METROPOLITAN BOROUGH OF CALDERDALE

Woodhouse Primary School

Daisy Road, Brighouse, West Yorkshire HD6 3SX
Tel : **01484 714750**
Email: **admin@woodhouse.calderdale.sch.uk**

Headteacher: **Mrs Anne Crane**
Deputy Headteacher: **Mrs Smaldon**
Assistant Headteacher: **Mr Freeman**

MANAGEMENT AND GOVERNANCE DOCUMENTATION

ATTENDANCE POLICY

	Date	Chair of Governors	Headteacher
Adopted	November 2020		
Reviewed	September 2022		
Reviewed	September 2023		
Reviewed	September 2024		
Reviewed	September 2025		
Next review due	September 2026		

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1. Aims of the Attendance Policy

The aim of this policy is to provide a framework of guidance which will secure high levels of attendance for all our pupils.

High attendance at school is essential for pupils to make the most of their school experience and achieve their potential including their attainment, wellbeing and wider life chances. Safeguarding as well as educational concerns must be considered alongside school attendance. Poor attendance not only hinders educational progress but may place some children at risk. It is therefore important that we strive to achieve high levels of attendance for all our pupils so that they are happy, safe and successful.

The policy aligns with the school's values: Be United, Be Safe, Be Healthy, Be Caring, Be Bold, Be Creative.

Through this policy the school aims to:-

- Set high expectations for attendance and punctuality for every pupil

- Communicate these expectations clearly and consistently to pupils and parents so that they can be easily understood

- Develop and maintain a whole school culture and ethos that promotes the benefits of high attendance

- Continue to provide a welcoming and secure environment where children feel safe, welcome and supported and are keen to make progress in all aspects of school life.

- Ensure admission and attendance registers are completed accurately and effective procedures are in place to follow up absence and prevent further absence

- Regularly monitor and analyse attendance and absence data to identify pupils or groups of pupils that require support with their attendance and put appropriate strategies in place at the earliest possible opportunity

- Support and encourage parents to fulfil their legal duty to ensure that their child attends school regularly by building strong relationships with families, understanding barriers to attendance and work with families to remove them

- Ensure every pupil has access to the full-time education to which they are entitled

- Develop effective working relationships with the local authority and local partners to overcome barriers to attendance

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2. 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:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:
- Setting high expectations of all school leaders, staff, pupils and parents, whilst adapting processes and support to pupils' individual needs
- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties, including:
  o Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  o Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- 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
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources

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- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure staff receive adequate training on attendance, so that staff understand:

  o The importance of good attendance
  o That absence is almost always a symptom of wider issues
  o The school's legal requirements for keeping registers
  o The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate

- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data

- Holding the headteacher to account for the implementation of this policy

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

- Leading, championing and improving attendance across the school

- Setting a clear vision for improving and maintaining good attendance

- Evaluating and monitoring expectations and processes

- Monitoring and analysing attendance data (see section 7)

- Benchmarking attendance data to identify areas of focus for improvement

- Regularly monitoring and evaluating progress in attendance

- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff

- Liaising with pupils, parents/carers and external agencies, where needed

- Building close and productive relationships with parents to discuss and tackle attendance issues

- Creating intervention or reintegration plans in partnership with pupils and their parents/carers

- Delivering targeted intervention and support to pupils and families

- Working with education welfare officers to tackle persistent absence

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3.3 Teachers

Teachers are responsible for:

- Taking digital registers in a timely and accurate manner on a daily basis and submitting this information to the school office at the start of every school session

- promoting good standards of attendance and punctuality

- Communicating the importance of attendance and punctuality to parents

- identifying patterns of absence and/or individual pupils causing concern and notify the SLT

3.4 Admin staff

Admin staff will:
- Take calls and emails from parents and carers about absence on a day-to-day basis and record it on the school system using the correct codes

- Follow up any absence when school has not been notified (see first day calling procedures)

3.5 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 9.20am on the day of the absence and advise when they are expected to return

- Provide the school with at least two emergency contact numbers for their child

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

- Seek support, where necessary, for maintaining good attendance, by contacting class teachers or the Headteacher

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4. Recording attendance

4.1 Attendance register

We will keep an electronic 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, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, 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

See appendix 1 for the DfE attendance codes.
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 circumstances where a pupil is unable to attend due to exceptional circumstances

• We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

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4.2 Lateness and punctuality

Session times are-	**Reception, Year 1 and Year 2**	**Years 3 - 6**
	8.50am – 12.00/12.10/12.15pm	8.50am – 12.25pm
	1.00pm – 3.20pm	1.15pm – 3.25pm

Children are welcomed into school from 8.40am to enable them to be ready for a prompt 8.50am start to the school day.

The register for the morning session will be taken at 8:55am and will be kept open until 9:20 when it will close. Pupils who arrive during this time (08:56 – 09:20) will be marked as late (code L). Pupils who arrive after 9:20 will be marked as present (code U) to show that the pupil arrived at school after the register closed. The register for the afternoon session will be taken at 1.10pm and kept open until 1.40pm.

A pupil who arrives late:

- Before the register has closed will be marked as **late,** using the appropriate code (L)

- After the register has closed will be marked as **absent**, using the appropriate code (U).

4.3 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 9.20am or as soon as practically possible by telephone or email.

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness. (code I)

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 (code O)

The following are not considered to be valid reasons for a child's absence from school:

- Waiting for a delivery or repair

- Taking or collecting a relative to/from the airport

- Going for a family day out

- Sleeping in after a late night

- Because it is a child's birthday

- Parent/carer's illness **(other than in an emergency)**

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4.4 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. Parents should notify the office of any planned appointments via email or telephone. (code M)

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. (see Section 5).

4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, first day calling procedures will be initiated (see Appendix 3)

- Identify whether the absence is approved or not

- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session

- 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, the school will consider involving an education welfare officer

- A member of the Senior Leadership team will contact parents if the reason for absence is unsatisfactory or unclear. This may result in the absence being unauthorised.

- Where relevant, report the unexplained absence to the pupil's youth offending team officer

- Where appropriate, offer support to the pupil and/or their parents to improve attendance

- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

- Where support is not appropriate, not successful, or not engaged with, issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate

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4.6 Reporting to parents/carers

The school will inform parents about their child's attendance and absence levels via termly reports. Parents of pupils whose attendance or punctuality is causing concern will be contacted by the Senior Leadership Team as necessary.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

> Taking part in a regulated performance, or regulated employment abroad
> Attending an interview
> Study leave
> A temporary, time-limited part-time timetable
> Exceptional circumstances

There is no entitlement to parents to take their children out of school during term time. The headteacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. Exceptional circumstances are those where the absence is unavoidable and can only be taken at that particular time. A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for. The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 6 weeks before the absence, using the 'Leave from learning' request form (appendix 2) accessible via the school website. The headteacher will require evidence to support any request for leave of absence. If parents or carers have not applied for the leave of absence in advance, the absence must be recorded as unauthorised.

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments (see sections 4.2 and 4.3 for more detail)

- 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 apart

- 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 pupil is attending educational provision

- To attend an offsite educational activity approved by the school

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- To participate in an approved sporting activity, for example at national or county level

- To attend an educational visit or trip arranged by the school

- Taking part in a regulated performance

Exceptional circumstances may include:

- Death or terminal illness of a close relative
- Wedding or funeral of a close relative
- Graduation ceremony of an immediate family member
- Where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.

The need or desire for a holiday or other absence for the purpose of leisure or recreation is not considered to be an exceptional circumstance. It is highly likely that requests for absence during term time will not be authorised.

5.2 Sanctions
Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices
The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, 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)

> Whether a penalty notice is the best available tool to improve attendance for that pupil

> Whether further support, a notice to improve or another legal intervention would be a more appropriate solution

> Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

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If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under <u>section 7 of the Education Act 1996</u>
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

5.3 Setting work for pupils who are absent

If a child is to be absent for a length of time, parents often ask if their child can be provided with school work to do at home. If a child is absent through illness, they are often too ill to value any work they are asked to complete, however, the individual requirements of each case will be considered by the class teacher in consultation with the Headteacher. If a child is to be absent due to a holiday, school will not provide work to be completed at home.

6. Strategies for supporting, promoting and celebrating good attendance

- Staff receive training in promoting and supporting good attendance and punctuality

- Staff, including the Leadership Team, are on duty in the playgrounds and at the gates before school to meet and greet pupils to ensure they feel welcomed and address any issues before pupils go into school.

- Assemblies will be used to communicate with pupils the need for high standards of attendance and punctuality

- School will work with parents to identify barriers to attendance and put appropriate programmes of support in place, sometimes as a preventative measure, for example making reasonable adjustments for pupils with additional needs or medical conditions.

- In-school barriers such as behaviour, bullying and additional needs will be identified and addressed by the Wellbeing Team who will organise and oversee pastoral programmes to support pupils' attendance and monitor the impact

- Referrals may be made, in conjunction with parents, to external agencies who may be able to provide support e.g. Early Help Pathway, Family Support

- High expectations for every pupil's attendance and the impact of absence on attainment will be communicated regularly to parents via the newsletter, website and on twitter.

- Where pupils have periods of improved attendance, or sustained periods of high attendance, this will be celebrated and communicated to parents

- Classes can work towards earning an attendance reward for every day they achieve 100% attendance

7. Supporting pupils who are absent or returning to school

Strategies to support pupils absent due to complex barriers to attendance, mental or physical ill health or SEND or returning to school after a lengthy or unavoidable period of absence may include:

- Regular communication from school with a key member of staff during the absence
- Meeting with parents and other family members as appropriate to identify barriers to attendance and agree appropriate strategies
- Supporting attendance plans
- Working with other agencies to support the child, family and school e.g. School nurse, CAMHS, Education Mental Health Practitioner, Education Welfare Officer, Specialist Inclusion Team
- Agreed strategies for return to school – meet and greet, accompany to classroom, check-ins throughout the day, buddies, phone calls home

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8. Attendance monitoring

Staff are asked to inform the Senior Leadership Team via CPOMS if a child's attendance or punctuality is causing concern. Weekly attendance percentages figures for each class and pupils are calculated and monitored by the Senior Leadership Team.

8.1 Monitoring attendance

The school will:

- Monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level

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

- Grant the DfE access to its management information system so the data can be accessed regularly and securely

- Share specific pupil information with the DfE on request

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 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.

8.2 Analysing attendance

The school will:

- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, especially those who demonstrate patterns of persistent or severe absence 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

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8.3 Using data to improve attendance

The 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 severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers to facilitate discussions with pupils and families and to the governing board

- 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 other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 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

- 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 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 to:

  o Discuss attendance and engagement at school
  o Listen, and understand barriers to attendance
  o Explain the help that is available
  o Explain the potential consequences of, and sanctions for, persistent and severe absence
  o Review any existing actions or interventions
- Provide access to wider 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

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- Implement sanctions, where necessary (see section 5.2, above)

Use the following escalation procedures where attendance is causing concern to prevent persistent or severe absence:

1. Where there are concerns about attendance, a member of the Senior Leadership Team will contact parents/carers to discuss any barriers to pupils' attendance and any support which can be provided by school. A phone call may be made sooner if there are other circumstances e.g. previously poor attendance, persistent absentees, reason for absence not clear/valid.
2. If attendance falls below 90%, parents will be notified by email (October half-term onwards).
3. If attendance does not show signs of improvement, parents will be contacted by a member of the Senior Leadership team and may be invited to an attendance panel.
4. If attendance remains of significant concern, a referral will be made to the Local Authority's Education Welfare Officer.

9. Monitoring arrangements

This policy will be reviewed every three years, or as guidance from the local authority or DfE is updated. At every review, the policy will be approved by the full governing board.

10. Links with other policies

This policy links to the following policies:

> Child protection and safeguarding policy
> Medical Needs policy
> SEND policy

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Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

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
Attending a place other than the school		
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

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D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes

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R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made

Absent – unable to attend school because of unavoidable cause

Q	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
Y1	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
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	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
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)

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Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes

Absent – unauthorised absence

G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	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
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session

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Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

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APPLICATION FOR PUPIL LEAVE FROM LEARNING IN EXCEPTIONAL CIRCUMSTANCES DURING TERM TIME

This form should be completed by the parent/carer and returned to the school as far in advance as possible and at least **6 weeks** before the first date of the period of leave being requested. Parents/carers must obtain the school's permission **before making any arrangements for leave in exceptional circumstances, otherwise the absence will be recorded as unauthorised.**
No parent/carer can demand leave of absence as of right. The Education regulations state that applications for leave must be made in advance by a parent with whom the child lives and can only be authorised by the school in exceptional circumstances. Exceptional circumstances are those where the absence is unavoidable and can only be taken at that particular time. Each application is considered individually by the school.

Please note: Headteachers are not expected to class any term time holiday as exceptional

Headteachers must consider the individual circumstances of each case when making a decision on this matter. Where a Headteacher feels that there may be exceptional circumstances which do not fit the criteria, they may refer to the local authority for advice. The decision of the Headteacher is final. Parents who take a child on leave in term time without the permission of the school risk being issued with a penalty notice fine for unauthorised absences.
Taking a pupil on leave during term time interrupts teaching and learning and can disrupt educational progress. Before completing this application parent/carers are asked to consider the effect on their child's continuity of education.

Work will not be set for pupils who are absent from school due to holidays.

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APPLICATION FOR PUPIL LEAVE FROM LEARNING IN EXCEPTIONAL CIRCUMSTANCES DURING TERM TIME

Name of pupil(s):

Class(es):

I request permission for my child to be absent from school

From……………………………………….To……….……..Total school days………

Exceptional circumstances for request:
(This section must be answered in full and against stated criteria. Please provide supporting evidence.)

Signature of parent/carer…………………………………….Date………………………………..

_____
For school use only

Attendance last year…………………… Attendance present year ………………

Previous unauthorised absence…………………………………………………………..

Seen by Headteacher (signature)…………………………………….Date……………………

Decision reached……………………………………………………………………………….

Date reply returned………………………………………………………………………

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Appendix 3

Emergency contact and First day calling procedures
Emergency contact forms are updated annually and parents asked to provide four contacts (two as a minimum).

First-Day Calling Procedure

1) Registers saved

2) Late children checked against registers

3) Absence calls listened to/attendance emails checked/Leave of absence requests checked

4) Text sent to first name on contact list within 30 minutes of school start time asking for response 9.20am

5) If no response to text start calling first name on contact list within 45 minutes of school start time 9.35am

6) Ring down contact list until reply is received, ensuring where possible that someone from outside of the family home has been contacted

7) Alert HT/DSL that this child is absent and no contact has been made within one hour of school start time 9.50am

8) If no reply send second text and email to first and second contacts on list

9) Contact any other agencies involved to ascertain whether they have any further information which may be helpful, or know the whereabouts of the child or family, and contact MAST to see if there has been any incident that they are aware of

10) Home Visit made if possible/appropriate by school or other agency involved (This can be omitted only if there are safeguarding issues with attendance at the address or some other reason that makes a visit unfeasible for safety reasons)

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11) Complete Risk Assessment:

- **No apparent risk (Absent):** There is no apparent risk of danger to either the child or the public. This may be appropriate for children who you have reason to believe are absent from school but not at harm due to previous patterns of behaviour or information from other people eg. a child who often goes on holiday at this time of year and parents always fail to contact. School can continue to make enquiries but it would not be proportionate to contact police at this stage.
- **Low/Medium risk:** The risk of harm to the subject or the public is assessed as possible but minimal or the risk of harm to the subject or the public is assessed as likely but not serious. This may be relevant for those children where there are no additional vulnerabilities however, you have minimal contact information and making parental contact is always difficult.
- **High risk:** The risk of serious harm to the subject or the public is assessed as very likely. This would be relevant for children already considered vulnerable. This may be due to risk of child sexual exploitation or abuse and also consider protected characteristics; mental health, forced marriage, honour-based violence, trafficking, and female genital mutilation. This may also be relevant for those children where the absence and lack of ability to make parental contact is highly unusual.

12) If assessed as 'No Apparent Risk' – as a school you can make the decision to continue to make enquires and not contact the police if you do not feel that this is necessary or proportionate. These cases should not be ignored and must be monitored over time and consideration given to escalation if there is a change to the circumstances that has increased the level of risk

13) If assessed as 'Low/Medium Risk' – contact the Police on 101 and complete the referral checklist *(please also see Key Information on last page of this procedure)*

14) If assessed as 'High Risk' and there is a need for an immediate response then contact the Police on 999 *(please also see Key Information on last page of this procedure)*

15) School enquiries continue and any further information shared with Police

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Risk Assessment
(to accompany referral to Police 101)

Date_____ Name of School:_____

Contact Name & Number:_____

1) First day text sent to first name on contact list at _____am:

    a. Name: _____   Number: _____

2) No response received to text so called first name on contact list at _____am

3) No contact made so rang down contact list

    a. Name: _____   Number: _____

    b. Name: _____   Number: _____

    c. Name: _____   Number: _____

    d. Name: _____   Number: _____

4) No reply so sent second text and email to first and second contacts at _____am

5) Other agencies involved with child:

_____

_____

_____

6) Any information from MAST? _____

7) A Home Visit was made at _____am to the following address:

_____

_____

By (please tick):

    a. School   [ ]

    b. Other agency (please specify) _____   [ ]

    c. It has not been possible to do a Home Visit   [ ]

Comments regarding home visit or reason why home visit has not been done:

_____

_____

8) Child is assessed as Low/Medium Risk   [ ]