

# Flushing C of E School



## Attendance Policy

<b>Policy monitored by</b>	Full Governing Board
<b>Date of adoption</b>	October 2024
<b>Date of review</b>	October 2026

## 1.0 Introduction

At Flushing School, we are proud to be a Church of England school rooted in our local community.

Our policies and procedures are focused on ensuring that we all enjoy and achieve within a nurturing and enriching school community.

### Vision:

**NURTURING TO FLOURISH IN OUR WORLD**

### Values:

**KINDNESS TRUST FRIENDSHIP FORGIVENESS HOPE CREATIVITY**

## 2.0 Aims:

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school
- We will also promote and support punctuality in attending lessons.

## 3.0 The importance of school attendance

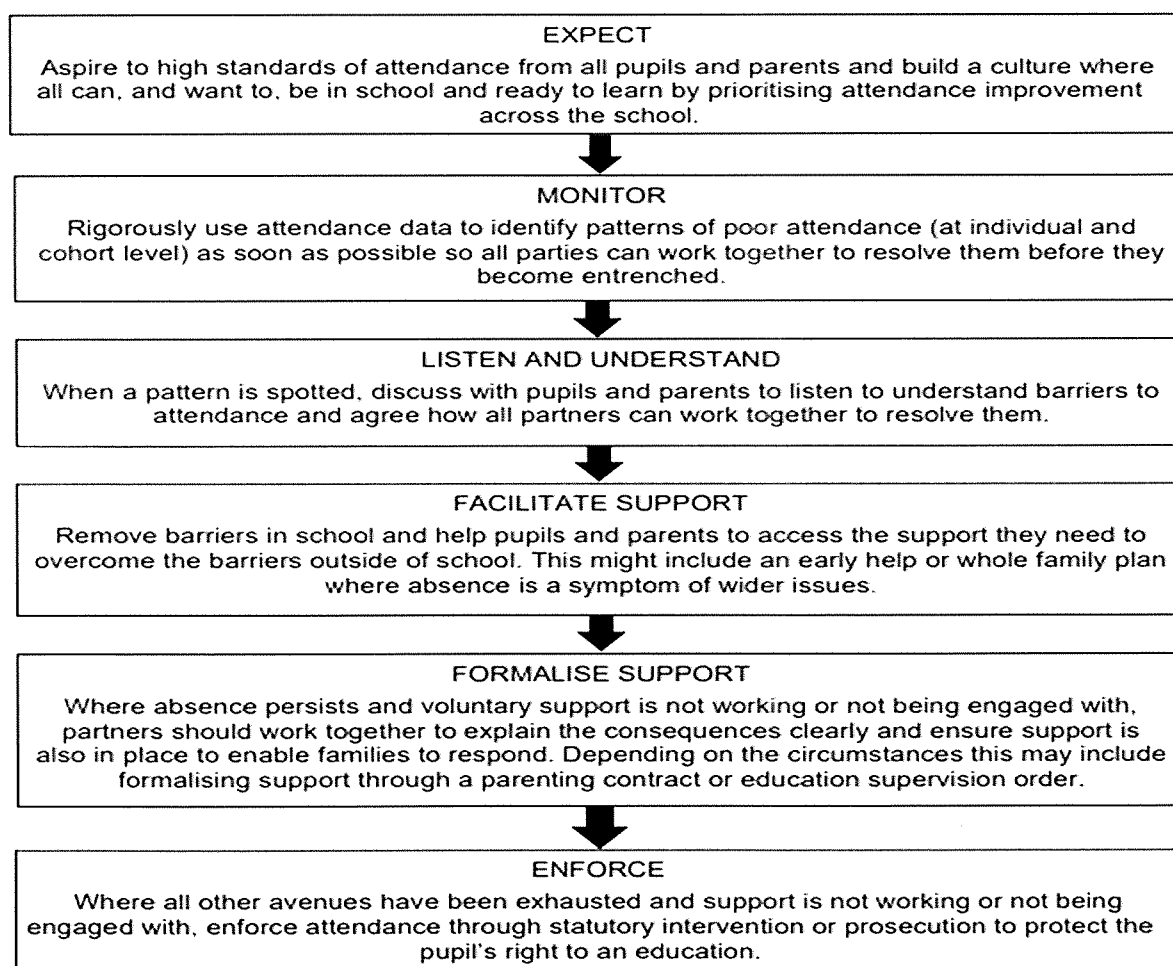
Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, school and partners will work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and non-teaching staff in school, the governing body, the local authority, and other local partners.

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. 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. This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. Nationally, the pupils with the highest attainment at the end of key stage 2 have higher rates of attendance over the key stage compared to those with the lowest attainment. For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms.

### 3.1 Working together to improve attendance

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to:



### 3.2 Expectations of school

All schools have a continuing responsibility to proactively manage and improve

attendance across their school community. As set out in section 1, attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as **everyone's responsibility** in school.

As a school we consistently promote the benefits of good attendance at school, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse our data to identify patterns to target improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance. We also recognise that attendance cannot be seen in isolation and that the foundation to good attendance is a calm, orderly, safe and supportive environment in which all pupils want to attend and can learn and thrive.

#### **4.0 Legislation and guidance**

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting 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](#)

[The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)

[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

#### **5.0 Roles and responsibilities**

##### **5.1 The governing board**

The governing board is responsible for:

Promoting the importance of school attendance across the school's policies and ethos

Making sure school leaders fulfil expectations and statutory duties

Regularly reviewing and challenging attendance data

Monitoring attendance figures for the whole school

Making sure staff receive adequate training on attendance

Holding the headteacher to account for the implementation of this policy

The Governing Board is responsible for School Attendance. The Designated Governor for Attendance is ??

##### **5.2 The headteacher**

The headteacher is responsible for:

Implementation of this policy at the school

Monitoring school-level absence data and reporting it to governors

Supporting staff with monitoring the attendance of individual pupils

Monitoring the impact of any implemented attendance strategies

Issuing fixed-penalty notices, where necessary

### **5.3 The designated senior leader responsible for attendance**

The designated senior leader is responsible for:

Leading attendance across the school

Offering a clear vision for attendance improvement

Evaluating and monitoring expectations and processes

Having an oversight of data analysis

Devising specific strategies to address areas of poor attendance identified through data

Arranging calls and meetings with parents to discuss attendance issues

Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is **Mrs Carolyn Power** and can be contacted via 01326 374498

### **5.4 Classteachers**

Classteachers are responsible for:

- recording attendance on a daily basis. If reason for absence is known via Class Dojo, this information will be communicated to the school office on the same day.
- Maintaining relationships with parents enabling challenge over poor attendance/punctuality and support
- Inform the Designated Senior Leader where they have early concerns about behaviour.

### **5.5 School Office staff**

School Office staff will:

Take calls from parents about absence on a day-to-day basis and record it on the school system

Transfer calls from parents to the Designated Senior Leader in order to provide them with more detailed support on attendance

Ensure accurate coding of absence is completed daily.

### **5.6. Parents/carers**

Parents/carers are expected to:

Make sure their child attends every day on time

Call the school to report their child's absence before 8.30 a.m. on the day of the absence and each subsequent day of absence, and advise when they are expected to return

Provide the school with more than 1 emergency contact number for their child

Ensure that, where possible, appointments for their child are made outside of the school day

## **5.7 Pupils**

Pupils are expected to:

Attend school every day on time

## **6.0 Recording attendance**

### **6.1 Attendance register**

We will keep an attendance register, and place all pupils onto this register. We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

Present

Absent

See appendix 1 for the DfE attendance codes.

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

Pupils must arrive in school between 8.35 and 8.45 a.m. on each school day. The register for the first session will be taken at 8.45 a.m. and will be kept open until 9 a.m.

Children arriving between 8.45 and 9.00 will be given a late mark (L). Anyone arriving after 9.00 will be given an unauthorised late mark (U)

Register open at 1.00 p.m. in the afternoon. Anyone arriving between 1.00 and 1.10 p.m. will be given a late mark (L) and anyone arriving after 1.10 p.m. will be given an unauthorised late mark (U)

School closes at 3.15 p.m.

## **Definitions**

For the purpose of this policy, the school defines:

"Absence" as:

- Arrival at school after the register has closed
- Not attending school for any reason

Regular attendance as:

- Attendance at every session the school is open to pupils unless their absence has been authorised
- Attendance at or above 96% (unless the child has a chronic medical need)

An "authorised absence" as:

- An absence for sickness for which the school has granted leave
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency or unavoidable cause

An "unauthorised absence" as:

- Parents keeping children off school unnecessarily or without reason
- Truancy before or during the school day
- Absences which have never been properly explained
- Arrival at school after the register has closed
- Shopping, looking after other children or birthdays
- Day trips and holidays in term-time which have not been agreed
- Leaving school for no reason during the day

"Persistent absenteeism" (PA) as:

- Missing 10% or more of schooling across the year for any reason
- These absences can be both authorised and unauthorised

"Parent" as:

- Any natural parent, whether married or not
- Any parent who, although not a natural parent, has parental responsibility as defined in the Children Act (1989) for a child or young person
- Any person who, although not a natural parent, has care of a child or young person

## **6.2 Unplanned absence**

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30 a.m. or as soon as practically possible by calling the school office staff on 0326 374498. Only a school can decide whether to authorise an absence. Please ensure you give a full reason for absence when you contact the school office, not just "sick" or "poorly". Reasons given will be recorded on the school register document.

Each day is made up of 2 sessions -am and pm – and therefore has 2 points at which the code is recorded.

We will mark absence due to illness as 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 the pupil's parent/carer 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.

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 Absences due to Mental Health**

Supporting Pupil Mental Health

At Flushing we believe that we will achieve good attendance by promoting children and young people's mental health and wellbeing through a whole-school approach to pupil mental health, and by developing a trusted relationship with parents/carers and families that involves them in the conversation about the

school's ethos, and emphasises the importance of supporting mental health and regular attendance. The school has a trained senior mental health lead who has a strategic oversight of our setting's whole school approach to mental health and wellbeing. We also play an important role in teaching pupils about respectful relationships, emotional wellbeing, mental health and supporting social and emotional development through the Jigsaw PSHE programme.

The DFE document 'Summary of responsibilities where a mental health issue is affecting attendance' states:

When is it appropriate for a pupil to be absent because of a mental health issue?

Schools should set and maintain high expectations for the attendance, engagement and punctuality of pupils who are anxious about attending school. It is important to recognise that, in many instances, attendance at school may serve to help with the underlying issue as much as being away from school might exacerbate it, and a prolonged period of absence may heighten their anxiety about attending in future. School staff will recognise that there can be attendance challenges where a child has a social, emotional or mental health issue, particularly a severe issue for which the child is receiving clinical treatment. As per paragraph 219 of the Working Together to Improve School Attendance guidance, school staff should advise parents/carers to notify them on the first day the child is unable to attend due to illness. Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, exams or variable moods. It is important to note that these pupils are still expected to attend school regularly. School staff should work quickly to communicate this expectation to parents/carers, and work together with them to ensure that such circumstances do not act as a barrier to regular attendance. Any associated anxiety about attending should be mitigated as much as possible by creating a plan to implement reasonable adjustments to alleviate specific barriers to attendance. These adjustments should be agreed by and regularly reviewed with all parties, including parents/carers. As mentioned above, in this guidance any actions taken to support attendance are referred to as "reasonable adjustments". This term is used throughout this guidance as a way of describing those actions in general terms, as opposed to relating to a school's duty to make reasonable adjustments pupils with a disability under section 20 of the 2010 Equality Act. In developing a plan to support attendance through reasonable adjustments, school staff will need to take into account the individual circumstances of the child, being mindful of safeguarding responsibilities as set out in the Keeping Children Safe in Education 2022 guidance

Any plan to help a pupil to attend well may also involve making referrals to in-school (e.g. pastoral care input from a trusted adult) or external professional support (e.g. a health professional, family support). The school will work proactively with home and with external professionals to ensure the same ambition is maintained for the attendance of the child by all other parties as by the school, maximising in-person learning where possible

**Parents/Carers are expected to:**



- Make sure their child attends school.
- Work with the school and other partner organisations such as the LA, GPs or other medical professionals to establish a shared understanding of perceived barriers to attendance, with a view to supporting their child to maintain full-time attendance at school.
- Proactively engage with any support offered
- Keep in touch with the school and be open in communicating information that will help improve the quality and nature of support being provided.
- Take action as best they can to support their child(ren) to recognise and manage their social, emotional and mental health and wellbeing. Support is available at Children's mental health - Every Mind Matters.

#### **The School will:**

- Set and maintain high expectations for attendance for children with mental health concerns and work with pupils and parents/carers to maximise their attendance.
- Facilitate support for pupils experiencing mental health problems as well as for those experiencing normal but difficult emotions through sensitive conversations with pupils and parents/carers.
- Consider additional pastoral care inputs, where appropriate making referrals.
- Engage with parents at an early stage in conversations to support their child experiencing anxiety to ensure robust support for the child.
- Support parents if they feel the child needs to visit a specialist in relation to a mental health concern. Schools should encourage parents to make appointments out of school hours where possible.

#### **6.4 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 provide evidence of the appointment e.g. an appointment card/text.

Parents should inform the school office on 01326 374498 detailing the date, time and nature of the appointment.

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, attending school before and/or after the appointment where possible.

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. Go to Appendix 2 to find out which term-time absences the school can authorise.

#### **6.5 Lateness and punctuality**

If a child is persistently late, their classteacher will speak to the parent/carer to ascertain how the school can support punctuality. If the child continues to be late, the Designated Senior Leader will arrange a meeting with the parent to discuss how punctuality can be supported.

#### **6.6 Following up unexplained absence**

## **Attendance Protocols**

If a child is absent, the following will be initiated by the school:

- The first day calling procedures will be activated for all pupils who are not in school after close of register and where no reason for absence is known. The school will call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. Encourage attendance later in the day if appropriate.
- If there is still no contact made from the pupil's parents, a further telephone call home will be made again that morning. If no response can be gained, the child's named emergency contact(s) will be telephoned in line with our Missing Child reasonable enquiries process
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues for 2 days without explanation, the school will consider involving an education welfare officer.
- If school cannot contact a parent and are concerned about a pupil, a home visit may be carried out

In certain circumstances the school may also:

- Visit the home of the pupil or request a welfare check to be made by the police
- Write to the parents of a pupil to highlight attendance or punctuality issues
- Invite parents to discuss how school can support the family to make improvement
- Refer to an external agency/ support service to offer support, guidance and advice
- Refer to the Local Authority for joint enquiries to be made to establish the whereabouts of the child through Children Missing Education procedures
- Refer to the Local Authority to consider issuing a penalty notice or to consider prosecution when all other interventions have failed, or an unauthorised leave of absence has been taken
- Refer the matter to an appropriate external agency for multi-agency support, such as implementing a Family Support Plan or referring to Children Services, where there are safeguarding concerns

### **Expected absence procedure for parents:**

A parent has a legal responsibility to ensure that their child attends school regularly.

If a child is unavoidably absent from school parents are expected to:

- Contact school by telephone call on the first day of absence and each subsequent day, identifying the reason for absence and the expected date of return
- If no contact is received, the Attendance protocols above will be instigated

## **6.7 Reporting to parents/carers**

The classteacher will regularly inform parents about their child's attendance and absence levels during the Autumn and Spring terms at parent evenings verbally and through a written report and through a written report during the Summer Term.

## **7.0 Authorised and unauthorised absence**

### **7.1 Approval for term-time absence**

Since September 2013, changes to Government regulations and guidance means that Headteachers can no longer authorise leave of absence for the sole purpose of a holiday (unless in exceptional circumstances) – see appendix 2.

All absences associated with a holiday (without exceptional circumstance) during term time will be marked as unauthorised within the register.

Any parents known to have removed their child from school for the sole purpose of a holiday may be referred to the Local Authority and be issued with a penalty notice fine or referred to the Local Authority to consider prosecution.

Flushing believes that children need to be in school for all sessions so that they can make the most progress possible. However, we do understand that there are times where a parent may legitimately request leave of absence for a child due to 'exceptional circumstances.'

Parents wishing to apply for leave of absence during term time must apply in writing to the Headteacher at least one month before the planned leave. If a written request for leave of absence is not completed and the leave is taken without a request being submitted, the leave will not be considered by the Headteacher and it will be marked as unauthorised. The leave of absence form is available from the school office.

The Headteacher will treat each application individually and may discuss with you the circumstances of the application before a decision is made.

Retrospective requests will not be considered and therefore will result in the absence being categorised as unauthorised. In such cases the school may make a referral to the Local Authority to request that a penalty notice fine is issued or consider prosecution.

A penalty notice request or a referral for prosecution may be submitted to the Local Authority if:-

- The parent fails to submit a leave of absence request in advance of taking the leave
- An application for a leave of absence is not agreed by the Headteacher but is still taken.
- A longer period of time is taken in excess of the agreed number of days.

When absence is granted by the Headteacher, the parents will need to agree a date of return. If a pupil fails to return on the expected date and contact is not received from, or made with the parents, school will seek advice from the Local Authority. This could result in possible Children Missing from Education procedures being instigated.

## **Pupil Absence for the purposes of Religious Observance**

Flushing School acknowledges the multi-faith nature of British society and recognises that, on some occasions, religious festivals may fall outside school holiday periods or weekends and is recognised as such by a relevant religious authority. Where this occurs, the school will consider either authorising the pupil absence or making special leave for religious observance. Parents are requested to give advance notice to the school.

## **Unauthorised Absence**

Absence will not be authorised unless parents have provided a satisfactory explanation and that it has been accepted as such by the school. That decision is at the discretion of the Headteacher.

Examples of unsatisfactory explanations include, but are not limited to:

- A pupil's/family member's birthday
- Shopping for uniforms/shoes or other items
- Arrangements or appointments for cutting the pupil's hair
- Closure of a sibling's school for INSET (or other) purposes
- An unwillingness to attend school, or inability to attend owing to inadequate personal/family organisation
- A refusal to attend school on health grounds but where the pupil is actually considered well enough to attend
- Holidays taken without the authorisation of the school

## **7.2 Persistent Absence**

A pupil becomes a 'persistent absentee' (PA) when their attendance drops to 90% and below for any reason. Over a full academic year this would be 38 sessions (19 days). Absence at this level is causing considerable damage to a child's educational potential.

The attendance of all pupils at school is monitored to identify children who are PA, or are at risk of becoming PA. Where emerging concerns are identified we will instigate appropriate and timely interventions. Referrals may also be made to external agencies for targeted support.

If parents fail to engage with support and their child continues to have unsatisfactory attendance/ punctuality, a request may be made to the Local Authority to pursue legal proceedings either through a penalty notice, Education Supervision Order or full prosecution in the Magistrates' Court.

## **7.3 Legal sanctions**

Penalty notices can be issued by a headteacher, local authority officer or the police.

If your child is absent from school without authorisation, you will be committing an offence under the Education Act 1996. We may submit a request to Cornwall Council for a Penalty Notice to be issued, in accordance with Sections 444A and 444B of the said Act. Penalty Notices are issued per liable parent, per child and each carry a fine of £80 if paid within 21 days or £160 if paid after this but within 28 days. Failure to pay the Penalty Notice may result in legal action. Absence not authorised by the school may result in a prosecution in the Magistrates' Court under Section 444(1) or Section 444(1A) of the Education Act

1996, leading to a fine of up to £2,500 and/or a custodial sentence. Cornwall Council may also apply for the costs incurred in taking the matter to Court. The decision to submit a request for the issue of a Penalty Notice will be considered when a child's attendance is deemed to be 'not regular'

The decision on whether or not to issue a penalty notice may take into account:  
The number of unauthorised absences occurring within a rolling academic year

One-off instances of irregular attendance, such as holidays taken in term time without permission

Where an excluded pupil is found in a public place during school hours without a justifiable reason

## **8.0 Strategies for promoting attendance**

The school employs a range of strategies to encourage, celebrate and reward good and improving attendance:

- Headteacher Meet and Greets to welcome each child into school
- School led Breakfast & Wraparound Child Care facility
- Attendance data shared weekly in newsletter
- Attendance data shared weekly in Collective Worship with pupils
- Attendance Cup awarded weekly to class with highest collective attendance
- Stickers/certificates for those pupils with improved attendance.

## **Support Systems**

School recognises that poor attendance can be an indication of difficulties in a family's life. This may be related to problems at home and or in school. Parents are encouraged to inform school of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help the school identify any additional support that may be required.

We also recognise that some pupils are more likely to require additional support to attain good attendance.

The school will implement a range of strategies to support improved attendance. Strategies used may include:

- Discussions with parents and pupils
- Parent Support advisor/Family Support Worker support
- Pupil Voice Activities
- Friendship groups
- Reward systems
- Additional learning support
- Behaviour support
- Reintegration support packages
- Attendance clinics

- Engaging the support of other agencies – Early help hub referral / support
- Support offered to families will be child centred and planned in discussion and agreement with both parents and pupils. Where parents fail or refuse to engage with the support offered and further unauthorised absence occurs, the Head teacher will consider the use of legal sanctions following consultation with the Local Authority

## **9.0 Attendance monitoring**

### **9.1 Monitoring attendance**

The school will:

Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level

Identify whether or not there are particular groups of children whose absences may be a cause for concern

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the governing board.

### **9.2 Analysing attendance**

The school will:

Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families

Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

### **9.3 Using data to improve attendance**

The school will:

Provide regular attendance reports to classteachers and other school leaders, to facilitate discussions with pupils and families

Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

### **9.4 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.

The school will:

Use attendance data to find patterns and trends of persistent and severe absence

Monitor targeted children closely.

Send letters to make parents aware of poor attendance/punctuality including attendance data, concerns and offers of support.

Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school

Provide access to wider support services to remove the barriers to attendance via Peninsula Education, EWO

## **9.5 Children Missing in Education**

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation (including travel to conflict zones), and becoming NEET (not in education, employment or training) later in life;

Flushing School will monitor attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the local authority. In the more general circumstances of a child going missing who is not known to any other agencies, and there are no immediate safeguarding concerns, the Head Teacher will inform the Education Welfare Officer of any child who has not attended for 10 consecutive school days without provision of reasonable explanation.

Flushing School has a safeguarding duty in respect of our pupils, and this includes investigating any unexplained absences.

## **10.0 Policy monitoring arrangements**

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum bi-annually by Carolyn Power, Designated Senior Leader. At every review, the policy will be approved by the full governing board.

## **11.0 Links with other policies**

This policy links to the following policies:

Child protection and safeguarding policy

Behaviour policy

SEND Policy

## **12.0 Statutory Framework**

This policy has been devised in accordance with the following legislation and guidance:

- School attendance, DfE (2024)
- School attendance parental responsibility measures: statutory guidance, DfE (revised March 2017)
- Keeping Children Safe in Education, DfE (2021)

- Cornwall Council Children Missing Education Practice & Procedures
- Cornwall Council Elective Home Education Practice & Procedures
- Cornwall Council Advice and Guidance for Schools – Gypsy, Roma and Traveller Children

### 9.2 Children Missing in Education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

Children missing education are at significant risk of underachievement, being out of school, exploitation or radicalisation (including travel to conflict zones), and becoming vulnerable to education, employment or training later in life.

Missing school will mean an attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the local authority in the more general circumstances of a child going missing who is not known to any other agencies and there are no immediate safeguarding concerns. The head teacher will inform the Education Welfare Officer of any child who has not attended for 10 consecutive school days without notification of reasonable explanation.

Missing school has a safeguarding duty in respect of our pupils and this includes investigating any unexplained absence.

### 10.0 Policy monitoring arrangements

This policy will be reviewed as guided by the local authority or DfE is updated, and as a minimum this usually by Cornwall Power Designated Senior Leader. At least every 5 years, the policy will be reviewed further by governing body.

### 11.0 Links with other policies

This policy links to the following policies:  
 Child protection and safeguarding policy  
 Behaviour policy

### 12.0 Policy

#### 12.1 Statutory framework

This policy has been devised in accordance with the following legislation and guidance:

- School attendance (SI 2004)
- School attendance general responsibility measure - statutory guidance (SI 2011)
- Keeping Children Safe in Education (DfE 2017)



# Appendix 1: attendance codes

## Appendix A – Attendance and Absence Codes (from September 2024)

1. If a pupil is present in school the following codes from table 1 should be used

Code	Meaning	Criteria	Statistical Value
/	<b>Present at school AM</b>	Must be in school at registration	Attending (Present)
\	<b>Present at school PM</b>	Must be in school at registration	Attending (Present)
L	<b>Late arrival before register is closed</b>	The pupil was absent when the register started being taken but arrives before the register closes	Attending (Present)

2. If a pupil is absent from school so that they can attend a place other than school for any of the following reasons the relevant code from table 2 should be used.

Code	Meaning	Criteria	Statistical Value
K	<b>Attending Education provision arranged by the LA</b>	<ul style="list-style-type: none"> <li>The nature of the provision must be recorded.</li> <li>Code K can only be used if the child is present at the provision</li> </ul>	Attending an approved educational activity (Present)
V	<b>Attending an Educational Visit or Trip</b>	<ul style="list-style-type: none"> <li>The pupil is attending a place, other than that the school or any other school at which they are a registered pupil, for an educational trip or visit.</li> <li>Arranged by or on behalf of the school and supervised by a member of school staff</li> <li>The visit or trip must take place during the session for which it is recorded</li> <li>Code V can only be used if the pupil is present at the visit</li> </ul>	Attending an approved educational activity (Present)
P	<b>Participating in a sporting activity</b>	<ul style="list-style-type: none"> <li>P code can only be used if the pupil is present at the activity.</li> <li>The sporting activity must take place during the session for which it is recorded</li> <li>The place is somewhere other than the school,</li> </ul>	Attending an approved educational activity (Present)

		<p>another school where the pupil is registered, or a place where educational provision has been arranged for the pupil by the local authority under Section 19 (1) of the Education Act 1996 or sections 42(2) or 61(1) of the Children and Families Act 2014</p> <ul style="list-style-type: none"> <li>• The activity is of an educational nature</li> <li>• The school has approved the pupil's attendance at the place for the activity and</li> <li>• The activity is supervised by a person considered by the school to have the appropriate skills, training, experience and knowledge to ensure that the activity takes place safely and fulfils the educational purpose for which the pupil's attendance has been approved.</li> </ul>	
<b>W</b>	<b>Attending Work Experience</b>	<ul style="list-style-type: none"> <li>• W code can only be used if the pupil is present at the activity under arrangements by school or the LA</li> <li>• The activity takes place in the session for which it is recorded.</li> <li>• The place is somewhere other than the school, another school where the pupil is registered, or a place where educational provision has been arranged for the pupil by a local authority under section 19(1) of the Education Act 1996 or sections 42(2) or 61(1) of the Children and Families Act 2014;</li> <li>• the activity is of an educational nature;</li> <li>• the school has approved the pupil's attendance at the place for the activity; and</li> <li>• the activity is supervised by a person considered by the school to have the</li> </ul>	Attending an approved educational activity (Present)

		<p>appropriate skills, training, experience and knowledge to ensure that the activity takes place safely and fulfils the educational purpose for which the pupil's attendance has been approved.</p>	
<b>B</b>	<b>Attending any other approved Educational Activity</b>	<ul style="list-style-type: none"> <li>• B code can only be used if the pupil is present at the activity under arrangements by school or LA</li> <li>• In session for which it is recorded</li> <li>• The place is somewhere other than the school, another school where the pupil is registered, or a place where educational provision has been arranged for the pupil by a local authority under section 19(1) of the Education Act 1996 or sections 42(2) or 61(1) of the Children and Families Act 2014;</li> <li>• The activity is of an educational nature;</li> <li>• The school has approved the pupil's attendance at the place for the activity; and attending an approved educational activity</li> <li>• The activity is supervised by a person considered by the school to have the appropriate skills, training, experience and knowledge to ensure that the activity takes place safely and fulfils the educational purpose for which the pupil's attendance has been approved.</li> <li>• <u>As set out in the DfE's guidance on 'Providing remote education', pupils who are absent from school and receiving remote education still need to be recorded as absent using the most appropriate absence code.</u> Schools should keep a record of, and monitor</li> </ul>	Attending an approved educational activity (Present)

		pupil's engagement with remote education, but this is not formally tracked in the attendance register	
<b>D</b>	<b>Dual Registered at another school</b>	<ul style="list-style-type: none"> <li>The school at which the pupil is scheduled to attend must record the pupil's attendance and absence with the relevant code.</li> <li>Code D may only be used by either school for a session where the pupil is scheduled to attend the other school at which they are registered.</li> <li>Schools should ensure that they have in place arrangements whereby all unexpected and unexplained absences are promptly followed up</li> </ul>	Not a possible attendance (neither present or absent)

**3. If a pupil is absent with leave (NB Schools are not required to follow regulation 11 in granting a leave of absence should still use the relevant code)**

<b>Code</b>	<b>Meaning</b>	<b>Criteria</b>	<b>Statistical Value</b>
<b>C1</b>	<b>Leave of absence – performance or regulated employment abroad</b>	<ul style="list-style-type: none"> <li>Performance licence issued by the LA or</li> <li>Body of Persons approval issued by LA or</li> <li>Justice of the Peace has given licence for pupil to go abroad for performance or regulated purpose</li> </ul>	Authorised absence
<b>M</b>	<b>Leave of absence for Medical or Dental appointment</b>	<ul style="list-style-type: none"> <li>Agreement in advance</li> <li>Application by parent/carer that child normally lives with</li> <li>Minimum time necessary</li> <li>Where pupil is absent at registration</li> </ul>	Authorised absence
<b>J1</b>	<b>Leave of absence for interview</b>	<ul style="list-style-type: none"> <li>Agreement in advance</li> <li>Application by parent/carer that child normally lives with</li> <li>In session absence recorded</li> </ul>	Authorised absence
<b>S</b>	<b>Leave of absence for studying for public examination</b>	<ul style="list-style-type: none"> <li></li> </ul>	Authorised absence

<b>X</b>	<b>Non-compulsory school age pupil not required to attend school</b>	<ul style="list-style-type: none"> <li>• For part time attendance</li> <li>• Absence for timetabled sessions to use appropriate code and not X</li> </ul>	Not a possible attendance (neither present or absent)
<b>C2</b>	<b>Leave of absence – compulsory school age children subject to part-time table</b>	<ul style="list-style-type: none"> <li>• Exceptional circumstances</li> <li>• If the school and a parent who the pupil normally lives with have agreed that, exceptionally, the pupil should temporarily be educated only parttime</li> <li>• Temporary and regularly reviewed</li> </ul>	Authorised absence
<b>C</b>	<b>Leave of absence exceptional circumstances</b>	<ul style="list-style-type: none"> <li>• Exceptional circumstances</li> <li>• No blanket approach</li> <li>• School discretion</li> <li>• Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.</li> </ul>	Authorised absence

#### 4. Pupil absent for other authorised reasons

<b>Code</b>	<b>Meaning</b>	<b>Criteria</b>	<b>Statistical Value</b>
<b>T</b>	<b>Parent travelling for occupational purposes</b>	<ul style="list-style-type: none"> <li>• The pupil is a mobile child and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place.</li> <li>• To help ensure continuity of education for pupils, when their parent(s) is travelling for occupational purposes in England, it is expected that the pupil should attend a school where their parent(s) is travelling and be dual registered at that school and their main school</li> </ul>	Authorised absence

<b>R</b>	<b>Religious observance</b>	<ul style="list-style-type: none"> <li>The pupil is absent on a day that is exclusively set apart for religious observance by the religious body the parent(s) belong to (not the parents themselves)</li> </ul>	Authorised absence
<b>I</b>	<b>Illness (not medical appointment)</b>	<ul style="list-style-type: none"> <li>The pupil is unable to attend due to illness (both physical and mental health related). Schools should advise parents to notify them on the first day the child is unable to attend due to illness.</li> </ul>	Authorised absence
<b>E</b>	<b>Suspended or permanently excluded with no alternative provision made</b>	<ul style="list-style-type: none"> <li>The pupil is suspended from school or permanently excluded from school, but their name is still entered in the admission register, and no alternative provision has been made for the pupil to continue their education</li> </ul>	Authorised absence

#### 5. Pupil Absent -Unavoidable Cause

<b>Code</b>	<b>Meaning</b>	<b>Criteria</b>	<b>Statistical Value</b>
<b>Q</b>	<b>Unable to attend school because of a lack of access arrangements</b>	<ul style="list-style-type: none"> <li>There is a lack of access arrangements for a pupil whose home is in England if—</li> </ul> <p>(a) a local authority have a duty to make travel arrangements in relation to the pupil under section 508B(1) of the 1996 Act(13) for the purpose of facilitating the pupil's attendance at the school and have failed to discharge that duty;</p> <p>(b) a local authority have a duty to make travel arrangements in relation to the pupil because of section 508E(2)</p> <p>(c) of the 1996 Act(14) for the purpose of facilitating the pupil's attendance at the school and have failed to discharge that duty;</p>	Not a possible attendance
<b>Y1</b>	<b>Unable to attend due to transport normally provided not</b>	<ul style="list-style-type: none"> <li>The pupil is unable to attend because the school is not within walking distance of their home and the transport to and from the school that</li> </ul>	Not a possible attendance

	<b>being available</b>	is normally provided for the pupil by the school or local authority is not available	
<b>Y2</b>	<b>Unable to attend due to widespread travel disruption</b>	<ul style="list-style-type: none"> <li>The pupil is unable to attend the school because of widespread disruption to travel caused by a local, national, or international emergency</li> </ul>	Not a possible attendance
<b>Y3</b>	<b>Unable to attend due to part of the school premises being closed</b>	<ul style="list-style-type: none"> <li>Part of the school premises is unavoidably out of use and the pupil is one of those that the school considers cannot practicably be accommodated in those part of the premises that remain in use</li> </ul>	Not a possible attendance
<b>Y4</b>	<b>Unable to attend due to the whole school site being closed unexpectedly</b>	<ul style="list-style-type: none"> <li>Where a school was planned to be open for a session, but the school is closed unexpectedly (e.g. due to adverse weather), the attendance register is not taken as usual because there is no school session. Instead, every pupil listed in the admission register at the time must be marked with code Y4 to record the fact that the school is closed.</li> </ul>	Not a possible attendance
<b>Y5</b>	<b>Unable to attend as pupil is in criminal justice detention</b>	<ul style="list-style-type: none"> <li>The pupil is unable to attend the school because they are:</li> <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> <p>A pupil's absence should be recorded under code Y7 (Unable to attend because of any other unavoidable cause) if they are unable to attend because they are serving a community based (i.e. non-detained) part of a sentence of detention, referral order, or youth rehabilitation order that requires them to be absent during the school day</p>	Not a possible attendance

<b>Y6</b>	<b>Unable to attend in accordance with public health guidance or law</b>	<p>The pupils travel to or attendance at the school would be:</p> <ul style="list-style-type: none"> <li>contrary to any guidance relating to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care or,</li> <li>prohibited by any legislation relating to the incidence or transmission of infection or disease.</li> </ul>	Not a possible attendance
<b>Y7</b>	<b>Unable to attend because of any other unavoidable cause</b>	<p>This code should be used only where something in the nature of an emergency has prevented the pupil from attending the session in question. The unavoidable cause must be something that affects the pupil, not the parent. The fact that a parent has done all they can to secure the attendance of the pupil at school does not, in itself, mean the pupil has been prevented by unavoidable cause. Schools must also record the nature of the unavoidable cause (regulation 10(6))</p>	Not a possible attendance

## 6. Absent for unauthorised reasons

<b>Code</b>	<b>Meaning</b>	<b>Criteria</b>	<b>Statistical Value</b>
<b>G</b>	<b>Leave of absence not granted by school</b>	<ul style="list-style-type: none"> <li>The school has not granted a leave of absence and the pupil is absent for the purpose of a holiday.</li> <li>A school cannot grant a leave of absence retrospectively.</li> <li>If the parent did not apply in advance, leave of absence should not be granted.</li> </ul>	Unauthorised absence
<b>N</b>	<b>Reason for absence is not yet established</b>	<ul style="list-style-type: none"> <li>Where absence is recorded as code N (reason not yet established) in the attendance register, the correct absence</li> </ul>	Unauthorised absence



		<p>code should be entered as soon as the reason is ascertained, but no more than 5 school days after the session (regulation 10(7) to (9)).</p> <ul style="list-style-type: none"> <li>• Code N must not therefore be left on the pupil's attendance record indefinitely;</li> <li>• if a reason for absence cannot be established within 5 school days, school must amend the pupils record to code O</li> </ul>	
<b>O</b>	<b>Absent in other or unknown circumstances</b>	<ul style="list-style-type: none"> <li>• Where no reason for absence is established or the school is not satisfied that the reason given is one that would be recorded using one of the codes statistically classified as authorised</li> </ul>	Unauthorised absence
<b>U</b>	<b>Arrival at school after registration closed</b>	<ul style="list-style-type: none"> <li>• Where a pupil has arrived late after the register has closed but before the end of session.</li> <li>• Schools should actively discourage late arrival, be alert to patterns of late arrival and seek an explanation from the parent.</li> </ul>	Unauthorised absence

### 7. Administrative Codes

Code	Meaning	Statistical Value
<b>Z</b>	<b>Prospective pupil not on admission register</b>	Not collected
<b>#</b>	<b>Planned whole school closure</b>	Not collected

## Appendix 2: SCHOOL GUIDANCE ON EXCEPTIONAL CIRCUMSTANCES

The Education (Pupil Registration) (England) (Amendment) Regulations 2013 came into force on 1 September 2013, changing the rules about term-time holidays. These regulations have not been amended since their introduction, and remain in force. The amendments specify that headteachers may not grant any leave of absence to pupils during term time unless they consider there to be "exceptional circumstances". If a headteacher grants leave, he or she should determine the number of days the child can be away from school. **If an event can reasonably be scheduled outside of term time then it would not be normal to authorise absence.** The school can only grant or accept pupil absence for **unavoidable reasons**. The legislation is clear that any avoidable absence may only be authorised by a school if there are **exceptional circumstances**. The fundamental principles for defining "exceptional" are rare, significant, unavoidable & short. And by "unavoidable" we mean an event that could not reasonably be scheduled at another time.

**Before authorising an absence the headteacher will consider the impact on the pupil's sustained progress, the pupil's attendance rate over time and whether the period of absence falls during any national tests or exams.** The headteacher will not authorise absences if believed it is to the detriment of a child's education. Please note that supporting documents to aid decision making must be submitted at the time of any request for absence.

### The headteacher decides what constitutes 'exceptional circumstances'

No parent/carer can demand leave of absence as of right. Page 9 of the DfE's advice document on school attendance says:

*Schools should consider each request individually taking into account the circumstances, such as: the nature of the event for which leave is sought, the frequency of the request; whether the parent gave advanced notice; and the pupil's attainment, attendance and ability to catch up on missed schooling.* [School attendance: departmental advice, GOV.UK - DfE](#)

**Leave with parental consent** will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Illness and medical/dental appointments
- Religious observance
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

### REQUESTS FOR PUPIL ABSENCE WHICH WILL/MAY CONSTITUTE EXCEPTIONAL CIRCUMSTANCES

*Where necessary, parents will be requested to provide sufficient information in order to confirm the nature of the exceptional circumstance. The school has referred to the NAHT document, Guidance On Authorised Absence In Schools (October 2014), to provide clarity and consistency to support schools in making decisions regarding requests for leaves of absence*

#### Family Circumstances

Absence for the wedding of a close family member is considered an exceptional circumstance but for the day of the wedding only & appropriate travel, but not a request for extended leave

Absence for the funeral of a close family member is considered an exceptional circumstance but for the day of the funeral service only and appropriate travel time, but not a request for extended leave

Absence to visit a close family member who is seriously/terminally ill is considered an exceptional circumstance

Absence for a holiday or absence, linked to a close family member which is likely to be the last such holiday is considered an exceptional circumstance

Where there has recently been a death or other significant trauma in the immediate family and it is felt that an immediate holiday or absence might help the child concerned deal with the situation better and/or the family needs to spend time together to support each other during or after a crisis, this may be considered an exceptional circumstance

Where leave is recommended as part of a parents' or child's rehabilitation from medical or emotional problems, this may be considered as an exceptional circumstance. Information/evidence must be provided

Absence for pupils and families with complex special educational needs or disabilities may be considered as an exceptional circumstance. Information/evidence must be provided

#### Domestic circumstances

Absence to deal with the sudden loss of housing may be considered an exceptional circumstance but not a request for extended leave

Absence for a family moving within county & needing to look/visit a new school is considered an exceptional circumstance and would be granted a day or half-day's leave

Absence for a family moving out of county & needing to look/visit a new school is considered an exceptional circumstance and would be granted 2 days leave

**Armed Forces**

Absence to spend time with a parent who is on leave from the armed forces or is about to go on an extended tour of duty is considered an exceptional circumstance

### Appendix 3: Attendance Overview

Attendance % (days off in a year)	Impact on achievement	Staff Involved	Actions
<b>99-100% (0-2 days off)</b>	<b>Excellent – child is accessing all learning opportunities</b>	<b>Classteacher/ Headteacher</b>	<ul style="list-style-type: none"> <li>Great contribution to class Attendance Award – Well done!</li> </ul>
<b>96-98% (4 – 7.5 days)</b>	<b>Good – very few learning opportunities are missed</b>		
<b>93-95% (9.5 -17 days off)</b>	<b>Risk of under achievement</b>	<b>Classteacher</b>	<ul style="list-style-type: none"> <li>Classteacher check in to support absence/punctuality</li> </ul>
<b>90-92% (19-25 days off)</b>	<b>Severe risk of under achievement</b>	<b>Classteacher/ Designated Senior Leader</b>	<ul style="list-style-type: none"> <li>Classteacher referral to DSL</li> <li>DSL monitors risk of Persistent Absence</li> </ul>
<b>Below 90% (Persistent Absence) (27+days off)</b>	<b>Extreme risk of under achievement</b>	<b>Designated Senior Leader/ Education Welfare Officer</b>	<ul style="list-style-type: none"> <li>Parent/carer meeting with DSL (and EWO) to create plan to support attendance</li> <li>Formalised support from EWO</li> <li>Home Visit from EWO</li> <li>Consideration of Fixed Penalty</li> </ul>

## Appendix 4 – Sample Letters to Parents

Dear Parent/Carer, LETTER 1

Please find below the current attendance rate for your child, which we are required to report to you at regular intervals by the Department for Education.

We fully understand both that occasional absences can be totally unavoidable and also that when those absences are translated into a percentage, it can sometimes be a surprise or upsetting for some parents.

We want to reassure you that we know there are many, many genuine circumstances that combine to make a particular attendance rate and to thank you for keeping us informed during those periods. That close contact with the school is very much appreciated and has enabled us to explain pupils' absence to the Education Welfare Officer on your behalf, meaning this letter is just for your information only and to help you keep track of your child's attendance so far this academic year.

If we have not added a personalised, handwritten note to the letter, you need take no further action, unless of course there is anything you wish to discuss or clarify. If that is the case, please speak to your class teacher at the end of the school day or send them a dojo if that is easier for you.

If at the end of the letter I have added a hand-written note for you, please do not worry. It simply means that we either a) need to clarify an aspect of your child's attendance so that our records are up to date and we can offer support where necessary and helpful or b) we need to follow up from a previous conversation or support plan.

### Your Child's Attendance

Your child's attendance for the school year as of (date)		Missed Days Learning By The End Of The Year
Name	{{pupil.txtfullname}}	98% = Approximately 4 days missed learning
% Attendance	{{registration.intpercentagepresentthisyear}}	95% = Approximately 10 days missed learning
% Authorised Absences	{{registration.intpercentageauthorisedabsentthisyear}}	90% = Approximately 4 weeks missed learning
% Unauthorised Absences	{{registration.intpercentageunauthorisedabsentthisyear}}	85% = Approximately 5½ weeks missed learning
Number of Lates	{{registration.inttotalatethisyear}}	80% = Approximately 7½ weeks missed learning

### Personal Message for Your Family (if necessary)

Once again, thank you for all of your invaluable support this year, the staff really do appreciate it.

Yours faithfully,  
Mrs. Power  
Headteacher

Dear Parents/Carers

Re: School Attendance – LETTER TWO

You may recall that I wrote to you recently to make you aware that \*\*\*\*\* attendance was %. \*\*\*\*\* attendance is now % and is still a cause for concern. I enclose an attendance certificate for your information.

I am sure you are well aware regular attendance at school is important so that pupils can maximise their educational opportunities. The table below outlines the impact of absence on your child's learning as well as missed opportunities to develop social and emotional skills.

## Absence from School

**Children are required to attend school for 190 days each year**

<b>Attendance during one school year</b>	<b>equals days absent</b>	<b>which is approximately weeks absent</b>	<b>Which means this number of missed lessons</b>
<b>95%</b>	<b>9 days</b>	<b>2 weeks</b>	<b>45 lessons</b>
<b>90%</b>	<b>19 days</b>	<b>4 weeks</b>	<b>95 lessons</b>
<b>85%</b>	<b>29 days</b>	<b>6 weeks</b>	<b>145 lessons</b>
<b>80%</b>	<b>38 days</b>	<b>8 weeks</b>	<b>190 lessons</b>
<b>75%</b>	<b>48 days</b>	<b>10 weeks</b>	<b>240 lessons</b>
<b>70%</b>	<b>57 days</b>	<b>11.5 weeks</b>	<b>285 lessons</b>
<b>65%</b>	<b>67 days</b>	<b>13.5 weeks</b>	<b>335 lessons</b>

**How does your child's attendance compare with this target?  
Please remember that children who miss a lot of school achieve less**

The average attendance nationally is 96%. We aim to achieve this average or even better to ensure that our pupils gain full benefits from their education.

I am inviting you into school on [date] at [time] to meet with me to look at ways that we can work together to support \*\*\*\*\* in improving their attendance.

If you are unable to attend the appointment date or time, then please do not hesitate to contact us to rearrange this.

Yours sincerely

Mrs Power

Headteacher

Enc – attendance certificate

Dear Parent of {{pupil.txtfullname}} LATE LETTER

Re: Punctuality to school

I am sure that you are aware that pupil attendance and punctuality is a national issue. It is recognised that punctuality is an essential life skill and vital for positive mental health and well-being as it prevents anxiety for children at the start of each day. As a school, we are required to routinely inform parents where punctuality is impacting on attendance resulting in a late mark.

As directed by the DFE, we monitor each child's attendance and punctuality closely. I am sure that you will be concerned that your child's punctuality has been noted as a cause for concern.

Our register shows that {{pupil.txtforename}} is frequently late. A total of {{registration.inttotalatethisyear}} late marks have been issued since the start of this academic year. This means that your child arrived at school after 8.45 a.m. but before 9 a.m. Please note that the register is taken at 8.45 a.m. regardless of which entrance your child uses to enter school.

**There are also several unauthorised lateness marks on the register.  
An unauthorised lateness is one where you child has arrived in school after 9 a.m. Persistent unauthorised lateness can also lead to legal proceedings being taken against you.**

As you can appreciate, persistent lateness can be very disruptive to your child's learning, as their peers have already settled into the school day and they will have missed the first part of their lesson which can lead to them struggling to achieve their full potential.

Please be advised that this letter is for parent's information. If a parent receives this letter for the first time, we recommend that they speak to their child's classteacher who can offer practical suggestions to support.

We appreciate that parents often inform the school of reasons for lateness. The school will always take this information into consideration but we will still have an obligation to inform parents of poor punctuality and parents may receive multiple letters during the course of the year should punctuality not improve.

Punctuality is a parent/carers responsibility and we must remind parent/carers that it is not appropriate to contact the school on receipt of a late letter and be rude or aggressive with members of staff. In such situations, this will be referred to myself.

I trust that you will support us by ensuring {{pupil.txtforename}} arrives at school on time in the future.

Yours sincerely

Mrs Power  
Headteacher



