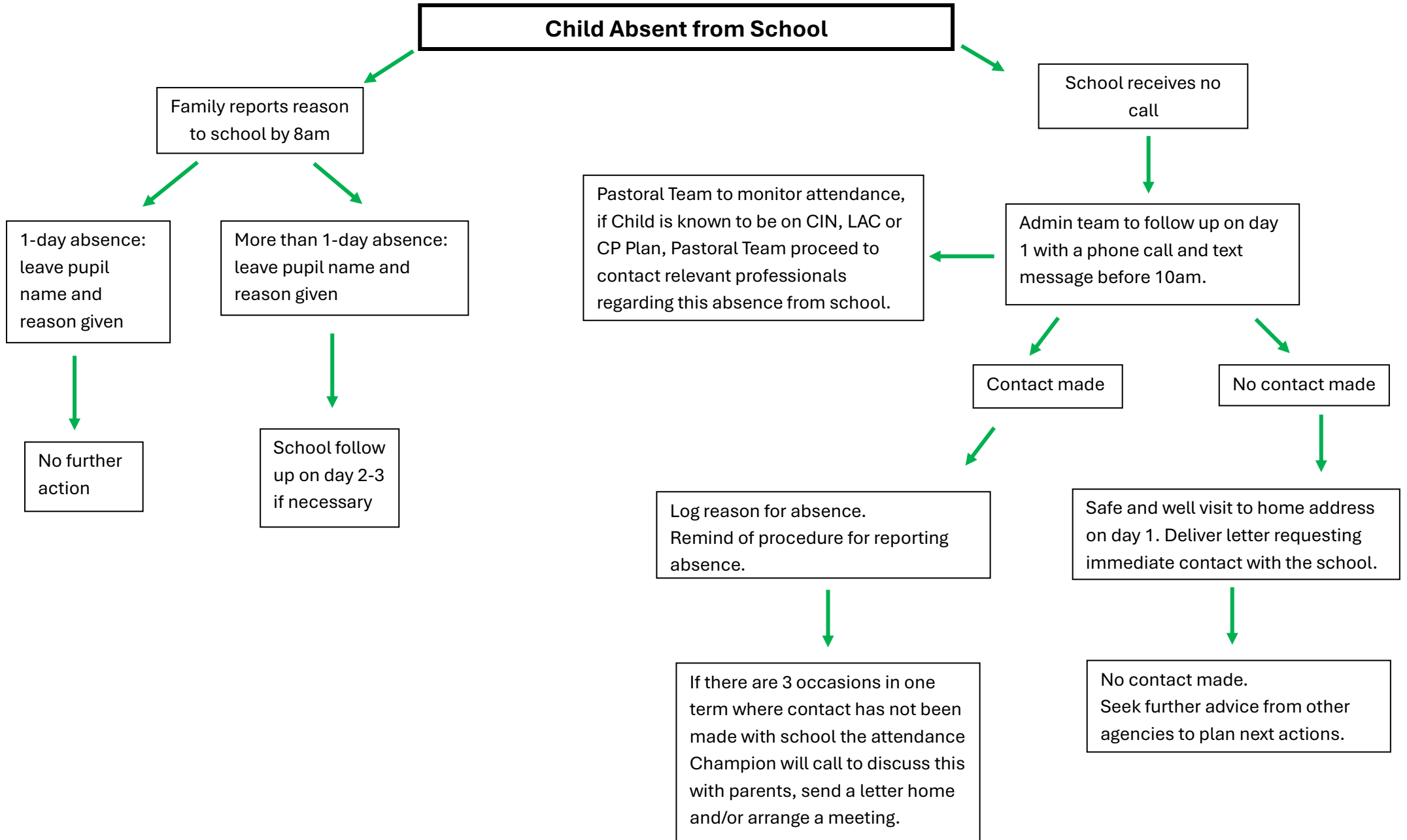
Code U: Arrived in school after registration closed

Administrative codes

Code Z: Prospective pupil not on admission register

Code #: Planned whole school closure

Annex G



Annex H

Attendance monitoring

Pupil's attendance is 92% or below.

