



Outcomes  
First Group

# Pupil Attendance Policy

For Acorn Education & Options Autism schools

Red Moor School

## PUPIL ATTENDANCE POLICY

### Contents

1.0	INTRODUCTION .....	3
2.0	AIMS .....	3
3.0	LEGISLATION & GUIDANCE .....	4
4.0	ROLES AND RESPONSIBILITIES .....	5
5.0	EXPECTATIONS OF PARENTS, CARERS, AND THOSE WITH PARENTAL RESPONSIBILITY .....	8
6.0	RECORDING ATTENDANCE .....	10
7.0	AUTHORISED AND UNAUTHORISED ABSENCE.....	15
8.0	STRATEGIES FOR PROMOTING ATTENDANCE .....	18
9.0	CHILDREN ABSENT FROM EDUCATION .....	19
10.0	THE MONITORING SYSTEM .....	20
11.0	ATTENDANCE ACTION FLOW CHART .....	Error! Bookmark not defined.
12.0	APPENDIX 1 – ATTENDANCE LETTER .....	Error! Bookmark not defined.
13.0	APPENDIX 2 – ATTENDANCE LETTER 2 .....	Error! Bookmark not defined.
14.0	APPENDIX 3 – INVITATION TO ATTENDANCE CONTRACT MEETING .....	Error! Bookmark not defined.
15.0	APPENDIX 4 – FAILURE TO IMPROVE ATTENDANCE FOLLOWING ATTENDANCE PANEL.....	Error! Bookmark not defined.
16.0	APPENDIX 5 – ATTENDANCE PANEL CLOSURE MEETING .....	Error! Bookmark not defined.
17.0	APPENDIX 6 – LEGAL ACTION LETTER .....	Error! Bookmark not defined.
18.0	APPENDIX 7 – PARENTING CONTRACT AGREEMENT.....	Error! Bookmark not defined.
19.0	APPENDIX 8 – ATTENDANCE PANEL AGREEMENT FORM .....	Error! Bookmark not defined.

**Terminology** - please note that the terms “our teams” and “team member/s” include everyone working in Outcomes First Group’s services in a paid or unpaid capacity, including employees, consultants, agency staff and contractors.

**This policy applies to all Acorn Education and Options Autism schools.**

## 1.0 INTRODUCTION

We recognise that the children and young people we educate, and support have often had difficult schooling experiences previously, and that this can create additional challenges for school attendance. An inclusive trauma-informed, neurodivergence-affirming ethos is at the heart of our approach. We seek to understand and support our children and young people to help them enjoy and achieve the best outcomes from school.

We also recognise the importance of understanding the context of a child or young person's absence from school and the impact of language used. We therefore differentiate between:

- Truancy refers to a young person's deliberate or unauthorised absence from school without a valid reason. It is often associated with disengagement or a lack of value placed on education. Addressing truancy typically involves a structured approach that includes understanding underlying barriers, re-engagement strategies, and clear expectations around attendance.
- Emotion Based School Avoidance (EBSA) - describes a young person's difficulty attending school due to overwhelming emotional distress, such as anxiety, sensory sensitivities or past trauma. EBSA is not a choice but a response to perceived threat or discomfort, requiring a compassionate, trauma informed approach that prioritises emotion regulation, relationships, and gradual exposure to the school environment.

We are committed to promoting good attendance and punctuality to:

- enable and facilitate opportunities for a good education
- provide our children and young people with the support they need.
- Enhance quality of life, well-being and development of life and social skills
- Effectively safeguard our children and young people
- Reduce the likelihood of involvement in anti-social behaviour or other criminal activity

## 2.0 AIMS

We are committed to meeting our obligations with regards to school attendance by:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent absence and severe absence
- Ensuring every pupil has access to full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school
- Address EBSA with a trauma informed and neurodiversity affirming supportive approach

We will support parents and carers recognising their legal duty to ensure regular attendance for children of compulsory school age. At the same time, we recognise the complexity of individual pupil needs and understand that promoting punctuality and regular attendance requires a sensitive and supportive approach. Our commitment includes working collaboratively with families and professionals to identify and address any barriers to attendance, ensuring that every child has the opportunity to thrive within a learning environment that acknowledges and accommodates their unique challenges.

[Working together to improve school attendance](#) highlights the benefits of regular attendance at school, particularly:

- the correlation between high academic performance and high attendance
- it is an important protective factor for more vulnerable children and young people

With this in mind, we will consistently work towards the most regular attendance for our children and young people. Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance in a supportive way. This policy contains within it the procedures that the school will use to meet its attendance targets.

Our school is committed to promoting consistent attendance through the implementation of targeted, responsive measures designed to support every pupil's ability to engage fully with their education. These include:

- **Accurate Registration:** Ensuring pupils are registered efficiently and reliably each day
- **Target Setting:** Establishing realistic and motivating attendance targets for individual pupils and year groups
- **Prompt Communication:** Contacting parents/carers on the same day when absences are unauthorised or reasons are unclear
- **Ongoing Monitoring:** Regularly reviewing pupil attendance and punctuality data, with timely support meetings following prolonged absence
- **Supportive Reintegration:** Holding 'return to school' meetings to ensure smooth transitions back into the classroom
- **EBSA-Informed Practice:** Advancing our approach to Emotion-Based School Avoidance (EBSA), applying it where appropriate and needed
- **Pattern Tracking and Thematic Analysis:** Monitoring attendance trends, identifying recurring themes such as anxiety, illness, or social barriers, and using this insight to inform tailored support plans
- **Transparent Reporting:** Sharing attendance statistics with parents/carers, local boroughs, and the Department for Education, as appropriate

Our approach is underpinned by empathy, collaboration, and a shared commitment to helping each child and young person to thrive.

### 3.0 LEGISLATION & GUIDANCE

This policy has been developed in line with:

[Working together to improve school attendance](#) (DfE statutory guidance)

[School Attendance Parental responsibility measures - GOV.UK](#) and

[All Wales attendance framework | GOV.WALES](#)

The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [Children and Families Act 2014](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)

- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#) which also refers to:
- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- [The Education \(Pupil Registration\) \(Wales\) Regulations 2010](#)
- [School Standards and Organisation \(Wales\) Act 2013](#)
- [Education \(Scotland\) Act 1980](#)

This policy must be read and applied in line with the school's

- Safeguarding Policy
- Pupil/Carer Communication Policy
- Behaviour Policy (Person-centred and Neurodivergence-affirming)

## 4.0 ROLES AND RESPONSIBILITIES

**The Governing Body is** responsible for holding the headteacher or equivalent to account for the implementation of this policy, including:

- Setting high expectations of all team members, pupils and parents / carers
- Ensuring school leaders fulfil expectations and statutory duties, including:
  - school attendance is recorded accurately in the register for morning and afternoon sessions, and the required information is shared with the DfE and local authority
  - 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 team members and resources
- Ensuring 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

### 4.1 Those responsible for promoting good attendance and managing absence at Red Moor School include:

**Document Name:** Pupil Attendance Policy **Document Type:** Policy **Policy Owner:** Headteacher or Equivalent

**Last Review Date:** November 2025 **Next Review Date:** September 2026

Page 5 of 41

#### 4.1.1 The Headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
  - Leading, championing and improving attendance across the school
- Monitoring school-level absence data and reporting it to governors
- Supporting team members with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Reporting persistent absence to the relevant Local Authority for consideration, which may result in a fixed-penalty notice being issued or further action being taken.
- Working with the parents / carers of pupils to develop specific support approaches for attendance impacted by 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 has challenges in 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
- Ensuring all team members receive adequate training on attendance as part of the regular continued professional development offer, so that team members 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
- Ensuring dedicated training is provided to team members with a specific attendance function in their role, including in interpreting and analysing attendance data

#### 4.1.2 The designated senior leader responsible for attendance

The designated senior leader at our school is Kerry Dash, School Business Manager, and 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
- Benchmarking attendance data to identify areas of focus for improvement
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all team members

The school attendance officer at our school is Carrie Hancock and they are responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Monitoring attendance data (see section 7)
- Providing regular attendance reports to team members and reporting concerns about attendance to the Heads of Key Stage / Assistant Headteacher, Designated Safeguarding lead, Designated senior leader responsible for attendance, and the headteacher
- Working with Local Authority attendance representatives to tackle persistent absence
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all team members
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Delivering targeted intervention and support to pupils and families
- Ensuring that tutors are provided with Attendance data weekly

#### **4.1.4 The Senior Leadership Team**

The Senior Leadership Team is responsible for:

- Supporting the Attendance Officer in their role as appropriate, making sure that all team members are utilising the systems implemented to improve attendance
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Arranges and actions 'return to school' meetings as per appendix
- Takes overall ownership and accountability of Year Group attendance.
- Advising the headteacher when it may be appropriate to consider advising a Local Authority to issue fixed penalty notices.

#### **4.1.4.5 The Family Support Team**

The Family Support Team is responsible for:

- Arranging calls and meetings with parents/carers to discuss attendance issues
- Supporting the staff team with strategies and referrals required to improve attendance
- Supporting parents and carers in empowering them to ensure high attendance.

#### **4.1.4 The members of the staff team responsible for a class during registration periods (generally form tutors)**

Form Tutors are responsible for recording attendance for the morning sessions and the member of staff responsible for a class/ student are responsible for recording attendance for the afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office via ISAMS by 9.15am for the morning session and 1.30pm for the afternoon session.

Form Tutors are responsible for making weekly contact for those pupils who are not present at school for long periods of time and are responsible for collating the educational materials for these students so that they can access education from home should this be required. This could then be provided to the administrative team to ensure it gets to home.



All staff are responsible for ensuring that any information which they have from the parents/carers should be provided to the school office. This includes information passed to parents/carers through any other agreed communication channel.

All staff will remind parents/carers that they are to follow the school absence policy should they be contacted directly through email or during verbal conversations to remind them that calls should be made to the school on 01726 219472 or through the ParentApp/ ParentPortal system before **9.00am on every day their child will be absent.**

Class Teachers will remind parents/carers who contact them directly with evidence of appointments, or reasons for their child to be absent for school to email [enquiries@redmoorschool.co.uk](mailto:enquiries@redmoorschool.co.uk) or use the ParentApp/ Parent Portal systems.

#### 4.1.6 School office team members

School office team members 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 appropriate member of staff, in order to provide them with more detailed support on attendance
- Ensure that registers are pre-coded for known absences and have been completed and coded correctly.
- Make daily calls or sends texts to parent/carer of children who have not contacted the school to let us know where they are.
- Be responsible for ensuring that any information which they have from parents/carers is documented on the register in the notes section (including the date to which the note refers)

## 5.0 EXPECTATIONS OF PARENTS, CARERS, AND THOSE WITH PARENTAL RESPONSIBILITY

To support their child's regular school attendance, parents, carers, and those with parental responsibility are asked to:

- Ensure their child attends every scheduled school day or timetabled session punctually
- Notify the school of their child's absence by 9am on the first and each subsequent day of absence, providing an expected date of return
- Supply the school with more than one emergency contact number for their child, ~~where possible~~
- Arrange medical and other appointments outside the school day whenever feasible
- Work collaboratively with the team around their child to agree a strategy of support in improving attendance where it is of concern.
- Engage proactively with the school's staff team; maintaining open and regular communication to clarify needs and co-develop effective support plans
- Seek support when needed by contacting the school's Attendance Support Officer and/or Family Support Team via 01726 219472 or [enquiries@redmoorschool.co.uk](mailto:enquiries@redmoorschool.co.uk).

By working in partnership with the school, families can help ensure their children feel safe, supported, and ready to thrive.

### 5.1 Lateness





Morning registration will take place at the start of school at 8:30 am. The registers will remain open for 45 minutes. Registers will be marked as L if pupils arrive after 9:15am but before 9:30am. However, any pupil arriving after this time will be marked as having an unauthorised absence and missing the session of school. In cases for example, where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered.

Pupils arriving after the start of school but before 9.30am will be treated for statistical purposes, as present, but will be coded as late before registers close.

The school will commit to supporting parents/carers/those with parental responsibility should lateness occur through school transport issues, but lateness caused by transport will be marked as late in the registers in line with this policy.

Pupils are supported to attend school on time every day.

## 6.0 RECORDING ATTENDANCE

### 6.1 Attendance Register

The school will keep an attendance register and all pupils will be listed on this register.

The attendance register will be taken at the start of the first session of each school day, and once during the second session using the appropriate national attendance and absence codes from the [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#) or national equivalent, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment
- We will keep entry on the attendance register for 3 years after the date on which the entry was made.

We will also record:

- Whether the absence is authorised or not.
- The nature of the activity if a pupil is attending an approved educational activity.
- The nature of the circumstance where a pupil is unable to attend due to exceptional circumstances.

### 6.2 Unplanned Absence

- The pupil's parent/carers must notify the school on the first day of an unplanned absence by 9am or as soon as practically possible.
- Parents/carers should phone the school 01726 219 472 and leave a message or speak to an administrative team member to let them know that their child will not be attending school with the reason.
- Parents can also use the school's designated communication App to report absence.
- We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.
- Where the absence is longer than 5 days, or if the authenticity of the illness is in doubt, the school may ask the pupil's parent/carers to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.
- Department for Education guidance states that if the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents/carers will be notified of this in advance.

### 6.3 Planned Absence

- Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment and provides evidence of the appointment.
- Evidence of appointments, such as a doctor's note, prescription, appointment card or other appropriate form of evidence, should be emailed directly to [enquiries@redmoorschool.co.uk](mailto:enquiries@redmoorschool.co.uk) or be placed on ParentApp
- However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.
- The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. This is addressed later in the policy to find out which term time absences the school can authorise.

## 6.4 Following up absence

When a child expected to attend school does not attend, or stops attending, the school will:

- Follow up on their absence with their parent/carer to ascertain the reason by sending a text, email or a phone call.
- Ensure proper safeguarding action is taken where necessary
- Identify whether the absence is approved or not
- Identify the correct attendance code to use
- Where appropriate, offer support to the pupil and / or their parent / carers to improve attendance
- Identify whether the pupil and / or their family needs support from other organisations as quickly as possible and make the necessary referrals
- Conduct home visits where necessary

## 6.5 Medical or dental appointments

It is the statutory duty of every parent/guardian to ensure that their child attends school regularly and on time, (Section 444(1) [Education Act 1996](#)).

Missing registration for a medical or dental appointment may be counted as an authorised absence if advance notice has been given or evidence provided. However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

Applications for other types of absence in term time must also be made in advance. See below for information relating to whether the school can authorise such absences.

## 6.6 Reporting to Parents

Parents can request a copy of their child's attendance record at any time.

We report to parents on their child's attendance record in Annual Review's and termly, and end-of-year reports. In line with the school's rewards scheme, termly notification of their child's attendance will be sent home for those:

- Who have achieved 100% attendance
- Who have achieved attendance of 95% and over
- Whose attendance has improved

Whole school and group attendance is reported home in half termly newsletters.



In line with this policy, contact could be more frequent if we are working with you to improve your child's attendance.

### **6.7 Absence notes**

Notes received from parents explaining absence should be kept for the remainder of the academic year. If there are attendance concerns about the pupil, that may require further investigation, then the notes may need to be retained for a longer period and scanned/noted on ISAMS.

Absence due to illness will be authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask parents/carers to provide evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents will be notified of this in advance.

## 6.8 Red Moor Strategy for Improving Attendance:

Tier	Strategies used	General Oversight
90% to 100%	<p>Promoting/ Maintaining good attendance</p> <ul style="list-style-type: none"> <li>Positive relationships with students and family</li> <li>Start of day strategies purposely aim to create welcoming environment, staff greet students from taxis everyday – SLT, family support and welfare presence.</li> <li>Communication</li> <li>Early intervention</li> <li>Attendance/ absence tracking</li> <li>Staff training and correct registration procedures</li> <li>Admin follow up on absences daily</li> </ul> <p>Work with Local authority to track and monitor attendance</p> <p>Strategies across leadership impact on attendance. E.g. reduction in holds, bullying strategies</p>	Everyone responsible for this
80% - 90%	<p>Tutors to check in on absences – CHA to check this happens/ offer support to staff once they have made the call</p> <p>Support from CHA offered by tutor if appropriate</p> <p>Consider affect/ impact of alternative providers</p> <p>Look at patterns of absence/ potential underlying causes – class tutor to be made aware and take steps to resolve</p> <p>Letters/ emails used to follow up as per attendance policy</p>	Tutors
70%-80%	<p>CHA to check in on absences – call parents/carers</p> <p>Family support to consider external support agencies</p> <p>CHA to lead on planned reintegration from long term absences</p> <p>Home visit with CHA and Family Support unpick reasons for absence</p> <p>Welfare or clinical involved as required – consider interventions with either/ both teams – CHA to co-ordinate as part of individual strategy.</p> <p>Letters/ emails used to follow up as per attendance policy</p>	Attendance Support Mentor
30% - 70%	<p>Team meeting with attendance support mentor, family support, clinical, teacher and appropriate stakeholders to discuss concerns and come up with strategy</p> <p>Phone call to arrange meeting/ home visit with SLT and clinical team member</p> <p>External agencies consulted/ referred to as appropriate</p> <p>Consideration of provision/ offer and timetable</p> <p>Local Authority informed – LA representative asked for advice</p> <p>Letters/ emails used to follow up as per attendance policy</p>	Senior Leadership involved

0% to 30%	Annual review held to review provision in light of attendance percentage Local authority made aware by Headteacher Placement at risk procedure followed if not already initiated Notice served as a very last result Letters/ emails used to follow up as per attendance policy	Headteacher involved
<b>Additionally,</b>		
Students on Part Time timetable	SLT oversees provision SLT lead on regular reviews of provision – steps for success identified and monitored against	Senior Leadership involved
Unexpected long-term absence	Clear communication with parents/ carers by agreed member of staff regarding levels of contact, reintegration expectations etc	Delegated member of staff

## Attendance Targets

### Our school target is:

**Pupils who have over 90% attendance for the previous academic year: All to achieve at least 95% attendance.**

**For pupils with an attendance percentage below 90% the previous academic year: All pupils improve their attendance percentage from the previous year by at least 5%.**

Where pupils have been identified with specific medical or therapeutic needs who have a high level of absence, they will be supported by the following strategies:

Daily contact with parents/carers to correctly authorise absences.

- Provide support as part of the Universal approach from the school to support pupils where their reasonable adjustments need supporting with regards to their needs in order to support parents to get their children to school.
- Provide home visits where appropriate.
- Create strategies in collaboration with parents and children, where possible, to support the improving of their attendance.
- Working with the Local Authorities and other agencies to record such absences as authorised to reflect attendance as good as can be expected for these pupils and the school.
- Recognise that some pupils are not 'available for learning' and work with the LA and other agencies to allocate appropriate provision which may not be within our school.
- Recognise that these pupils may still be eligible for rewards for attendance, albeit the celebrations will be more specifically tailored to those students with medical absences not applied to their overall percentage for the purpose of rewards.

## 6.9 Welcome Back

We recognise the importance of a supportive and inclusive return for all pupils following significant periods of absence. Our approach ensures that individual needs are considered carefully, promoting a smooth transition back into the school environment. This includes:

- **Routine Reintegration:** Supporting pupils as they adjust to the school's daily routines and expectations
- **Curriculum Catch-Up:** Providing opportunities to catch up on missed work and updating pupils on key information shared with peers during their absence
- **Phased Return Planning:** Where appropriate, implementing a phased return tailored to the pupil's circumstances, to ease the transition and promote sustained attendance

Our aim is to help every pupil feel welcomed, valued, and ready to re-engage with their learning community.

Team members should be sensitive to the individual needs and circumstances of returning pupils. The school will:

- Inform all team members of the return to school process and involved where appropriate.
- Provide opportunities for clinical support if required.
- Consider peer support and mentoring as appropriate.
- Involve parents as far as possible.
- Agree timescale for review of reintegration plan.
- Include Children's Services, social workers, parents/carers and the pupil in return to school plan if appropriate.

## 7.0 AUTHORISED AND UNAUTHORISED ABSENCE

### 7.1 Approval for Term Time Absence

The headteacher or equivalent will only grant a leave of absence to pupils during term time if they consider there to be 'exceptional circumstances' as set out in [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#) or the national equivalent for the school.

A leave of absence is granted at the headteacher's discretion. The school considers exception circumstances to include:

- Service personnel returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays.
- Visiting a parent/carer who is imprisoned.
- Where an absence is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.
- The death or terminal illness of a person close to the family.
- The wedding of a close family member.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. A leave of absence is granted entirely at the Headteacher's discretion. Although, if granted the leave would be authorised, the non-attendance would affect the overall percentage attendance for that child for that month.



Any request should be submitted in writing as soon as it is anticipated and, where possible, at least four weeks before the absence, and in accordance with any leave of absence request form, accessible via Parent Portal or the ParentApp system. The headteacher may require evidence to support any request for leave of absence.

Valid reasons for authorised absence include (but are not limited to):

- a. Illness and medical/dental appointments where evidence is shown
- b. Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set part.
- c. Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers. Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupils attending educational provision.

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to) attending

- an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- another school at which the pupil is also registered (dual registration)
- provision arranged by the local authority
- work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

## 7.2 Reducing persistent absence

It is outlined in the appendices the school's approach to supporting attendance.

In addition:

- a. A pupil becomes a 'persistent absentee (PA)' when they miss 10% or more schooling across the school year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we need parent's fullest support and cooperation to tackle this.
- b. All absences are monitored thoroughly. Where trends or patterns in absence is identified in the course of this monitoring, the Attendance Support Officer will be in touch to begin to unpick the underlying causes of such absences.
- c. Identified pupils are tracked and monitored carefully through our Attendance Support Officer, and we also combine this with the progress they make against their EHCP outcomes where absence affects attunement and/or attainment.
- d. The Local Authority is informed weekly of attendance for the week for each student with attendance below 90%.

## 7.3 Legal Sanctions

The Department for Education recommends that schools make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Red Moor School will only consider requesting such actions as a very last resort and only in cases where it is deemed an appropriate outcome following a series of interventions, support strategies, and communications.

The local authority may decide a fine for parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

Before advising a Local Authority to issue a penalty notice, or take action in line with specific local authority policy and procedure, the school will consider the individual case, including whether:

- the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- a penalty notice is the best available tool to improve attendance for that pupil
- further support, a notice to improve or another legal intervention would be a more appropriate solution
- any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Parents and Carers must be aware that a penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

#### **7.4 Monitoring attendance**

The school will monitor attendance and absence data (including punctuality) termly and yearly across the school and at an individual pupil, year group and cohort level. Data and related actions will be reported and monitored using the Termly Head teacher Report to Governors and Governance Meeting formats.

Specific pupil information will be shared with the DfE on request.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the governing board.

#### **7.5 Analysing attendance**

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

#### **7.6 Using data to improve attendance**

Red Moor School will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to the staff team to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads)

- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe where appropriate

## 7.7 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with [Keeping children safe in education](#)
- Hold regular meetings with the parents / carers of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to OFG Clinical Support or external support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence

## 8.0 STRATEGIES FOR PROMOTING ATTENDANCE

Regular school attendance is an important part of giving children the best possible start in life. The aim should be to attend as regularly as possible (recognising illness is inevitable). Students who miss school frequently can fall behind with their work and have less progress towards their EHCP outcomes. Good attendance also shows the reliability of pupils in more senior years to show future employers that the pupil is reliable.

Unauthorised absence in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in September go on to miss nearly a month of school throughout the year.

To ensure excellent attendance at our school we will:

- Deliver clear messages about expectations, routines and consequences to new pupils and families through prospectus and admission/transition events
- Use physical presence to reinforce routines and expectations on arrival and departure including greeting pupils in the morning and having a consistent morning routine.
- Regularly communicate expectations for attendance and punctuality and school performance against EHCP targets through the regular channels of communication on Isams (and Class dojo if appropriate) with team members, pupils and parents/carers.
- Monitor implementation of policy and practice through form time drop ins by the key stage leads and assistant headteachers.

- Monitor whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions.
- Establish, implement and monitor robust arrangements to identify, report and support children who are absent from education.
- Develop good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and their own special educational needs (SEND).
- Engage pupils in consultation on attendance policy, practice, rewards and sanctions through the pupil voice committee and through their own pupil voice in annual review if attendance is of concern.
- [Insert any further points as appropriate for school]

## 9.0 CHILDREN ABSENT FROM EDUCATION

DfE Statutory guidance regarding Children absent from education states that children absent from education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming not in education, employment or training (NEET) later in life.

Our school takes the following steps:

- All pupils are entered on the admission register at the beginning of the first day on which the school has agreed that the pupil will attend the school. This register is kept up to date and checked for accuracy, on a monthly basis.
- If a pupil fails to attend the school, the school will undertake reasonable enquiries to establish the child's whereabouts (following the steps listed in the above DfE guidance) and consider notifying the local authority at the earliest opportunity **or at the point that 10 consecutive days have been missed.**
- The school monitors pupils' attendance through daily registration. Daily absence is followed up by the school administration team who attempt contact with home to request a reason for absence. The school monitors attendance closely and addresses poor or irregular attendance. The school notifies local authorities of pupils who fail to attend regularly or have missed ten school days or more without permission.
- School will work with external agencies including the Local Authority, Participation Teams and Social Care to support families whose children have missed ten consecutive days of education. Whilst meetings and support are being implemented, the school will keep the child on roll. If engagement with home ceases despite support being offered, or support offered is subsequently declined then school will call an emergency Annual Review to discuss the placement and may consider giving its six-week notice period to end the placement subject to confirmation that the Local Authority are aware.
- School will continue to retain contact with pupils who have left the school to monitor the success of the next placement and to ensure any relevant records are passed on.
- Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days and when the school and the local authority have failed, after jointly making reasonable enquiries to establish the whereabouts of the child, with the full knowledge of the local authority responsible for placing the child with us; and the relevant referrals have been made to the child's safeguarding team; the school reserves the right to consider terminating the placement by giving six weeks' notice to the Local Authority. At this point the pupil would be removed from the admissions register.
- The school remains committed to working with all agencies to establish the safety of the missing child even after their removal from the school roll.



## **10.0 THE MONITORING SYSTEM**

This Policy will be reviewed as guidance from the local authorities or government bodies is updated, and as a minimum annually by a member of SLT in liaison with the Designated Lead for Attendance and the Attendance Officer. At every review, the policy will be approved by the Headteacher and shared with the governing body.

### **10.1 Registration Process and Attendance Codes**

The attendance register will be taken at the start of the first session of each school day and once during the afternoon session. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

The school uses a Management Information System (iSAMS) for keeping the school attendance records.

The following codes are taken from the DfE's [guidance on school attendance](#) and should be used by schools in England. Schools in Scotland and Wales should check with the required codes with local authority:

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
<b>Attending a place other than the school</b>		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered



<b>Absent – leave of absence</b>		
<b>C1</b>	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment
<b>J1</b>	Interview	Pupil has an interview with a prospective employer/educational establishment
<b>S</b>	Study leave	Pupil has been granted leave of absence to study for a public examination
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made





<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
<b>Y1</b>	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"><li>• In police detention</li><li>• Remanded to youth detention, awaiting trial or sentencing, or</li><li>• Detained under a sentence of detention</li></ul>
<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes



<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

### Important Definitions

- 1 school day = 2 sessions. This means that one day off a week will make a child's attendance for that week 80%.
- If a child has 9 days off over the whole year their attendance will be approximately 95% for the year.
- Authorised Absence means an absence has been classified as authorised when a child is away from school for a legitimate reason and the school has received notification from a parent/carer.
- Authorised absence still affects overall attendance figure and will impact on qualification for reward trips.
- Unauthorised absences mean an absence when a child is away from school without the permission of the school.

**APPENDIX 1: Attendance Letter**

**Date:** [INSERT DATE]

**Dear [Parent/Carer's Name],**

**Re: Follow-up on our recent phone conversation regarding [INSERT STUDENT NAME]'s attendance**

Thank you for taking the time to speak with me on the phone today. As discussed during our call, I wanted to write to summarise what we talked about and outline how we can continue to work together to support **[INSERT STUDENT NAME]**.

At **[INSERT SCHOOL NAME]**, our priority is to ensure that every young person feels safe, supported, and ready to learn. We are committed to helping **[INSERT STUDENT NAME]** achieve the best possible outcomes — both academically and emotionally.

We recognise that attendance can be affected by a range of factors, including health, emotional wellbeing, or changes at home or school. Our goal is to understand and address any barriers that may be making it harder for **[INSERT STUDENT NAME]** to attend regularly, and to put the right support in place.

Here's how we usually look at attendance across the school:

- **95% and above** – good attendance
- **90.1%–94.9%** – something we're keeping an eye on
- **90% and below** – needs some extra support

**[Pupil's Name]** is currently within the **[insert band level]** range.

Currently, **[INSERT STUDENT NAME]'s** attendance is **[INSERT %]**, which means they have missed a significant amount of learning time. As you know, regular attendance plays a key role in helping students stay connected to their peers, their teachers, and the school community.

Over the next few weeks, we'll continue to keep an eye on **[INSERT STUDENT NAME]'s** attendance and stay in touch to see how things are going. If there is no improvement, we will write to you again so we can review next steps together.

We understand from our conversation that some absences may be related to medical or emotional needs. Please share any relevant medical information or professional advice with us so we can ensure that our support is aligned and appropriate.



We also discussed **Emotion Based School Avoidance (EBSA)** — a term used when a young person finds attending school difficult due to emotional distress, such as anxiety, sensory sensitivities, or previous experiences. We recognise that EBSA is not a choice but a sign that a child is feeling overwhelmed. Our approach is to respond with curiosity, compassion, and care, focusing on relationship-building, emotional regulation, and gradual re-engagement at a pace that feels safe.

Our **Lead Clinician, [INSERT NAME]**, is available if you would like to explore this further or to consider whether EBSA may be contributing to **[INSERT STUDENT NAME]'s** difficulties with attendance.

Please find attached **[INSERT STUDENT NAME]'s attendance report**, which provides an overview of attendance this year.

If there are any additional factors or changes in circumstances that may be affecting **[INSERT STUDENT NAME]**, please do get in touch with **Carrie Hancock** our Attendance Officer. We can then arrange a meeting to discuss your views and agree together on the most supportive next steps.

Thank you again for your openness and time today. We appreciate your continued partnership in supporting **[INSERT STUDENT NAME]**, and we are here to work alongside you to help them feel settled, confident, and ready to learn.

With kind regards,

[INSERT STAFF NAME]

**APPENDIX 2 – Attendance Follow up letter****Date:** [INSERT DATE]**Dear [Parent/Carer's Name],****Re: [Pupil's Name]****Date of Birth:** [Pupil's DOB]**Attendance:** [Insert %]

I hope you're well. I'm writing about **[Pupil's Name]'s** attendance, as it hasn't improved since we last spoke. We really want to work closely with you to make sure **[Pupil's Name]** feels supported and able to come to school regularly.

We understand that there can be many reasons why a young person may find it hard to attend — sometimes linked to health, emotional wellbeing, anxiety, or other personal circumstances. If that's the case, please let us know so that we can look together at how best to support **[Pupil's Name]**.

From now on, we'll need some form of supporting information for any future absences. This might include a note from a GP, information from CAMHS, or any guidance or correspondence from another professional involved in **[Pupil's Name]'s** care. We also understand that this isn't always possible, so if you're unable to provide this, please just let us know — we'll work with you to find another way to understand what's happening and how we can help.

Here's how we usually look at attendance across the school:

- **95% and above** – good attendance
- **90.1%–94.9%** – something we're keeping an eye on
- **90% and below** – needs some extra support

**[Pupil's Name]** is currently within the **[insert band level]** range.

Over the next few weeks, we'll keep checking in on how things are going. If attendance doesn't start to improve, we'll invite you to meet with one of our senior staff members. This will be a supportive meeting to explore together what's making things difficult and what extra help might make a difference for **[Pupil's Name]**.

If you'd like to talk things through sooner, please get in touch with our attendance officer. We're happy to arrange a time to meet and plan next steps that feel right for your family.



I've attached a copy of **[Pupil's Name]'s** current attendance record for your reference.

Thank you for your continued care and support for **[Pupil's Name]**. We know that school attendance can sometimes be a reflection of how a young person is feeling, and we're here to work with you to make sure they feel understood, supported, and ready to re-engage at their own pace.

With kind regards,

[INSERT STAFF NAME]

**APPENDIX 3 – Invitation to Attendance Support Meeting**

**Date:** [INSERT DATE]

**Dear [Parent/Carer's Name],**

**Re: Invitation to an Attendance Support Meeting**

**Pupil:** [Pupil's Name]

**Date of Birth:** [Pupil's DOB]

**Attendance:** [Insert %]

I hope you're well. We're getting in touch because we're concerned that **[Pupil's Name]'s** attendance hasn't improved, and we'd really like to meet with you to talk through what's been happening and how we can help.

We know that there are often real and complex reasons why a young person may find it hard to attend school. These might include physical health, emotional wellbeing, family challenges, or worries about school itself. The purpose of this meeting is to listen, understand, and work together to remove any barriers that are making things difficult for **[Pupil's Name]**.

We'd like to invite you to an **Attendance Support Meeting** on **[insert date]** at **[insert time]**, here at **[School Name]**.

The meeting will include members of staff who know **[Pupil's Name]** and can offer support. You're very welcome to bring someone with you for reassurance or to help you share information.

During the meeting, we'll:

- Talk about what's been going on and how things feel for **[Pupil's Name]**
- Listen to your views and, where appropriate, **[Pupil's Name]'s** views
- Explore what extra support or adjustments might help
- Agree on a plan together to help **[Pupil's Name]** re-engage with school in a positive way

If you can't make the meeting, please let us know as soon as possible so we can find a time that works better for you.

You're encouraged to bring any information that helps us understand **[Pupil's Name]'s** situation — this might be guidance or notes from a GP, CAMHS, or other professionals involved, or anything else that could help us build a full picture. We also understand that sometimes this information isn't available, and that's okay — we'll focus on listening and working together to find the best next steps.





Our main aim is to support **[Pupil's Name]** to feel safe, connected, and ready to come to school more regularly. This meeting is not about blame or punishment — it's about partnership and understanding.

Thank you for your time and the ongoing care you give to **[Pupil's Name]**. We know that supporting attendance can be challenging, and we truly value working with you to make sure **[Pupil's Name]** gets the right help.

With kind regards,

[INSERT STAFF NAME]

**APPENDIX 4 – Follow up from Support Meeting – No improvement**

**Date:** [Insert Date]

**Dear [Parent/Carer's Name],**

**Re: [Pupil's Name]**

**Date of Birth:** [Insert DOB]

**Attendance:** [Insert % or sessions]

Thank you for your time and engagement with us so far regarding **[Pupil's Name]'s** attendance. Following our previous meeting on **[Insert Date]**, where we worked together to agree a plan to support regular attendance, I'm writing to share an update and outline next steps.

After reviewing the attendance registers, it appears that **[Pupil's Name]'s** attendance has continued to fall. Up to and including this academic term, **[he/she/they]** has attended **[insert number]** sessions out of a possible **[insert number]**. I've enclosed a copy of **[Pupil's Name]'s** attendance record for your reference.

We recognise that persistent absence is rarely simple and can often reflect underlying needs — whether medical, emotional, or related to wider family circumstances. Please get in touch with me on **[School's Number/Email]** so that we can talk through what's been happening and agree any further support or adjustments that might help **[Pupil's Name]** return to school more regularly and with confidence.

At this stage, the school will need some form of **medical or professional guidance** to authorise any future absences. This could include notes or information from a GP, CAMHS, or another professional involved in supporting your child. We understand that it isn't always possible to get this immediately, so please contact us if you need help or advice around this.

As a parent/carers, you do have a legal responsibility to ensure your child attends school regularly. Under the Education Act 1996, the Local Authority has the power to consider legal action when a child's attendance remains low. However, please be assured that **[School Name]** only considers this route as an **absolute last resort**, and only after all other options for support have been explored in full.

Our priority remains to **work in partnership with you** to identify and reduce any barriers to attendance. The aim is not to punish, but to understand, support, and help **[Pupil's Name]** get back into learning in a way that feels safe and achievable.

We will continue to review **[Pupil's Name]'s** attendance and will contact you again on **[Insert Review Date]** to discuss progress. In the meantime, please don't hesitate to reach out if there's anything you'd like to share, or if you'd like to arrange a time to meet and talk this through together.



Thank you for your continued time, understanding, and support. We appreciate the challenges that can come with attendance difficulties, and we want to ensure we're working alongside you every step of the way.

With kind regards,

[INSERT STAFF NAME]

**APPENDIX 5 - Attendance Support Meeting - Improvement****Date:** [Insert Date]**Dear [Parent/Carer's Name],****Re: [Pupil's Name]****Date of Birth:** [Insert DOB]**Attendance:** [Insert % or sessions if desired]

I hope you're well. We wanted to get in touch to follow up after the **Attendance Support Meeting** that took place on **[insert date]**. During that meeting, we worked together to agree a plan to help **[Pupil's Name]** attend school more regularly and on time, taking into account both your views and **[Pupil's Name]'s**.

We've now reviewed attendance and punctuality, and we're really pleased to see that things have improved. This progress is a reflection of the time, care, and effort that you and **[Pupil's Name]** have put in, and we want to recognise how important that is — thank you.

For now, there's no need for any further action. We'll continue to monitor attendance as part of our usual process, and we'll stay in touch to celebrate continued progress or offer support if new challenges arise.

As you know, all schools have a duty under the **Education Act 1996** to ensure children attend regularly. In rare situations where attendance declines again and support no longer leads to improvement, the Local Authority may have to consider more formal steps. Please be assured that this would only ever happen as a **very last resort**, and only after every possible support option has been explored together.

Our main goal is — and always will be — to help **[Pupil's Name]** feel safe, connected, and ready to succeed in school. We'll continue to work in partnership with you to make sure that happens.

If you have any questions, concerns, or ideas about what would help **[Pupil's Name]** maintain this positive progress, please do get in touch — we're always happy to listen and work things through together.

Thank you again for your ongoing support and commitment to **[Pupil's Name]'s** education.

With kind regards,

[INSERT STAFF NAME]

**APPENDIX 6 – Referral to the Local Authority Letter**

**Date:** [Insert Date]

**Dear [Parent/Carer's Name],**

**Re: [Pupil's Name]**

**Date of Birth:** [Insert DOB]

**Attendance:** [Insert % or sessions if desired]

I hope you're well. I'm writing to follow up after the Attendance Support Meeting held on **[insert date]**, where we agreed a plan to help **[Pupil's Name]** attend school more regularly and on time.

Since that meeting, we've been reviewing attendance closely and working to offer support. Unfortunately, during the review period, **[Pupil's Name]** has attended **[insert number]** sessions out of a possible **[insert number]**. [Because of this limited improvement, the absences recorded have not been authorised.]

We understand that difficulties with attendance can often be linked to a range of personal, emotional, or health-related challenges — and we know that every family's situation is unique. Please know that our goal has always been, and continues to be, to support you and **[Pupil's Name]** to overcome these barriers wherever possible.

At this stage, however, we do need to make a referral to the **Attendance Support Team at [Local Authority Name]** so that they can review the case and consider the next steps. This process is part of our legal responsibility under the **Education Act 1996**, which ensures that all children receive a full and consistent education.

It's important to stress that any formal action is **a last resort** and will only proceed if the Attendance Support Team feels that all appropriate support options have been explored. Their involvement may also help identify further ways to assist you and **[Pupil's Name]** going forward.

If you would like to talk about this letter, or if there's new information or support that you think could help improve attendance, please contact me as soon as possible. We will continue to listen and work alongside you wherever we can.

Thank you for your time, and for all you've done so far to support **[Pupil's Name]**. We know this process can feel worrying, and we want to assure you that we'll keep approaching this with understanding and care.

With kind regards,

[INSERT STAFF NAME]

## APPENDIX 7 – Attendance Support Meeting Record – Parent/ Carer Present

### Attendance Support Meeting / Strategy Record

Date of Meeting: \_\_\_\_\_  
 Pupil Name: \_\_\_\_\_  
 Date of Birth / Age: \_\_\_\_\_  
 Full Address: \_\_\_\_\_  
 School Name: \_\_\_\_\_  
 School Year: \_\_\_\_\_  
 CIN/CP: Yes / No    SEND Support: Yes / No    EHCP: Yes / No

### Persons with Parental Responsibility

*(Includes birth parent(s) or anyone with day-to-day care of the child)*

#### Parental Responsibility Full Name Present at Meeting

Father ☐  
 Mother ☐  
 Other ☐  
 Grandparent ☐  
 Carer ☐

### Professionals Present

Role	Full Name
School Senior Attendance Lead	
School Attendance Officer	
Other Professionals (Keyworker / Social Worker / Housing Officer / SEND Officer / YOS Officer / School Nurse / GP / Police Officer)	

**Reason for Meeting**

[Pupil Name]'s attendance is currently \_\_\_\_\_% out of a possible \_\_\_\_\_ sessions. They have attended \_\_\_\_\_ sessions during the review period.

**1. Actions Taken to Date**

*(Document support and interventions already implemented to improve attendance)*

---

---

---

**2. Pupil's Comments**

*(Where appropriate, the pupil can attend. This may be with parents present)*

---

---

---

**3. Impact of Absence & Support Needed**

How is absence affecting the pupil's progress, and what can the school do to help the pupil attend regularly?

---

---

---

**4. Positive Aspects**

What is going well for the pupil in school?

---

---

---

**5. Additional Support**

Any other action or support provided by a named team member:

---

---

---

**6. Parent/Carer Responsibilities**

Parents/carers are reminded that they have a legal responsibility under the Education Act 1996 to:

- Ensure their child attends school every day it is open and is on time
- Provide medical or professional evidence if absence is due to illness or other valid reasons
- Contact the school if difficulties arise in meeting these responsibilities

This meeting serves as evidence that both the school and the family are working together to





support the child's attendance.

## 7. School Responsibilities

- Authorise absence only when supported by medical or professional evidence
- Provide advice, guidance, and support to the pupil and family during the review period
- Make professional judgments about whether a pupil is well enough to attend school

## 8. Agreed Support and Strategies

- Adjustments within school: \_\_\_\_\_
- External support (CAMHS, GP, counselling, etc.): \_\_\_\_\_
- Daily / weekly check-ins: \_\_\_\_\_
- Additional strategies / interventions: \_\_\_\_\_

## 9. Next Steps

- Attendance to be monitored over: \_\_\_\_\_ weeks
- Review meeting scheduled for: \_\_\_\_\_
- Points of contact for school / family: \_\_\_\_\_

## 10. Signatures / Record of Meeting

Parent/Carer(s): \_\_\_\_\_ Date: \_\_\_\_\_

Pupil (if appropriate): \_\_\_\_\_ Date: \_\_\_\_\_

Headteacher / School Attendance Lead: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 7 – Attendance Support Meeting Record (No Parent/ Carer attendance)

### Attendance Support Meeting / Strategy Record

Date of Meeting: \_\_\_\_\_

Pupil Name: \_\_\_\_\_

Date of Birth / Age: \_\_\_\_\_

Full Address: \_\_\_\_\_

School Name: \_\_\_\_\_

School Year: \_\_\_\_\_

CIN/CP: Yes / No      SEND Support: Yes / No      EHCP: Yes / No

### Persons with Parental Responsibility

*(Includes birth parent(s) or anyone with day-to-day care of the child)*

#### Parental Responsibility Full Name Present at Meeting

Father ☐

Mother ☐

Other ☐

Grandparent ☐

Carer ☐

### Professionals Present

Role	Full Name
School Senior Attendance Lead	
School Attendance Officer	
Other Professionals (Keyworker / Social Worker / Housing Officer / SEND Officer / YOS Officer / School Nurse / GP / Police Officer)	

**Reason for Meeting**

[Pupil Name]'s attendance is currently \_\_\_\_\_% out of a possible \_\_\_\_\_ sessions. They have attended \_\_\_\_\_ sessions during the review period.

**1. Actions Taken to Date**

*(Document support and interventions already implemented to improve attendance)*

---

---

---

**2. Pupil's Comments**

*(Where appropriate, the pupil can attend. This may be with or without parents present)*

---

---

---

**3. Impact of Absence & Support Needed**

How is absence affecting the pupil's progress, and what can the school do to help the pupil attend regularly?

---

---

---

**4. Positive Aspects**

What is going well for the pupil in school?

---

---

---

**5. Additional Support**

Any other action or support provided by a named team member:

---

---

---

**6. Parent/Carer Responsibilities**

Even if not present at this meeting, parents/carers are reminded that they have a **legal responsibility under the Education Act 1996** to:

- Ensure their child attends school every day it is open and is on time
- Provide medical or professional evidence if absence is due to illness or other valid reasons
- Contact the school if difficulties arise in meeting these responsibilities

This meeting forms **evidence that both the school and the family are working to support the child's attendance.**



## 7. School Responsibilities

- Authorise absence only when supported by medical or professional evidence
- Provide advice, guidance, and support to the pupil and family during the review period
- Make professional judgments about whether a pupil is well enough to attend school

## 8. Next Steps / Potential Consequences

If attendance does not improve, the school may need to refer the case to the **Attendance Support Team at the Local Authority**, who may consider:

- Supportive interventions first, with the aim of improving attendance
- Only as a **last resort**: legal action, which could include an Education Supervision Order, Parenting Order, or other measures

**Attendance will be reviewed on:** \_\_\_\_\_

## 9. Signatures / Record of Meeting

**Pupil (if present):** \_\_\_\_\_ Date: \_\_\_\_\_

**Headteacher / School Attendance Lead:** \_\_\_\_\_ Date: \_\_\_\_\_

**Witness:** \_\_\_\_\_ Date: \_\_\_\_\_



Outcomes  
First Group