



"Inspiring all to soar to new heights."

Inspiring children to soar to new heights. Isaiah 40:31

Challenge ● Creativity ● Collaboration ● Critical Thinking ● Courage

Downham C of E Primary School

Pupil Attendance Policy 2025

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

Miss Bailey
office@downham-ceap.essex.sch.uk

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

Mrs Doyle
office@downham-ceap.essex.sch.uk

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

Miss Bailey
office@downham-ceap.essex.sch.uk

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

Linda Wright

Staff consulted: 01.09.25

Ratified by the Governing Body

Review Date: *Annual review*

Pupil Attendance Policy

Introduction and Background

Downham C of E Primary School recognises that positive behaviour and good attendance are essential in order for pupils to get the most of their school experience, including their attainment, wellbeing and wider life chances.

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.**

Promoting Regular Attendance

At Downham C of E Primary 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:

Miss Bailey

office@downham-ceap.essex.sch.uk

The governor with responsibility for monitoring attendance is Linda Wright.

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 and, with the exception of schools where all pupils are boarders, attendance registers and have effective day to day processes in place to follow-up absence as required by law;
- Celebrate excellent attendance by displaying and reporting individual and class achievements;
- Reward good or improving attendance;
- Actively teach and promote good attendance in Collective Worship
- Have termly 'Attendance Ambassadors'
- Report to parents/carers regularly on their child's attendance and the impact on their progress;
- Contact parents/carers should their child's attendance fall below the school's target for attendance.

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 (although parents may be asked to provide medical evidence for their child before this can be authorised), 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.

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:

Mrs Dyole

office@downham-ceap.essex.sch.uk

The school 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 registration at 8.40am. This can be done in a variety of ways:
 - Call the school office – 01268 710387
 - Leave a voicemail message if no one is available in the office

- Call into the school office personally
- Register your child's absence on StudyBugs

Please be aware that, if you leave a voicemail to report your child's absence or register via StudyBugs, 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.

- The school has an answer phone available to leave a message from 8am onwards, if nobody is available to take your call, parents may call into school personally and speak to the office staff.
- Contact the school on every further day of absence, before registration at 8.40am.
- 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 Essex County Council Guidance on School Absence and Childhood Illness](#)

If your child is absent we will:

- Telephone or message via StudyBugs you on the first, and every subsequent day of absence by 9.30am, if we have not heard from you. However, it is the parents' 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 may be made, in the interests of safeguarding;
- A referral will be made to Local Authority if no contact has been made with parents by the 10th day of absence (or sooner if deemed appropriate), at which point your child will be considered to be "missing from education."

If absence continues we will:

- Write to you if your child's attendance is **at or below 95%**; and/or where **punctuality** is a concern;
- Arrange a meeting so that you may discuss the situation with our Senior Attendance Champion, Miss Bailey
- 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 Downham C of E Primary School are:

Gates open: 8.40am
Registration starts 8.40am
Registration closes: 8.50am
End of the school day: 3.15pm

How we manage lateness:

- The school day starts at **8.40am** when children can begin to come into school;
- Registers are taken at **8.40am**;
- **Registers close at 8.50am**;
- Children arriving after **8.55am** are required to enter school via the school office. Parents must sign their child into the electronic inventory system and provide a reason for lateness, which is recorded;
- At **8.55am** the registers close for Collective Worship. Collective Worship is held at 9.00am each morning and attended by all staff, including the Office Staff. It is important that your child arrives on time for school. If children arrive after 9.00am then parents will need to wait with their child until Collective Worship has finished at 9.15am as there will not be any school staff to let them in.

**It is the parents' responsibility to ensure that their child attends school on time, every day.
It is the parents' responsibility to supervise their child during this time.**

Collective Worship is a legal entitlement in a Church of England school and a time of reflection and respect – please see our Collective Worship Policy for further legal details.

- In accordance with the Regulations, if your child arrives after **8.50am**, they will receive a late mark 'L';
- In accordance with the Regulations, if your child arrives after **9.15am**, 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, parents may be asked to meet with Miss Bailey, 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 good class and individual punctuality.

Collection of children at the end of the school day

Under Section 175 of the Education Act 2002, Local Authorities and Schools have a duty to safeguard and promote the welfare of children. This duty should include making arrangements for dealing with children not collected at the end of the school day, or at the end of a school activity which is authorised by school.

It is the responsibility of parents to collect their child(ren) on time at the end of each school day. Downham C of E Primary School recognises that it has a statutory duty to safeguard and promote the welfare of pupils, and that this duty extends to having arrangements in place for dealing with children who are not collected at the end of a school day, or at the end of an authorised activity.

If a pupil is not collected at the end of the school day or after attending after school clubs, it is important to make contact with parents, or anyone on the child's emergency contact list if parents are unavailable. The teacher or appropriate member of staff will:

1. Check whether the child is usually in an after school activity that night and may have just forgotten to attend (if applicable)

2. Check with office staff to see whether a phone call or note has been received.
3. If a parent has not made contact or arrived by 3.30pm (or 15 minutes after the end of a club), school staff will make every effort to contact the parent.
4. If the parent cannot be reached, the emergency contacts provided will then be called. Contact numbers are kept in the office in the Pupil/Staff Emergency Contact file and on the School's Management Information System (SIMs).
5. If a parent has not made contact or arrived after an additional 15 minutes, a further phone call will be made and Miss Bailey will be informed.

Procedure if a child is collected late by less than 15 minutes

At the end of the school day, teachers will take any uncollected children to the office area to wait for collection. On many days, teachers have professional development or professional meetings and cannot look after children who are not collected on time. We ask parents to call the School Office if they are running very late to help appropriate provision to be made and children can be kept informed. Please note that the school offices closes at 3.30pm.

Procedure if a child remains uncollected after 15 minutes

This aspect of the policy relates to the school's statutory duty to safeguard and promote the welfare of pupils, and operates for every situation where a parent or carer cannot be contacted within 15 minutes of the end of the school day/club/activity. In the case of a pupil not being collected and no contact being made by the parents with the school or the school being unable to make contact with one of the emergency contacts within 30 minutes of the end of the day/end of the club/activity, the School will ring Essex Social Care team to discuss the situation and ask for advice. This will allow the Social Care Team to begin to plan for the possibility that they may need to make arrangements for the alternative care of the child.

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 who have special educational needs and disabilities, 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 individual support with attendance:

Miss Bailey

office@downham-ceap.essex.sch.uk

Local Authority attendance support services

Local Authority Attendance Specialists work 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 Essex 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.

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 Essex Code of Conduct.

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 (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 Essex Code of Conduct, in respect of each parent believed to have allowed the absence.

At Downham C of E Primary School 'exceptional circumstances' will be interpreted as:

... being of unique and significant emotional, educational or spiritual value to the child which outweighs the loss of teaching time (as determined by the headteacher). The fundamental principles for defining 'exceptional' are events that are “rare, significant, unavoidable and short”. By 'unavoidable' we mean an event that could not reasonably be scheduled at another time, outside of school term time, regardless of who has planned or paid for the holiday or absence (including grandparents or other family or friends).

The headteacher/school may discuss the leave of absence request with other education settings and/or the Local Authority to determine any exceptional circumstances.

If leave of absence is authorised, the school will not provide work for children to do during their absence. Parents are however advised to read with their children and encourage them to write a diary while they are away.

Deletion from Roll

For any pupil leaving Downham C of E Primary School, *other than at the end of year 6*, parents/carers are required to complete a 'Pupils moving from school' form which can be obtained from the school office. This provides school with the following information: Child's name, class, current address, date of leaving, new home address, name of new school, address of new school. This information is essential to ensure that we know the whereabouts and may appropriately safeguard all of our pupils, even those who leave us.

It is crucial that parents keep school updated with current addresses and contact details for the pupil and key family members, in case of emergency.

Under Pupil Regulations 2006, all schools are now **legally required** to notify their Local Authority of **every new entry** to the admission register **within five days** of the pupil being enrolled. In

addition to this, **every deletion** from the school register must also be notified to the Local Authority, as soon as the ground for deletion has been met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register. This duty does not apply when a pupil's name is removed from the admission register at a standard transition point – when the pupil has completed the final year of education normally provided by that school.

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.

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

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

ESSEX CODE OF CONDUCT: PENALTY NOTICES FOR PARENTS OF TRUANTS AND PARENTS OF PUPILS EXCLUDED FROM SCHOOL ANTI-SOCIAL BEHAVIOUR ACT 2003 SECTION 23

<https://www.essex.gov.uk/schools-and-learning/schools/school-attendance-and-absence/penalty-notices>

Annex C



Helping parents to understand the changes to fines for term time holidays

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

Who may be fined? Penalty Notice Fines are issued to each parent who allows their child to be absent from school. For example: 3 siblings absent for term time leave, would result in each parent who allowed the holiday receiving 3 separate fines.	National Threshold There will be a single consistent national threshold for when a penalty notice must be considered by all schools in England of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. These sessions do not have to be consecutive and can be made up of a combination of any type of unauthorised absence, including the U code (late after registers have closed). For example: a 5 day holiday would meet the national threshold. The 10-school week period can span different terms or school years.
First Offence The first time a Penalty Notice is issued for an unauthorised term time holiday the fine amount will be: £80 per parent, per child if paid within 21 days. Increasing to £160 if paid between days 22-28.	Second Offence (within 3 years) The Second time a Penalty Notice is issued for unauthorised absence the amount will be: £160 per parent (who allowed the holiday), per child, payable within 28 days.
Third Offence and Any Further Offences (within 3 years) The third time an offence is committed a Penalty Notice will not be issued and local authorities will need to consider other available measures to address the absence concerns. This may mean that cases are presented before a Magistrate's Court. Prosecution can result in criminal records and fines of up to £2,500. Cases found guilty in the Magistrates' Court can show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.	

Annex D – Illness Absence Guidance

<https://seureschools.essex.gov.uk/DisplayDocument.aspx?DocID=276>

https://assets.publishing.service.gov.uk/media/626669cb8fa8f523b7221b98/UKHSA-should-I-keep-my_child_off_school_guidance-A3-poster.pdf

[DfE external document template \(childrenscommissioner.gov.uk\)](https://childrenscommissioner.gov.uk)

Essex Absence Call-back Prompt Sheet

Supporting our children and young people to engage

Purpose

- Designed to support a whole school approach and ethos, where attendance is;
 - a priority;
 - highly valued; and
 - actively encouraged.
- Designed to form part of a school's processes that promote early identification and early support

Usage

- A supportive measure, used when a pupil is reported absent – **on day 2**
- To be used to ask after a pupil's well-being
- To ascertain if there are any concerns that school should be aware of so that any barriers can be explored and mitigated
- Designed as a prompt, these questions will not fit every scenario, but are there to elicit further conversation, schools should add to this list as they wish

Important notes / considerations:

- Schools should be consciously sensitive and encompass the support first model when having these conversations, whilst balancing school's expectations in terms of authorised and unauthorised absence
- The conversation and responses should be recorded

Conversation prompts and questions to consider:

Thank you for notifying school of your child's absence, we are just calling to see how they are

They were reported absent because....	
What are their symptoms?	
Has parent sought medical advice, or do they intend to, and if so, who (pharmacy, 111, GP etc.)?	
If they have not, should they?	
Is the pupil taking any medication in relation to the illness?	
Do they need to take paracetamol / Calpol regularly?	
Have they suffered with this before?	
Would involvement from the school nursing team be beneficial? Do they think they will be off again the next day?	
Is there anything the parent would like the pupils class to know?	

Would it be beneficial if the school were able to administer any medication, does the permission form need sending to the parent/s for completion?	
--	--

- If parent advised they are or have sought medical advice – school can request that parent send any information they have as a result, stating this will ensure an accurate record should the pupil suffer with a similar ailment in future this will help school to support the pupil
- Are pupil's contact details accurate – do they need updating (this is an opportunity to ensure school's pupil details are up to date and accurate)

Appendix 2 – Initial attendance support communication

School Logo / Headed Paper / Sent from an official school email address with a clear email signature

- This communication should be pasted into the body of an email (rather than as an attachment), which should be sent with a read receipt requested;
- The 'TO' field of the email must be addressed to an individual parent (separate emails should be sent to each individual parent);
- The subject field should make clear the content of the communication. Please note parent/s email addresses must not be in the CC or BCC field;
- If being sent as a letter, please ensure the full address section is completed as per the below, and send to each parent via first class royal mail post.

Title, full forename name and surname

Full address

Full address

Postcode (ensure is accurate)

Date

Dear Title, Full Forename and Surname,

RE: Pupil Name (Date of Birth)

School Attendance

We have noticed that your child has had some absences recorded recently, and we would like to better understand the reasons behind those absences, and whether you or your child require any support from the school to prevent further absence. Please find attached/enclosed a copy of your child's current attendance record.

School attendance is hugely important and regular attendance ensures your child benefits from all the educational opportunities available to them. This is not just crucial for their learning, but also their wellbeing, and wider development. It is equally important that they attend school on time every day.

We would like to offer you an opportunity to talk through any barriers preventing regular attendance, and how we may work together to support Pupil Name to benefit from all of the educational opportunities that SCHOOL NAME has to offer. Please contact us to arrange a mutually convenient time for us to have a discussion, either via the telephone or face to face. In the meantime, please feel free to look at our school's attendance policy, available on the school website under the section titled: XXXX. If you would like a hard copy, these are available via the school office.

We look forward to hearing from you.

Yours sincerely,

Forename and Surname

Position held

Telephone number: XXXXXXXXXX

Email: XXXXXXXXXX

Notes for school (school to remove before sending)

- School to send/email to all those with parental responsibility
- School to include accurate attendance record – print certificate from SIMS

SCHOOL NAME / HEADED PAPER

**Essex Supporting Improved School Attendance
Support First Conversation Pro-Forma**

Conversation Aims and Information

- An informal conversation to aid early identification of any concerns so that the right support is put in place early (where required)
- To aid a trusted, strong working partnership between pupils, families, and the school
- Pupil voice and wellbeing is the intended focus
- Documentation of the conversation is important, as is ensuring relevant parties are made aware of any concerns and identified support strategies, to ensure continuity and understanding by all parties

(If using, even an adapted version, ensure it is referenced in your school's attendance policy. It has been developed to support schools to explore more probing questions which may inform the support strategies that are put in place)

Supporting our children and young people to engage

Date	
Name of person completing form	
Position of person completing form	
Pupil Name	
Pupil Date of birth	
Pupil Year Group	
Class Teacher	
LWSA	

Introduction to the purpose of this conversation, the school member leading the conversation can use the information and aims above and should link it to the school's ethos and approach with an emphasis on building strong, trusted, and supportive relationships with pupils and their families

How do you feel your child is finding school currently? <i>Remember depending on the response to ask why?</i>	
What does your child report they enjoy at school? Are there any lessons or subjects they prefer or is there anything that has peaked their interest? <i>Remember depending on the response to ask for details and ask why.</i>	
Is there a particular member of staff your child has a positive relationship with?	

<p><i>Remember depending on the response to ask for details and ask why?</i></p>	
<p>What do you think is important for your child about school?</p> <p><i>Remember depending on the response to ask for details and ask why?</i></p>	
<p>What is important to you as parents about school, for example, is it their grades, their well-being, their friendships, or all the above?</p> <p><i>Remember depending on the response to ask for details and ask why?</i></p>	
<p>Do you know if your child has any concerns about school – subjects, friendships, teachers?</p> <p><i>Remember depending on the response to ask why?</i></p>	
<p>Is there anything you as parents have concerns about in relation to school, for example, subjects, friendships, teachers?</p> <p><i>Remember depending on the response to ask why?</i></p>	
<p>Is there anything your child is struggling with or worried about at school? And is there anything we as a school might be able to do to help?</p> <p><i>Remember depending on the response to ask why?</i></p>	
<p>Is there anything that might be worrying you or your child outside of school, is everything</p>	

ok at home, and is there anything we might be able to do to support you?

Remember depending on the response to ask why?

Additional information

Remember depending on the response to ask why?

This will be upload onto CPOMS and a copy sent to parent with the covering letter – discussion summary.
Ensure a record of this is kept and accessible by all key members of staff – it is advised each pupil has an electronic file with their name and this is saved

Appendix 4 – Initial attendance support discussion summary

School Logo / Headed Paper / Sent from an official school email address with a clear email signature

- **This communication should be pasted into the body of an email (rather than as an attachment), which should be sent with a read receipt requested;**
- **The 'TO' field of the email must be addressed to an individual parent (separate emails should be sent to each individual parent);**

Title, full forename name and surname

Full address

Full address

Postcode (ensure is accurate)

Date

Dear Title, Full Forename and Surname,

RE: Pupil Name (Date of birth)

School Attendance

Thank you for contacting us regarding our email/letter dated INSERT DATE to discuss PUPIL NAME'S attendance. Please find attached/enclosed a summary of points discussed. Please do not hesitate to contact us using the contact details below to share any further concerns so that we may continue to work together and offer support, as appropriate.

For more information and clarification relating to our school attendance processes and the support available, please refer to our school's attendance policy which is available on the school website under the section titled: XXXX. If you would like a hard copy, these are available via the school office.

Yours sincerely,

Forename and Surname

Position held

Telephone number: XXXXXXXXXX

Email: XXXXXXXXXX

Notes for school (do not include in letter/email)

- School to email /send to those with parental responsibility
- Enclose pupil attendance record, ensuring it is accurate
- Enclose the completed support first parent conversation pro-forma

Appendix 5 – No response and further absences

School Logo / Headed Paper / Sent from an official school email address with a clear email signature

- **This communication should be pasted into the body of an email (rather than as an attachment), which should be sent with a read receipt requested;**
- **The 'TO' field of the email must be addressed to an individual parent (separate emails should be sent to each individual parent);**

Title, full forename name and surname

Full address

Full address

Postcode (ensure is accurate)

Date

Dear Title, Full Forename and Surname,

RE: Pupil Name (Date of birth)

School Attendance

Further to our communication dated INSERT DATE, we have noted that we have not heard from you and PUPIL NAME has had further absence/s recorded, please see attached/enclosed updated attendance certificate. Due to the further absence/s, we would really appreciate an opportunity to have a discussion with you and look at if any support might be needed. We want to reassure you that as a school, it is our aim to work jointly and in partnership with the whole school community so that all of our pupils can fully benefit from the educational opportunities that SCHOOL NAME has to offer.

We would ask that you contact us by DATE so that we can have a conversation to understand what support may be needed for PUPIL NAME to attend school regularly.

For more information and clarification relating to our school attendance processes and the support available, please refer to our school's attendance policy which is available on the school website under the section titled: XXXX. If you would like a hard copy, these are available via the school office.

Yours sincerely,

Forename and Surname

Position held

Telephone number: XXXXXXXXXX

Email: XXXXXXXXXX

Notes for school (to be removed before sending out)

- School to email/send to those with parental responsibility
- Ensure accurate attendance record is included

Appendix 6 – No response and no further absences

School Logo / Headed Paper / Sent from an official school email address with a clear email signature

- **This communication should be pasted into the body of an email (rather than as an attachment), which should be sent with a read receipt requested;**
- **The 'TO' field of the email must be addressed to an individual parent (separate emails should be sent to each individual parent);**
- **The subject field should make clear the content of the communication. Please note parent/s email addresses must not be in the CC or BCC field;**
- **If being sent as a letter, please ensure the full address section is completed as per the below, and send to each parent via first class royal mail post.**

Title, full forename name and surname

Full address

Full address

Postcode (ensure is accurate)

Date

Dear Title, Full Forename and Surname,

RE: Pupil Name (Date of birth)

School Attendance

Further to our communication dated INSERT DATE, we have noted that although we did not hear from you, PUPIL NAME has not had any further absences. We would like to thank you for your continued support in encouraging PUPIL NAME to engage with the educational opportunities that our school has to offer.

As a school, it is our aim to work jointly and in partnership with the whole school community so that all of our pupils can fully benefit from the educational opportunities available to them. Moving forward, should you need to share any concerns that may impact PUPIL NAME's regular attendance at school, please do not hesitate to contact us, using the contact details below.

For more information and clarification relating to our school attendance processes and the support available, please refer to our school's attendance policy which is available on the school website under the section titled: XXXX. If you would like a hard copy, these are available via the school office.

Yours sincerely,

Forename and Surname

Position held

Telephone number: XXXXXXXXXX

Email: XXXXXXXXXX

Notes for school (to be removed before sending out)

- School to email/send to those with parental responsibility
- Ensure accurate attendance record is included

Essex Absence Call-back Prompt Sheet



Supporting our children and young people to engage

Purpose

- Designed to support a whole school approach and ethos, where attendance is;
 - a priority;
 - highly valued; and
 - actively encouraged.
- Designed to form part of a school’s processes that promote early identification and early support

Usage

- A supportive measure, used when a pupil is reported absent
- To be used to ask after a pupil’s well-being
- To ascertain if there are any concerns that school should be aware of so that any barriers can be explored and mitigated
- Designed as a prompt, these questions will not fit every scenario, but are there to elicit further conversation, schools should add to this list as they wish

Important notes / considerations:

- Schools should be consciously sensitive and encompass the support first model when having these conversations, whilst balancing school’s expectations in terms of authorised and unauthorised absence
- The conversation and responses should be recorded

Conversation prompts and questions to consider:

Thank you for notifying school of your child’s absence, we are just calling to see how they are

They were reported absent because....	
What are their symptoms?	
Has parent sought medical advice, or do they intend to, and if so, who (pharmacy, 111, GP etc.)?	
If they have not, should they?	
Is the pupil taking any medication in relation to the illness?	
Do they need to take paracetamol / Calpol regularly?	
Have they suffered with this before?	
Would involvement from the school nursing team be beneficial? Do they think they will be off again the next day?	
Is there anything the parent would like the pupils class to know?	

Would it be beneficial if the school were able to administer any medication, does the permission form need sending to the parent/s for completion?	
--	--

- If parent advised they are or have sought medical advice – school can request that parent send any information they have as a result, stating this will ensure an accurate record should the pupil suffer with a similar ailment in future this will help school to support the pupil
- Are pupil's contact details accurate – do they need updating (this is an opportunity to ensure school's pupil details are up to date and accurate)

Appendix 8 – Essex Pupil Return to School Check In

SCHOOL NAME / HEADED PAPER

Essex Pupil Return to School Check In

(To be completed on first day of return especially important where absence was not reported)

(Add this into your school's attendance policy under a tiered system – stage one)

Supporting our children and young people to engage

Date	
Name of person completing form	
Position of person completing form	
Pupil Name	
Pupil Date of birth (office to complete)	
Pupil Year Group	
Class Teacher	
LWSA	
Attendance to date:	

How are you? <i>Remember depending on the response to ask why?</i>	
What about today are you looking forward to / what about today has gone well? <i>Remember depending on the response to ask why?</i>	
What do you like most about school, and what is the best thing about coming to school?	
Do you have any concerns about school – subjects, friendships, teachers? <i>Remember depending on the response to ask why?</i>	
Is everything ok at home? <i>Remember depending on the response to ask why?</i>	
Is there anything you are struggling with or worried about at school? And is there anything the school can do to help you? <i>Remember depending on the response to ask why?</i>	

Additional information

Remember depending on the response to ask why?

Give this completed form to Mrs Eames who will scan and upload this onto CPOMS.

Ensure a record of this is kept and accessible by all key members of staff – it is advised each pupil has an electronic file with their name and this is saved

Appendix 9 – National Threshold Met – Notice to Improve Letter

School Logo / Headed Paper / Sent from an official school email address with a clear email signature

- **This communication should be pasted into the body of an email (rather than as an attachment), which should be sent with a read receipt requested;**
- **The 'TO' field of the email must be addressed to an individual parent (separate emails should be sent to each individual parent);**
- **The subject field should make clear the content of the communication. Please note parent/s email addresses must not be in the CC or BCC field;**

Title, full forename name and surname

Full address

Full address

Postcode (ensure is accurate)

Date

Dear Title, Full Forename and Surname,

RE: Pupil Name (Date of birth)

School attendance is hugely important. For your child to gain the full benefit from their education, for their learning, wellbeing, and wider development, they need to attend on time, every day possible.

If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, the child's parent may be guilty of an offence under s.444 Education Act 1996. If your child is a registered pupil at an alternative provision in the circumstances set out in section 444ZA of the Education Act 1996, the child's parent may be guilty of an offence.

You, «FORENAME» «SURNAME», are a parent/carer of «Students_Name», (called in this notice "the pupil") who is a registered pupil at «School_Name».

The school have offered support to you and your family to try and help improve «Students_Name»'s attendance, including:

Please find below some examples of interventions schools may have implemented. It is expected that schools will amend and/or add to include only those interventions relevant to this specific pupil, ensuring that the wording in this section is bespoke.

- **Telephone calls.** The school contacted you every day your child was absent to understand why your child was absent and to offer their support with any issues your child may be having.
- **Letters and/or emails dated XXXXX.** The school wrote to you, letting you know about «Students_Name»'s attendance, the impact of their continued absence, and inviting you to contact the school to discuss the situation further.

School Attendance Notice to Improve

(Please read this letter carefully)

- **Inviting you to (an) Attendance Support Meeting(s).** The school invited you to (a) meeting(s) to discuss your child’s unauthorised absences and to offer support to ensure that their attendance improved. Our school attendance policy makes clear the consequences, should your child continue to have unauthorised absence and/or you did not effectively engage with the support offered.
- **Devising an Attendance Contract** designed to support you to ensure that «Students_Name»’s attendance improved and to prevent further unauthorised absences from being recorded.
- **Worked through the “Let’s Talk: We miss you” toolkit** questionnaires with you to help us all to understand the reasons behind «Students_Name»’s absence and to put in place support to remove any barriers to regular school attendance.
- **Referrals to the following support services:**
 - INSERT NAMES OF SUPPORT SERVICES TO WHICH REFERRALS HAVE BEEN MADE

Unfortunately, despite the support that was offered to your family, attendance remains a cause for concern. Between «WARNING_START_DATE» and «WARNING_END_DATE» (NB. Start date and end date period should not exceed ten school weeks) the pupil failed to attend regularly at «School/Alternative Provision_Name», which resulted in 10 sessions (half days) or more of unauthorised absence being recorded. Please see the attached registration certificate for details.

You now have 6 school weeks in which to improve your child’s attendance. During this time your child must show significant improvements in attendance and avoid having any further unauthorised absences recorded. Should we not see sufficient improvement and further unauthorised absences take place during this period, a Penalty Notice may be issued, or your case may be put forward to the local authority for them to consider prosecution under section 444 1/1A Education Act 1996.

Please note that, if you have received previous penalty notices in relation to the unauthorised absence patterns of a child for whom you hold parental responsibility/day-to-day care and responsibility or you have previously been prosecuted under section 444 1/1A Education Act 1996, you may not be eligible for further penalty notices and your case may automatically proceed to prosecution.

Please visit the Essex County Council website and search for “penalty notices” for more information about the penalty notice fine levels and maximum penalty notice limits which are detailed within the Essex Code of Conduct.

N.B. Your case may be put forward for a penalty notice/prosecution as soon as a further unauthorised absence is recorded for «STUDENT_NAME».

If you wish to discuss this notice, or discuss what further support is available, please do not hesitate to contact our team as soon as possible using the contact details below:

Contact Name: xxxx

Email address: xxxx

Telephone number: xxxx

Yours sincerely

Forename and Surname

Position held

School Name