

Attendance policy

SNHS

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1. Aims

This policy aims to show Sturminster Newton High School's commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of 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 make sure pupils have the support in place to attend school
- Promoting and supporting punctuality in attending all lessons

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents>[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

<https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made> It 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 (Academy Committee)

The governing board is responsible for:

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

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the attendance officer to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

3.3 The Senior Attendance Champion

is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents 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

3.4 The attendance officer

is responsible for:

- Completing ARBOR registers inputting the correct code/comment for pupils who arrive after registration closes
- When notified of pupil absence via telephone or email system, inputting the correct code/comment into ARBOR
- Initiating Attendance emails/ absence phone calls to parents of pupils where there is unexplained absence.
- If a pupil is absent for 3 school days without a contact being received from parents, notify safeguard team.
- Collating all attendance figures for both internal and external use as requested to support HoY/AHT/SLT/SAST
- Complete Nexus/ACE documents for CMOOE & Reduced Timetables
- Link with dual register placements for accurate attendance records.
- Advising the headteacher/attendance champion (authorised by the headteacher) when to issue fixed-penalty notices

3.5 Class teachers and form tutors

Class teachers and form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office on the same day in the morning by 8.45am and in the afternoon by 1.45pm.

3.6 School admin, attendance officer and pastoral staff

School admin, attendance officer and pastoral staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the head of year/pastoral lead where appropriate, in order to provide them with more detailed support on attendance
- Monitor absence emails and Arbor.

3.7 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9am on the day of the absence and each subsequent day of absence), and advise when they are expected to return or make contact through the parent Arbor app or Arbor online.
- Provide the school with more than 1 emergency contact number for their child (preferably 3)
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school
- Seek support, where necessary, for maintaining good attendance, by contacting the attendance officer, attendance champion, head of year or pastoral officer, who can be contacted via telephone 01963 32368 or email address office@kingarthurs.org.uk.

3.8 Pupils

Pupils are expected to:

- Attend every timetabled session, on time

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, where 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.
- The school day starts at 8.25am and ends at 3.00pm.
- Pupils must arrive in school by 8.25am on each school day to be ready for the registration start at 8.30am.
- The register for the first session will be taken by 9.00am and will be kept open until 9.15am. The register for the second session will be taken at 1.35pm and will be kept open until 2.00pm.
- Pupils who arrive between 8.35am and 8.45am will be marked as present. If they arrive after 9.00am but before 9.15am will be marked as late (code L) on the register.
- If a pupil arrives at school after the registration session has ended, they must immediately go to reception to sign in and provide a reason for the lateness. In the absence of a satisfactory explanation, the register will be marked as unauthorised late absence (code U). A 'U code' constitutes an unauthorised absence for the whole morning or afternoon session. Vulnerable pupils may be accompanied to their first lesson by a member of school staff to ensure they are settled in their learning.
- Students who arrive over 5 minutes late to school will complete a school consequence that day. Initially this will be a loss of lunch time but repeat offences would escalate to after school consequences.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 09.00, or as soon as practically possible, by updating information on the Arbor App or calling the school's attendance line 01258472642. If schools do not receive notification of a pupil's absence, it will be assumed that the child is on their way to school and if they do not arrive, the absence will be followed up accordingly. Schools will contact parents by Arbor, telephone or email if a pupil fails to arrive at school after the register has closed and no parental contact has been forthcoming. When a pupil is absent and the school cannot contact parents, the attendance or pastoral officer will continue to try and make contact. Where necessary (and by the third day of absence at the latest), they will make a welfare visit to the home address to confirm the safety of the child. A record of attempts and contact will be made on the school's MIS.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 4 days, or there are doubts about the authenticity of the illness, the school will ask for 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 will be notified of this in advance.

4.3 Planned absence

We encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary. Attending a medical

or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment and provides a confirmation slip / letter.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

Pupils arriving late to school, missing roll call or getting an L code on the register will receive a lunchtime detention, pupils with a U code for the morning session will receive an after school detention.

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 or email the pupil's parent 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 (depending on the personal circumstances and history of the family/pupil), the school may enquire with close friends of the pupil of their whereabouts, contact any of the external agencies working with the family, do a home visit or contact the police.
- 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(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving the inclusion team.
- 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
- SNHS graduated response to attendance is set out as below

Stages of Support and Intervention – Summary	
Trigger	Description/action
5 days absence (maximum projected attendance 97.3%)	Informal Stage. There will be initial communication with home, via the child's class teacher, form tutor or other key designated person to raise attendance awareness.

10 days absence (maximum projected attendance 94.7%)	Attendance is now projected to be below expectations for the academic year. There will be a discussion or meeting with parents to establish any support required. An information letter will be issued.
15 days absence (maximum projected attendance 92%)	Attendance concerns persist. There will be a follow up meeting between parents and designated school staff (such as the School Designated Attendance Lead, School Designated Safeguarding Lead, Head of Year, Deputy Head) to discuss the support offered to the child and family to date and its effectiveness. A further information letter (which includes a warning that parents are at risk of receiving a penalty notice), and an attendance plan, will be issued. There could be a referral to the local authority attendance / Inclusion Panel and further discussions will be held between home, school and the relevant LA officers. The aim of such a meeting is to discuss the current situation and consider what additional support may be offered, in order to secure improved attendance moving forwards. This may include a parenting contract.
20 days absence (maximum projected attendance 89.5%)	Attendance concerns have persisted, and early intervention has not addressed concerns. The child is now considered to be persistently absent. There will be a referral to the local authority attendance / Inclusion Panel and further discussions will be held between home, school and the relevant LA officers. The aim of such a meeting is to discuss the current situation and consider what additional support may be offered, in order to secure improved attendance moving forwards. This may include a parenting contract. A formal letter and action plan will be issued.

4.6 Reporting to parents

All parents can check the school systems where the attendance is up to date. Termly reports will include attendance figures. Weekly 100% attendance will be recorded and parents notified on through the Arbor Parent app.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

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

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as unavoidable, bereavement, life threatening procedure or illness for next of kin.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form, accessible on Page 18 of this document. The headteacher may require evidence to support any request for leave of absence. See Appendix

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health 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 parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) 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

If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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

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

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.

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 [section 7 of the Education Act 1996](#)
- 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
- Penalties and Protocol relating to specific local authorities can be found here: <https://www.dorsetcouncil.gov.uk/w/school-attendance> -

6. Strategies for promoting attendance

In line with our mission, we will visibly celebrate and incentivise good attendance through all aspects of school life, and specifically, through the following:

- Building positive and respectful relationships between staff and pupils
- Setting high expectations for attendance and behaviour and communicating these clearly to pupils, parents and staff
- Having a broad and balanced curriculum which is accessible to all pupils
- Encouraging and promoting extra-curricular activities, trips and visit
- Greeting pupils at the start and end of the day
- Highlighting the link between attainment and attendance and future plans
- Developing a high-quality character education
- School displays
- Tutor time achievement points rewarded for 100% weekly attendance
- Pupil planners
- Positive conversations with staff encouraging and understanding towards pupils and their families.
- Parental meetings
- Tracking of weekly attendance patterns and trends
- 100 score (attendance is 25 percent of the 100 score)

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

For all our pupils with complex barriers to attendance we set out a bespoke approach depending on the family/pupils circumstances. We will take into consideration the sensitivity of some reasons for absence and invoke bespoke preventative and supportive measures, rather than punitive approaches, in order to secure improvement. There is no one-size-fits all approach to improving attendance. Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly, is best achieved when there is a strong culture of collaboration and partnership between headteachers, parents, local authorities and other partners (including the schools of any siblings) - each with clearly expressed and understood roles and responsibilities.

7.2 Pupils absent due to mental or physical ill health or SEND

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as they are for any other pupil. That said, in working with their parents to improve attendance, our school will be mindful of the barriers these pupils face and put reasonable adjustments and additional support in place where necessary to help them access their full-time education. This may include pastoral support and timely referrals to wider services and external partners. Reasonable adjustments and additional support outlined in 'individual health care plans' or EHCPs to support attendance at school should be implemented.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

Schools will 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. School staff must record absences as authorised where it is not possible for a pupil to attend due to illness (both physical and mental health related).

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 will communicate this expectation to parents 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. This is important for children of all ages, but in particular if the child is transitioning from one school to another which may make them more anxious about school. Any plan to help a child to attend well may also involve making referrals to external professional support, and schools will be supportive where parents feel the child needs to visit a health professional in relation to a mental health concern.

7.3 Pupils returning to school after a lengthy or unavoidable period of absence

We fully support pupils back into school after a lengthy or unavoidable period of absence by building up their confidence and bridging gaps. This will be done based on the pupils context and supportive measures will vary from case to case. Examples of support available:

- Graduated, phased return
- later starts and early finishes
- exit card to support with lesson transitions
- buddy support as part of graduated support
- SEMH support in the hub

8. Attendance monitoring

Subject teachers are responsible for:

- Accurately completing the statutory AM registration for pupils in lesson 1

- Accurately completing a register in every lesson and monitoring patterns of attendance.
- Highlighting and discussing problems of non-attendance with their Head of Year or curriculum team leader and putting in place appropriate interventions to improve attendance to their lessons. This will be logged in class interventions.
- Being aware of pupils that they teach who are identified as persistent absentees

Form Tutors are responsible for:

- Accurately completing the statutory PM registration for pupils in tutor time
- Monitoring attendance daily and weekly
- Completing weekly 100% attendance achievement points and updating planners with attendance figure for previous week
- Pursuing any absences which have not been explained, by either contacting the parent/carer direct, asking the Attendance Officer to do so, or notifying the appropriate Head of Year
- Identifying any 'patterns' of absence and notifying the appropriate Head of Year of their concern
- Contact home for any pupils who have attendance concerns but are above 92.5% attendance
- Highlighting and discussing attendance targets, procedures and issues with members of their tutor group
- Being aware of any pupils who are identified as Persistent Absentees and notifying the Head of Year/ Attendance Officer immediately of their absence
- Taking responsibility for half termly meetings for this identified on the Moveable PA list

Heads of Year are responsible for:

- Ensuring that all teachers and tutors complete their attendance responsibilities
- Checking all registers weekly and pursuing any unexplained or 'suspicious' absences passed from tutors with parents/carers
- Highlighting any unauthorised absences and discussing strategies with tutors
- Monitoring weekly attendance figures for the school and discussing these and reasons during Pastoral meetings with the Pastoral Support Mentor and Attendance Champion
- Monitoring and developing action plans for all pupils who are identified as having persistent absence to improve attendance
- Meeting with parents/carers referred by the Attendance Officer
- Liaison with parents/carers, tutors, Curriculum Team Leader and teachers re: the setting of suitable work for pupils as the need arises and arranging for it to be taken home and returned to the school
- Update staff when pupils are expected to be absent for longer than a few days and when the pupils return so that reintegration can be affected smoothly

Pastoral support Mentor is responsible for:

- Sending a letter home to any pupil who has attendance below 95%; if no improvement has been made after 2 weeks contact parent/carer by phone; if there is no improvement after 2 weeks then refer to Head of Year who will meet with parents/carers
- Preparing follow up letters and communication based on intervention outcomes
- Take minutes at Inclusion Panel when necessary
- Check all paperwork is ready for Inclusion Panel
- Working with families/HoY/Attendance Champion to provide either support to improve attendance or take legal action
- Liaising with appropriate outside agencies as appropriate
- Oversight of targeted group of students below 80% - daily calls if not present.
- Offering cover for the attendance officer if not in school.

Attendance Officer is responsible for:

- Completing ARBOR registers inputting the correct code/comment for pupils who arrive after registration closes
- When notified of pupil absence via telephone or email system, inputting the correct code/comment into ARBOR
- Initiating Attendance emails/ absence phone calls to parents of pupils where there is unexplained absence.
- If a pupil is absent for 3 school days without a contact being received from parents, notify safeguard team.
- Collating all attendance figures for both internal and external use as requested to support HoY/AHT/SLT/SAST
- Complete Nexus/ACE documents for CMOOE & Reduced Timetables
- Link with dual register placements for accurate attendance records.

Attendance Champion is responsible for:

- Overseeing all aspects of the attendance monitoring system through Power Bi tracking and regular reports from Heads of Year

- Working with the in school vulnerable team to agree strategies in the most difficult cases of pupil absence
- Raise PA & SA concerns with safeguarding team
- Work closely with SENCO to monitor attendance with SEND and strategies to support improved attendance
- Liaising with the Attendance Officer re truancy issues
- Compiling whole school attendance data as required by the Headteacher/SAST
- Reporting regularly to the Headteacher concerning all aspects of attendance
- Completing any SAST, Local Authority or national forms regarding attendance/ absence statistics as the need arises

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) daily, weekly, half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

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

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

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:

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

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 severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers/tutors (via PowerBi), to facilitate discussions with pupils and families, and school leaders (including special educational needs staff, designated safeguarding leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with 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

The school will:

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent

- Listen, and understand barriers to attendance
- Explain the help that is available
- Explain the potential consequences of, and sanctions for, persistent and severe absence
- Review any existing actions or interventions
- Provide access to 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
- Implement sanctions, where necessary (see section 5.2, above)

9. Reduced Timetables

Please see appendix D

[SAST Guidance on Reduced Timetables and Flexi-Schooling from August 2024 FINAL.pdf](#)

Key notes

- Reduced Timetables are time limited from 1-6 weeks.
- The signed copy of the plan & risk assessment should be uploaded to MyConcern under the category of reduced timetable and shared with SAST safeguard lead.
- The code C2 should be used
- Appropriate work should be set for the child whilst not in school

10. Children Missing in Education

- If no contact has been made with the school on the first day of absence the school will take steps to ascertain the location of the child and their safety.
- When a child is absent and the school cannot contact parents, those leading schools/responsible for attendance matters or safeguarding, will continue to try and make contact. Where necessary (and by the third day of absence at the latest), they will make a welfare visit to confirm the safety of the child. In some circumstances, a welfare check will be made on the first day if no contact can be established with a child's parent.
- Where it is suspected that a child may be missing education, reasonable enquiries to ascertain their whereabouts must be carried out by the school. The type of procedures may include the appropriate person visiting the home (leaving a calling card), checking with relatives, neighbours, landlords – private or social housing providers – and other local stakeholders who are involved. Further guidance on reasonable enquires can be found in the DfE publication for local authorities on Children Missing Education (2016). Schools should also record that they have completed these procedures

If there is reason to believe a child is in immediate danger or at risk of harm, a referral should be made to children's social care (and the police if appropriate).

- After 10 days of unauthorised absence where no contact has been established with parent, a child must be reported to the Local Authority as a child missing education.

The relevant LA procedures for CME can be found here:

https://pandorsetscb.proceduresonline.com/p_ch_missing_educ.html

- Once a child has been reported as missing education, they will be held on roll for a minimum of 20 days from the last day of attendance, as per Section 13 of this policy.

Where the child is located and their address is confirmed within school's area, the child will remain on roll and support required for improved attendance and a return to school will be established.

11. The School Register

- All schools are required to notify the local authority within 5 days when a pupil's name is added to the admission register at a non-standard transition point. Schools will need to provide the local authority with all the information held within the admission register about the pupil.
- There are several circumstances when a pupil of compulsory school age must be removed from the admission register. These include:
 - a) when a pupil has been registered at another school but is not being dual registered.

- b) when a pupil has ceased to attend school and the parent/carer has indicated in writing to the school that the pupil is being electively home educated

A pupil's name cannot be removed from the admission register because of poor attendance, nor can it be deleted at the request of a parent/carer without the identification of subsequent education provision.

The Education (Pupil Registration) (England) Regulations 2006 contains full details of the regulations relating to pupil registration and a full list of the grounds for removing a pupil's name from the admission register.

- **SNHS is aware that off-rolling is unlawful. OFSTED define off-rolling as: "A form of gaming where a school:**
 - a) removes a pupil from the school roll without a formal, permanent exclusion or
 - b) encourages a parent to remove their child from the school roll or
 - c) encourages a sixth form student not to continue with their course of study or
 - d) retains a pupil on the school roll but does not allow them to attend school normally, without a formal permanent exclusion or suspension and that decision is made primarily in the interests of the school and not the pupil."
- SNHS will notify the local authority when a pupil's name is to be removed from the admission register at a non-standard transition point under any of the fifteen grounds set out in the regulations (set out in Appendix C), as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register. (e.g. via Dorset Children Missing Out on Full Time Education (CMOOE))
- When a family elect to leave a SAST school for a new setting, whether locally, nationally or abroad, it is imperative to ascertain the details of the new, intended school, in writing, if reasonably possible. Alternatively, the family may confirm in writing that they are electing to undertake home education. In either case, this information must be shared with the Local Authority immediately. Reasonable attempts should be made to establish that the child has arrived and commenced education at their new setting. The child should remain on roll until such time as confirmation is received from the Local Authority that they can be removed.
- Should a child fail to return to school by the time that registration ends on the 20th day of absence, the school is permitted to delete the child's name from their roll under Section 8. (1) (h), (i), (ii), (iii) of the Education (Pupil Registration) (England) Regulations 2006. This action may be taken by a school if a child has not returned by the date specified and if the following applies:
 - a) at no time was the absence during that period authorised by the Headteacher or other authorised person in accordance with regulation 6 (2)
 - b) the Headteacher does not have reasonable grounds to believe that the pupil(s) is/are unable to attend the school by reason of sickness, or any unavoidable cause;
 - c) the Headteacher of the school, and the Local Authority have failed, after reasonable enquiry, to ascertain where the pupil is.
- SNHS will also notify the Head of Safeguarding at SAST, when a child deemed missing in education is about to be removed from the school register - before this action is completed. The relevant Local Authority Officer will inform the school when they can remove from roll and a copy of this email should be included on the child's electronic records (e.g. ARBOR, My Concern/CPOMS). In these circumstances, the child's Common Transfer file should be uploaded to the Department for Education secure site for the transfer of pupil information when a pupil moves between schools. The headteacher must ensure that the Common Transfer File (DfE) guidance on transferring pupil records to new settings is followed (whether to a new school via S2S, the Local Authority, or the Lost Pupils Database). Schools are expected to seek further advice and guidance from the SAST Head of Safeguarding and the relevant Local Authority Officer if they are unsure of any aspect of the registration process.
- **Inspections of Registers and Register Checks**
School admission and attendance registers must be available for inspection during school hours by any:
 - a) of Her Majesty's Inspectors of Schools
 - b) additional inspector (assisting the Chief Inspector)
 - c) officer of the local (education) authority authorised for that purpose
 - d) member of the SAST School Improvement or Executive Team

12. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum yearly by the Attendance Champion. At every review, the policy will be approved by the full governing board.

13. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

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
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

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)
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
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

Appendix B: Leave of Absence Request Form

Leave of Absence Request Form

Before completing this form, parents are reminded that:

Parents have a legal duty to ensure that their children, if they are of compulsory school age, receive a suitable full-time education through regular attendance at school or otherwise (e.g. elective home education) (Section 7 Education Act 1996).

If a child of compulsory school age fails to attend regularly at the school they are registered at, the parent will be guilty of an offence (Section 444(1) Education Act 1996).

There is no entitlement to have leave of absence during term time and the Headteacher or other authorised person, are unable to authorise absence unless it is evidenced that the request constitutes an exceptional circumstance in line with The Education (Pupil Registration) (England) Regulations 2006 & subsequent amendments.

Department of Education (DfE) Guidance states good attendance should be promoted, and absence should be challenged and addressed early to ensure every pupil has access to full-time education to which they are entitled. Where a family includes pupils attending more than one SAST school, SAST schools will work together to approve or not approve that families' request for leave in order to maintain a fair and consistent approach to the application of "exceptional circumstances."

Guidance from the NAHT defines exceptional as rare, significant and unavoidable.

It is extremely rare for leave of absence for a holiday in term time to be authorised.

Although the decision to authorise leave is the Headteacher's, to support your decision making we would ask you to consider the following:- Could this request for leave take place during the normal school holidays? If the answer is yes then it is not an exceptional circumstance.

Requests for leave during statutory tests and public examinations will be always be unauthorised.

Removing a pupil from attending school without authority is an offence and parents/carers may be issued with a penalty notice or prosecuted under the Education Act 1996, Section 444(1). Local Authority authorised officers have the discretion to issue a penalty notice without warning where the parent has chosen to take the child on leave during term time without authorisation

LEAVE OF ABSENCE REQUEST FORM



STURMINSTER NEWTON
HIGH SCHOOL

Please understand that following changes in 2013 to the Education Regulations 2006, schools are only able to authorise holidays in term time under exceptional circumstances.

Before completing this form, please read the SAST Attendance Policy (available at www.sast.org.uk) and your child's school procedures document (available via the school office or school website). Signing this form will be taken as confirmation that you have done so.

Please include the names of any siblings who attend other schools, for whom you are also applying for leave for from that establishment.

On completion of the form please return it to the school office (SAST primary schools only) or

your child's Head of Year (SAST secondary schools only).

I confirm that I am the legal parent/carer of..... (pupil's name) and I have read and understood the current Attendance Policy.

Signed..... Parent
of.....

I would like to take my child/ren out of school on the following dates:

from	To	inclusive
------	----	-----------

The reason I am requesting this holiday be taken in term time is because:-

Child's Name	Class/Year/Name of other school	Office Use Only
		Current attendance %

Appendix C: Grounds for Removing a Child From the Admissions Register

The Education (Pupil Registration) (Amendment) (England) Regulations 2016 places duties on all schools in England, including academies and independent schools.

These duties include providing the local authority (LA) with information about pupils both leaving and joining the school at non-standard transition points, i.e. in-year moves or when a pupil leaves before the end of that school's final year of education e.g. a pupil leaving at the end of Y8 so not going into Y9 at that school.

GROUND FOR DELETING REGISTERED PUPILS FROM SCHOOL ADMISSION REGISTERS

- A Where a pupil is subject to a school attendance order but another school is substituted by the LA or where the LA revokes it as the child will to receive efficient full-time education otherwise than at school.
- B Where a pupil is registered at another school (except where it has been agreed the pupil should be registered at more than one school).
- C Where a pupil is registered at more than one school and any other school at which the pupil is registered has agreed.
- D Where a pupil has ceased to attend the school and it has received written notification from the parent that the pupil is receiving education otherwise than at school.
- E Where a pupil (other than a boarder) has ceased to attend and no longer ordinarily resides at a place which is a reasonable distance from the school.
- F Where a pupil granted leave of absence but:
 - (i) the pupil has failed to attend the school within the ten school days immediately following the end of the leave
 - (ii) the school does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and
 - (iii) the school and the local authority have failed, after jointly making reasonable enquiries, to find the pupil.
- G Where a pupil has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
- H Where a pupil - that he has been continuously absent from the school for a period of not less than twenty school days and —
 - (i) at no time was his absence during that period authorised;

- I the school does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and
- J the school and the LA have failed, after jointly making reasonable enquiries, to find the pupil.
- K Where a pupil is legally detained for a period of not less than four months and the school does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
- L Where the pupil has died.
- M Where the pupil will cease to be of compulsory school age before the school next meets and— (i) the pupil will cease to attend the school; or 27 (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form.
- N Where a pupil at a school other than a maintained school, an academy, a city technology college or a city college for the technology of the arts, has ceased to be a pupil of the school.
- O Where a pupil has been permanently excluded from the school.
- P Where the pupil has been admitted to the school to receive nursery education but is not being educated beyond this at the school.
- Q Where the pupil is a boarder at a maintained school or an academy and where charges for board and lodging remain unpaid by the pupil's parent at the end of the school term to which they relate.

Pupils not of compulsory school age (Regulation 8 (3))

The following are prescribed as the grounds on which the name of a pupil not of compulsory school age is to be deleted from the admission register:

- (a) That he has ceased to attend the school, or, in the case of a boarder, that he has ceased to be a pupil of the school;
- (b) That he has been continuously absent from the school for a period of not less than twenty school days and (i) at no time was his absence during that period agreed by the proprietor; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; (iii) the proprietor of the school has failed, after reasonable enquiry, to ascertain where the pupil is;
- c) that the pupil had died;
- d) where the pupil has been admitted to the school to receive nursery education, he has not on completing such education transferred to a reception, or higher class at the school; or e) that he has been permanently excluded from the school.

Appendix D: Guidance for Schools Considering a Reduced Timetable

When considering placing a pupil on a reduced timetable, the school should:

- Be satisfied that a reduced timetable is an appropriate intervention given the needs of the pupil. There must be a clearly evidenced and written rationale for considering a reduced timetable as a suitable intervention to supporting the needs of the pupil and the maintenance of the education placement.
- Not pursue a reduced timetable without parental permission. This would amount to an unofficial exclusion, which is unlawful, as the parent has not requested leave for their child and/or the school would be regarded as preventing the pupil from accessing the curriculum.
- Have signed parental permission (from those that have day to day care), evidenced on the pupil file, prior to the commencement of a time-limited reduced timetable. If the parent/carer does not agree, the reduced timetable arrangements cannot be implemented. In these circumstances the school will have to consider alternative interventions.
- Ensure that multi-agency review meetings are held before reduced timetables are implemented for Children in Care (involve the Virtual School), those subject to an Early Help support, or open to social care. If the child is on a Child Protection Plan (section 47) or Child in Need Plan (section 17), the child's social worker must have given written agreement.
- Ensure that where a pupil has an Education, Health and Care Plan, the LA Officer is informed to ensure the EHCP is reviewed and amended where appropriate. An early review should be convened to make the proposal known. The Local Authority must agree to the reduced timetable intervention and a reduced timetable must not interfere with additional support given to a pupil due to his/her educational needs. It is essential that short term assess, plan, do, review cycles are carried out, in partnership with parents/carers and the pupil.
- Undertake a risk assessment of the pupil's needs to assess the impact that a reduced timetable would have on the pupil. It is essential that the pupil's welfare during any absence from school is considered. Risk assessments should follow these five steps: Step 1: Identify possible hazards
- Step 2: Decide who may be harmed and how
- Step 3: Evaluate the risks and decide on precaution Step 4: Record your findings and implement them
- Step 5: Regularly review your assessment and update if necessary
- The risk assessment should include the safety and wellbeing of the pupil as well as the risk of the pupil being exposed to or engaging in criminal activity, substance misuse or being at risk of exploitation or radicalisation whilst not in receipt of education during the school day. This risk assessment should be shared with the SAST Head of Safeguarding before being signed and dated by all parties (school, parent/carer, social worker where applicable) and regularly reviewed. A signed copy of the risk assessment should be retained on the pupil's file.
- Complete a detailed reintegration plan, agreed with the parents (and family support worker/social worker where applicable) and the pupil. Please see Appendix E for a template plan. The plan should demonstrate a clear path of planned reintegration

- from part-time to full-time provision over a maximum of a six-week period. The school must ensure the pupil and their parent/carers are actively involved in the process of planning, reviewing and evaluating the planned intervention. The plan for the reduced timetable should detail:
- The proposed timetable to get back to full-time (within 6 weeks).
- How the assessed risk and safeguarding measures will be managed.
- Details of the review schedule.
- The supportive interventions that will accompany this reduction in time at school.
- How the pupil will be able to participate in the universal offer during the reintegration.
- Outcome and exit strategies. How will all parties know that it is successful?
- The named person responsible for the plan within the school.
- Consideration should be given to whether alternative provision should be considered to meet need.
- How parents/carers will be supported during the time when their child is not in school considering the pressures this may place on home life.
- Provide sufficient and appropriately differentiated work for any time the pupil is not attending school. Provided the pupil is medically fit, the combination of work completed at home and in school must constitute full time education. The school should consider how work for when the pupil is not in school will be provided, sent home and marked and how constructive feedback will be given. Also consider how the pupil will be included in school life, e.g., how they will continue to have contact with the rest of their class and key staff.
- Ensure that the impact of a reduced timetable on travelling and transport arrangements or the pupil's access to Free School Meals does not discriminate against the pupil or impede their access to education.
- All reduced timetables must be within a time frame of one to six-weeks. If the pupil is still on a reduced timetable as the time limit approaches, a multi professional review should be held to organise full time education. Any extension to the reduced timetable should only be agreed in exceptional circumstances, with parental agreement, and the plan revised to reflect why an extension was appropriate. When the reduced timetable is introduced because of behavioural difficulty, it will only rarely be appropriate to repeat the intervention. Different interventions need to be utilised if the reduced timetable was unsuccessful the first time.
- Ensure that the Designated Attendance Lead at the school keeps a central record of all pupils on a reduced timetable and has robust mechanisms in place for ensuring the regular review of these arrangements. The Local Governing Committee should be informed of any reduced timetables and make arrangements for monitoring the use of these.
- If a reduced timetable and reintegration plan is agreed (time limited for 1 to 6 weeks), the signed copy of the plan should be uploaded to CPOMS / My Concern with the tag/category of 'reduced timetable'.

Appendix E: Reduced Timetable Individual Risk Assessment

		Reduced Timetable Individual Risk Assessment Completing a risk assessment which addresses any actual or potential safeguarding, welfare or harmful behaviour concerns that may result from a change in the pattern of school attendance is essential. Schools may want to develop their own risk assessment to meet the needs and risk of their school community. The assessment should include the risks when the child is not in receipt of education during the school day, including the impact on the wider family.	
Name of Child		Name of School	
Date of Birth		Date of Completion	
Year		Date Parent consent received for the risk assessment to be shared	
First Assessment or Review?	New / Review		
Date of Previous Reviews			

Complete the risk analysis, using the 0-5 rating as below	
This scale relates to the likelihood of the risk factor/frequency  0 1 2 3 4 5 Not known to have ever happened Very rarely happens, but has been known Very frequently happens	

Risk factors – identify all relevant risks Likelihood	Likelihood scale 0→5	What steps have been put in place to manage the risks?	Likelihood scale 0→5 after risk management has been put in place
The risk/s presented to the child from others:			
The risk the child poses to themselves :			
The risk the child poses to others :			

What is the likely impact for the child if they cannot access their entitlement to a full-time school place?
What will be the benefit to the child of receiving a short-term reduced timetable?
How will any impact on them be monitored?
Views of parent/carer:

Partnership working	Name	Role in supporting the child to access their entitlement
Key person (in school) /carer		
Parent		
Other agencies (name agency)		

Appendix F: Reduced Timetable and Reintegration Plan

	Reduced Timetable and Reintegration Plan Schools should complete this plan in the exceptional circumstances that a temporary reduced timetable is introduced to meet a pupil's individual needs		
Name of Child		Name of School	
Date of Birth		Date of Meeting	
Year		Ethnicity	
SEND Status	No SEND	SEN Support	EHCP
Vulnerability Indicators	Child with a Social Worker	Child in Care	Child Previously in Care
	Early Help	Child in Need	Child Protection Plan
Parents and Professionals Involved with the child			
Name	Role and Organisation	Have they been informed of the reduced timetable? If not, please state why.	Attended this meeting? (Y/N)
Start of Reduced Timetable		End date of timetable (not later than 6 weeks after start)	

REASONS FOR THE REDUCED TIMETABLE (tick all that apply)		
Physical Health (Supported by a medical professional)	Behaviour	Other (please describe)
Mental Health (Supported by a medical professional)	Reintegration	
Please provide a brief description of issues/reasons for the use of a reduced timetable: (Include information about what strategies have been employed and strengths as well as barriers to accessing a full-time education)		
Objectives - what change is required? Ensure consideration is given to the views of the child, parent, school and professionals		Success Criteria – what will change look like for the child?

[illegible][illegible]

Other Issues discussed:	
Review Meeting Date (within 2 weeks of the start date)	
Review Comments	
Review Meeting Date (within 4 weeks of the start date)	
Review Comments	
Review Meeting Date (within 6 weeks of the start date)	
Review Comments	

Reduced Timetable and Reintegration Plan

Name of Child

The undersigned confirm that this is an accurate record of the discussions and outcomes agreed within the meeting.
 A reduced timetable can only proceed with parents signed consent to the plan and cannot be enforced by a school or insisted upon.
 By signing this form parents are consenting to the reduction and reintegration plan.
 By signing this form, the school is confirming that the use of a reduced timetable for a limited period has been judged appropriate, review arrangements have been agreed and a risk assessment has been completed and any safeguarding issues have been fully taken into consideration.

During the period of the reduced timetable the school will:

- Ensure arrangements are in place to safeguard and promote the well-being of the child
- Monitor the effectiveness of the part-time timetable
- Hold a review on the agreed date
- Provide work the child to do whilst at home and mark all work complete

	Parent	School Representative	Other
Signed by			
Name			
Date			

Appendix G: Guidance for Schools and Parents When Considering a Flexi-Schooling Request

Whilst agreement over a flexi-schooling arrangement is something for schools and parents to reach between them, SAST has produced this guidance to support consistency across our schools in approaching this aspect of school attendance. It should be considered alongside the SAST Attendance Policy.

Whilst SAST encourages a common approach, it is important to emphasise that any decisions must be made with the needs and best interests of the individual child at the centre, and through parents and school working together.

What are parents' responsibilities regarding education?

The responsibility to ensure that a child receives full-time education whilst he or she is of statutory school age lies with the parent.

The Education Act 1996 states: *"that the parent/carer of every child of compulsory school age shall cause him or her to receive efficient full-time education suitable to his or her age, ability and aptitude, and to any special educational needs he or she may have, either by regular attendance at school or otherwise."*

Some parents/carers may decide to provide a suitable education by educating their child at home, rather than seeking to enrol their child at a school. This is known as home schooling or elective home education and is where the parent/carer takes full responsibility for the education of the child.

There is a legal right to for a child to be registered at a school or for elective home education.

What is flexi-schooling?

Flexi-schooling is an individual arrangement where, following a formal request from a parent and with the approval of the school, a pupil spends some part of the week attending school and the rest of it being educated at home. The parent takes responsibility for the child's education and care while the child is not in school.

This arrangement can work well for children with illnesses or with school phobias; where parents wish to have more input into the child's education in a particular area, such as music or sport; or where the family would prefer the child not to attend full-time until they are older.

It is recognised by the DfE as valid, full-time education. There is no pre-determined model for the amounts of time given to either of the settings and individual arrangements vary widely.

Flexi-schooling is not the same as elective home education. Neither is it the same as a temporary part-time attendance arrangement, which should be outlined in accordance with the reduced timetable guidance.

Flexi-schooling is legal, but it is not an automatic right. Arrangements can only be made at the request of the person with parental responsibility, and they are agreed entirely at the discretion of the headteacher. There is no right of appeal against the decision of a headteacher not to agree a flexi-schooling request.

In April 2019, the DfE issued updated guidance for elective home education ([Elective home education: departmental guidance for local authorities](#)) which contains these paragraphs relevant to flexi-schooling:

Although most children educated at home have all the provision made at home, or alternatively partly at home and partly in other ways such as attendance at privately-run part-time tuition settings, it is not essential that this be so. Some children who are educated at home most of the time are also registered at school and attend school for part of the week – perhaps one day a week. The purpose of this is usually to ensure the provision in specific subjects is satisfactory, although it can also help in other ways such as socialisation. If a child is of compulsory school age he or she must, overall, be receiving fulltime education even if components of it are part-time’. (para 10.7)

‘Schools are not obliged to accept such arrangements if requested by parents. If they do, then time spent by children being educated at home should be authorised as absence in the usual way and marked in attendance registers accordingly. It is not appropriate to mark this time as ‘approved off-site activity’ as the school has no supervisory role in the child’s education at such times and also has no responsibility for the welfare of the child while he or she is at home. The department does not propose to institute a new attendance code specific to flexi-schooling. Some schools have expressed concern that such absence may have a detrimental effect for the purpose of Ofsted inspection, but this is not the case; some schools with significant flexi-schooling numbers have had good outcomes from Ofsted inspections. Schools which have flexi schooled pupils should be ready to discuss with Ofsted inspectors the arrangements they have in place to deal with the requirements caused by such pupils. Schools are held to account through inspection for the performance of pupils, and that will include any who attend the school as part of a programme of flexi-schooling’. (para 10.8)

How to request flexi-schooling

A parent will need to make their formal request in writing, to the headteacher of the child's actual or prospective school. The request should outline why they believe flexi-schooling is in the best interests of the child and suggest practical examples of how the arrangement could work between the school and parent.

The headteacher will consider the request and may decide to meet with the parent to explore the rationale and possible arrangements in more detail, before coming to a decision.

Children who attend part-time under a flexi-schooling arrangement will be subject to the same admissions processes as other children.

What should parents consider?

The decision to undertake flexi-schooling should only be considered if there are positive reasons for doing so and where it is in the best interests of the child. Flexi-schooling is not intended as a mechanism for opting out of an element of the curriculum with which a child, for whatever reason, is uncomfortable. It is unlikely to be successful if the reasons for choosing this type of provision are negative, and if the choice is motivated by the desire to avoid difficulties around certain subjects, teachers, peers, aspects of school discipline or attendance itself.

The education provided at home and at school should together constitute full-time. Parents must be confident that they can meet the educational needs of their child, fully.

Whilst there is no statutory curriculum to be followed at home, parents will need to be mindful of the impact on the child's access to the school's curriculum and the possible fragmentation of the learning experience. With this in mind, parents may wish to discuss the topics being covered and those being missed during flexi-schooling periods, with the school. This enables them to complement the schoolwork at home and cover missed topics in their own way, should they feel this is appropriate. The school cannot be expected to provide detailed planning or resources to parents.

Concerns are sometimes raised about children's friendships being affected if flexi-school arrangements are made, so parents may wish to work with school and consider how these worries might be overcome. For example, opting for a flexi-school arrangement of half days, rather than being out of school for full days, would provide the child with the opportunity to spend lunchtime at school, to have playtime with their friends and access the social aspects of the lunch break. Joining in with PTA events may encourage children and families to

maintain a sense of belonging to the school community. Play dates after school and at weekends can also be a way to develop and nurture friendships with other children.

Children will be recorded as absent when not in school. The 'C' code (authorised absence) should be used on the attendance record. Some parents express concern that such absence may lead to formal attendance concern letters and meetings or even fines – however that should not be the case if a written flexi-school agreement is in place.

If the child moves to a different school, there will be no guarantee that flexi-schooling will be able to continue. This will be a decision for the head teacher at the new school.

What should headteachers consider?

All requests must be considered by the headteacher on their own merits. The headteacher must consider the best interests of the child; their educational progress and achievement; their safety, safeguarding, and welfare; and any likely impact on the discipline, morale, and organisation of the school. The safeguarding of any child should always be of paramount importance, so any decisions should be taken with the knowledge of any existing safeguarding concerns.

Where a child attends another setting on those days when not in school, it is incumbent on the parent to ensure the adequacy of the safeguarding arrangements in operation at this setting. The headteacher should, however, still act in response to any concerns that may arise.

Although the child is not attending all school sessions, the school will still need to ensure that the child has appropriate access to the national curriculum. When the curriculum is delivered through cross-curricular activities, arrangements made with the parent would need to protect the cohesion of the child's experience. There may be resource implications. Effective co-ordination will require time and, although there is no obligation to do so, the school may choose to share broad curriculum overviews and learning materials with parents, so that learning can keep pace with that of other children.

Since the child remains on the school roll, the school retains the responsibility for the child's progress and for tracking that progress. The child cannot be disapplied from statutory curriculum or assessment arrangements simply because flexible attendance has been agreed.

Arrangements for flexi-schooling may make both the identification of SEN and the ability to meet those needs more difficult to secure. Effective assessment would need to take place across both the school and home-schooling elements of the child's education and so could

present logistical challenges. In order to ensure that flexi-schooled children can have the same access as other children to the school based early identification of any special educational needs, the same principles of close collaboration between parents, the school and any other professionals involved with the child should apply.

Where a child has an Education, Health and Care Plan (EHCP), the decision to flexi-school should be taken and reviewed in conjunction with the local authority – for example, through discussion at the annual review meeting or through close liaison with the child's SEN case lead. The local authority responsible for maintaining the EHCP may decide to amend the plan to reflect any flexi-school agreement. It may also consider that more frequent reviews are required than for those children attending school full time, in order to ensure that the child is making full and effective progress towards achieving the specified outcomes.

Children should be recorded as absent when not in school. The 'C' code (authorised absence) should be used. Some schools have expressed concern that such absence may have a detrimental effect for the purpose of Ofsted inspection, but this is not the case. In line with the DfE guidance, on the days the child is being educated by the parent outside of school, the school **must not** use the 'B' code as this would mean that the school is responsible for supervising the off-site education and will ensure the safety and welfare of the child when off site. If the child is unable to attend a home-based session because of illness the parent should inform the school, and this should be reflected in the school's register.

The school receives full funding for flexi-schooled children, and they must be included in all census returns.

Flexi-schooling agreements

In all cases where flexi-schooling is agreed, the school should draw up a written agreement with the parents so that expectations and arrangements are clear for both parties. Such an agreement may include:

- the rationale for why the flexi-schooling arrangement is in the best interests of the pupil concerned
- the normal expected pattern of attendance at school
- procedures for flexibility around special events which fall outside the normal arrangement
- confirmation of how the register will be marked
- that the school will follow up any unexpected or unexplained absence in the same way as it does for other children
- arrangements at times of assessment

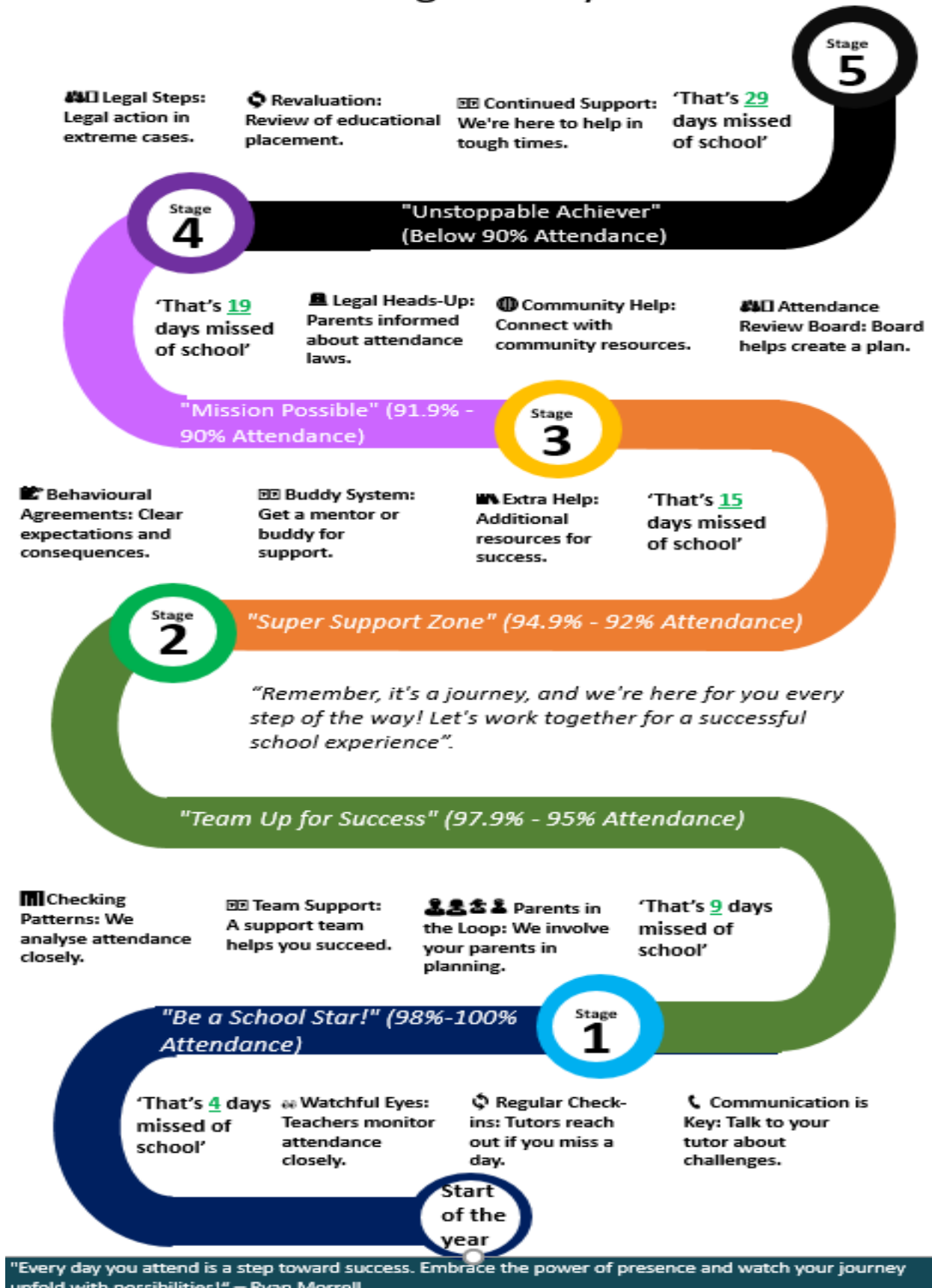
- details of any perceived or known special educational needs and associated provision
- agreement that if the parent chooses to employ other people to educate their child during “home” periods, that they will be responsible for making sure that those whom they engage are suitable to have access to children and will be responsible for meeting all costs related to this decision
- agreement on who will meet the cost of exam entries (these are the responsibility of the parent, but the school may choose to support with some or all of the costs)
- arrangements for regular planning and review meetings between parent and school to ensure the child achieves their potential and to promote good home/school relationships
- clarity about the circumstances under which and with what notice, either party can withdraw from the arrangement
- the arrangements for the resolution of any disputes (usually this is to follow the school's complaints procedure)

Monitoring flexi-schooling

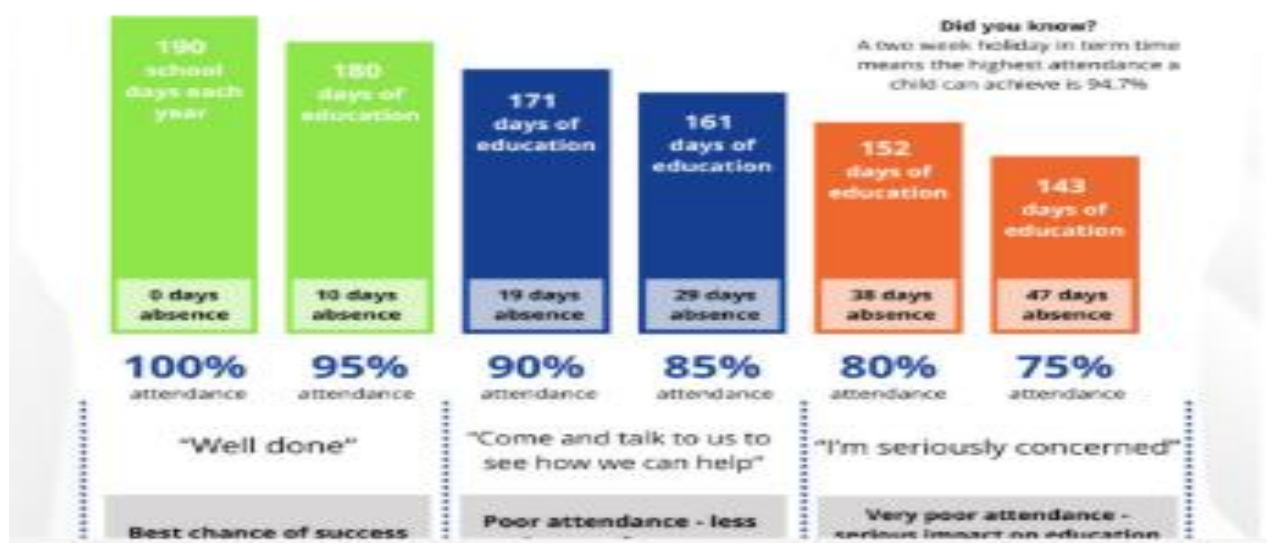
Neither the local authority nor the school have a statutory duty to monitor the quality of home education on a routine basis. However, if it appears to the school that parents are not providing a suitable education as agreed, the school may ask the parent to take remedial action. If the parent declines to do so or the school is still concerned about the provision of education at home, the school may withdraw its agreement to the flexi- schooling arrangement with immediate effect. The child would then be required to return to school on a full-time basis.

If a child fails to return to full-time attendance, the school should code the absence as unauthorised and follow the procedures laid out in the SAST Attendance Policy.

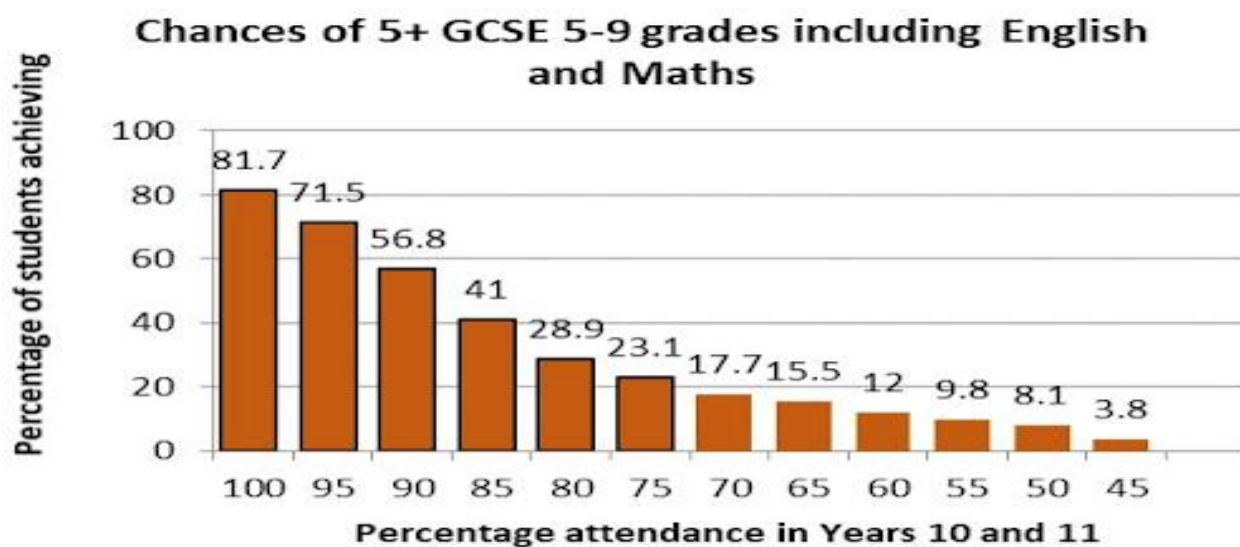
Attendance Learning Journey



Getting the most out of school



Evidence from a Department for Education study shows a strong correlation between school attendance and GCSE success. The chart below illustrates this:



% ATTENDANCE	AVERAGE GCSE GRADE	ENGLISH GRADE	MATHS GRADE
ABOVE 95%	5	5	5
90-95	4	5	5
80-90	3	4	3
50-80	2	2	2
0-50	1	1	1

