



Attendance Policy

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Approved by: Full Governing Board **Date:** February 2026

Next review due by: February 2027

This policy has been adopted and adapted from the Hertfordshire County Council's Model Attendance Policy for Schools/Academies and Trusts (September 2024).

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

Name: Sheree Moss
Email: sheree.moss@woodfield.herts.sch.uk

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

Name: Kelly Linden
Email: admin@woodfield.herts.sch.uk

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

Name: Sheree Moss
Email: sheree.moss@woodfield.herts.sch.uk

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

Name: Amy Geoghegan
Amy.Geoghegan@woodfield.herts.sch.uk

Contents

1. Introduction & Background.....	4
2. Promoting Regular Attendance	5
3. Understanding Types of Absence.....	5
4. Persistent Absenteeism (PA) & Severe Absenteeism (SA).....	6
5. Absence Procedures.....	7
6. Lateness.....	9
7. Late collection	10
8. Understanding barriers to attendance.....	11
9. Local Authority Attendance Support Team.....	12
10. School Attendance & the Law.....	12
11. National Framework for Penalty Notices.....	13
12. Absence Data.....	14

Annex A. DfE guidance Summary table of responsibilities for school attendance
(19/08/2024)

Annex B. Hertfordshire Code of Conduct: Penalty Notices for parents and truants
and parents of pupils excluded from school Anti-Social Behaviour Act 2003 Section
23

Annex C. Illness Absence Guidance

1. Introduction & Background

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

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly, on time. This means their child must attend every day that the school is open, except for a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

The Department of Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called “**Working together to improve school attendance**” and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.

This policy is written with the above guidance in mind and underpins our school ethos:

- Promote children’s welfare and safeguarding
- Ensure every pupil has access to the full-time education to which they are entitled
- Ensure that pupils succeed whilst at school
- Ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school

It has been developed in consultation with school governors, teachers, local Headteacher Associations, the Local Authority and parents and carers. It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school’s commitment to attendance with everyone’s responsibility. It details the responsibilities of the individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

In addition, all schools follow the DfE’s statutory safeguarding guidance, **Keeping Children Safe in Education**, which emphasises the importance of understanding the potential vulnerabilities of children who are missing or absent from education.

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure, and valued
- Raising and maintaining a whole school awareness of the importance of good attendance and punctuality
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

It is a rule of this school that pupils must attend every day, unless there are exceptional circumstances, and it is the Headteacher, not the parent, who can authorise the absence.

2. Promoting Regular Attendance

At Woodfield School, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

The name and contact details of the SLT Attendance Lead is:

Name: Sheree Moss
Email: sheree.moss@woodfield.herts.sch.uk

The governor with responsibility for monitoring attendance is

Amy Geoghegan

To help us all to focus on this, we will:

- Update Arbor daily attendance, in line with the legal expectations placed on all schools
- Build strong relationships and work jointly with families
- Give parents/carers details on the statutory attendance guidance via parent mail
- Accurately complete admission and, with the exception of schools where all pupils are boarders, attendance registers and have effective day to day processes in place to follow-up absence as required by Law
- Report to parents/carers regularly on their child's attendance and the impact on their progress at the EHCP annual review.
- Contact parents/carers should their child's attendance fall below the school's target for attendance (90%).

3. Understanding Types of Absence

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class.

Ensuring a child's regular attendance at school is parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Every half-day absence from school has to be classified by the school (not by the parent), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

Authorised absences are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes, (however this list is not exhaustive):

- Parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn
- Absences which have never been properly explained
- Children who arrive at school after the close of registration are marked using a 'U'. this indicates they are in school for safeguarding purposes, however, is counted as an absence for the session
- Shopping trips
- Looking after other children or children accompanying siblings or parents to medical appointments
- Their own or family birthdays
- Holidays taken during term time, not deemed 'for exceptional purposes' by the Headteacher, including any arranged by other family members or friends
- Day trips
- Other leave of absence in term time which has not been agreed

4. Persistent Absenteeism (PA) and Severe Absenteeism (SA)

A pupil is defined by the Government as a '**persistent absentee**' when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this. All pupils who have attendance levels of 90% or below are considered to be a persistent absentee.

A pupil who has missed 50% or more schooling is defined by the Government as '**severely absent**'. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

5. Absence Procedures

Our curriculum is built around each young person who attends Woodfield and the approaches we take to supporting understanding of RSE will be reflected by their specific learning and communication profile, age, needs and feelings of our pupils.

Integration with Education Health Care Plans: Specific individual targets can be drawn and reported on from the appendix of this document.

If pupils ask questions outside the scope of this policy, teachers may wish to seek guidance from a school leader before they respond.

The RSE curriculum guide and 1 page guide contain more information about the content of our curriculum.

Key Learning Areas:

- **Consent:** Encouraging choice-making, learning you can agree or reject, learning what you do and don't want, respecting refusals, and understanding guidelines related to personal space.
- **Peer (and adult) Pressure:** Developing self-confidence, the ability to make simple choices, assert your will and change your mind.
- **Body Awareness:** Recognising body parts and their names, similarities and differences, sensory activities, and songs.

- **Gender:** Exploring own identity and familiarity with different people.
- **Changes and Development:** Building an understanding of how bodies change at different stages of life including personal changes.
- **Puberty:** Using social stories and visual resources and props to prepare for bodily changes and understanding why I feel how I do.
- **Managing Menstruation:** Developing tolerance to hygiene routines and sensory experiences.
- **Sexual Feelings & Masturbation:** Redirecting to appropriate touch, safe and private behaviours.
- **Being Clean:** Supporting independence: washing, personal care, dressing and toileting routines.
- **Being Healthy:** Supporting healthy choices and behaviours: Cleanliness, hair management, eating, hydration, being active, being in nature, helping others, mental health and well-being.
- **Keeping Safe:** Teaching awareness of safe and unsafe touch through structured interactions and modelling including the nuances of public and private. Learning to say no and share concerns.
- **Safe Talk and Touch:** Reinforcing who is safe to approach and who to seek help from. What is and isn't ok within interactions with different categories of people including strangers and different types of people we know. Who is in each category.
- **Interactions with Different People:** Supporting appropriate engagement with familiar and unfamiliar people in different scenarios.
- **Where I Belong:** Recognising key people and groups in their lives and their roles.
- **Similarities & Differences:** Noticing and accepting differences through sensory and visual

- activities.
- **Pregnancy, Birth & Parenthood:** Exploring basic concepts through dolls, pictures, and role play, understanding the basic biological processes in appropriate ways.
- **Sexual Health:** Supporting personal hygiene and body care, supporting awareness of (not encouragement of) sexual behaviours as part of being safe – within the context of appropriate and inappropriate interactions.

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

Name: Kelly Linden
 Email: admin@woodfield.herts.sch.uk

We monitor and review all pupils' absence, and the reasons that are given, thoroughly.

If a child is absent from school the parent must follow these procedures:

- Contact the school on the first day of absence before 09:35hrs, when our register closes
- The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office staff. Please be aware that, if you leave a voicemail to report your child's absence, you may receive a call from the school so that we may discuss the absence before making a decision as to whether the absence is to be recorded as authorised.
- Contact the school on every further day of absence, again before 09:35hrs
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested (where school have reasonable doubt as to the authenticity of the absences) where your child is having multiple periods of absence which are reported as being due to medical reasons. When determining whether a child is too ill to attend school, both parents and school staff can consider the advice contained within the NHS Guidance on School Absence and Childhood Illness see Annex C.

If your child is absent, we will:

- If we have not heard from you by 09:30hrs of the day your child is absent, you will receive an Attendance Follow-Up telephone call or notification from Arbor via SMS and/or email, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us.
- If we are unable to make contact with parents, we will telephone emergency contact numbers, send an email and a home visit may be made, in the interests of safeguarding.
- The Local Authority will be informed if no contact has been made with parent/carers by the 10th day of absence (or sooner if deemed appropriate) as The School Attendance (Pupil Registration) (England) Regulations 2024 Section

13 requires schools to inform the local authority of any pupils absent from school and where absences amount to more than 10 or more **days**, either consecutively or irregularly and have been unauthorised. This means school will have unauthorised 20 morning / afternoon sessions of absences. Schools are also under a safeguarding duty, under **section 175 of the Education Act 2002** to investigate any unexplained/unauthorised absences. At this point your child will be considered to be “absent from education”.

If absence continues, we will:

- Write to you if your child’s attendance is below 90% / causing concern ‘Amend with School target’.
- Arrange a meeting so that you may discuss the situation with our SLT Attendance Lead (Sheree Moss)
- Consider and offer reasonable adjustments
- Offer a Families First Assessment to ensure appropriate support is considered
- Create a personalised robust support plan, such as an attendance contract, to address any barriers to attendance and make clear each person’s role in improvement the attendance patterns of your child.
- Offer signposting support to other agencies or services, if appropriate
- Seek advice, guidance and support from the Local Authority Statutory Attendance Support Team and consider appropriate legal sanctions, if attendance deteriorates following the above actions.

6. Lateness

Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good timekeeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher.

The times of the start and close of the school day for all pupils at Woodfield School are:

Main Gates open (School Transport):	8:30am
Registration starts:	9:00am
Registration closes:	9:30am
End of the school day:	3:30pm
	2:30pm Friday

How we manage lateness:

- The school day starts at 09.00hrs when pupils can begin to come into school;
- Registers are taken from 09.00-09:30hrs;

- Children arriving after 09:30hrs are required to come into school via the main entrance at the front of the school.
- At 09:30hrs the registers will be closed. In accordance with Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site – 'U', but this will **not** count as a present mark and it will mean that they have an unauthorised absence;
- The school may contact parents/carers regarding punctuality concerns;

If your child has a persistent lateness record, you may be asked to meet with Headteacher, Kate Marrs-Gant, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our children and, as a school, we celebrate good class and individual punctuality. Unauthorised lateness could result in the school seeking advice and guidance from the Local Authority.

7. Late collection of your child.

It is the responsibility of parents to collect their child(ren) on time at the end of each school day.

Pupils will only be permitted to leave the premises with adults who are registered with the school as a person with collection responsibility. If the parent has arranged for someone else to collect their child, they will need to call the school office to make arrangements.

On admission to the School, parents are asked to provide:

- Names and full addresses of parents/carers (and confirmation of parental responsibility);
- Home and work telephone numbers;
- Mobile phone numbers where appropriate;
- At least two emergency contacts who may be called in the event of the parents/carers being unobtainable or in the case of an emergency

It is the responsibility of the parent/carer to ensure this information is updated annually or whenever circumstances change. Parents and carers can do this via Arbor. If a telephone number does not work we follow this up at the earliest opportunity with the parent/carer.

Non-Collection

Non-Collection If it appears that there have been no alternative arrangements made for the collection of a child by the parent/carer, the school staff should take the following steps:

- Staff will attempt to phone the parents/carers that are given on the child's form.
- Staff will attempt to contact any other adults identified as emergency contacts on file.
- Staff will attempt to contact any others parents/carers who are known to the family to gather information on the child's parent's whereabouts.
- All reasonable attempts will be made to contact the parents or nominated carers or emergency contacts.

- The child does not leave the premises with anyone other than those named on the registration form or an adult who the parents have informed school have permission to collect the child.
- If there has been no contact made, the school will telephone the police and give the child's details i.e. name, DOB, address, names of parents/carer's and any other contact details.
- The police are likely to complete a home visit and/or undertake basic enquiries in order to locate the child's parents/carers.
- If the police cannot locate an appropriate adult to come for the child, they will notify social and health care via the emergency duty team, who will arrange for the child to be cared for, (possibly with foster carers).
- The police may decide to take the police protection order (PPO) as part of this process.
- The Safeguarding Lead will discuss the incident with the parent/carer at the earliest opportunity in order to address the issue and prevent any further incidents.
- If there are two or more such episodes within a six-week period, staff should make a referral to social and health care. We will contact the local authority, social service department.

8. Understanding barriers to attendance

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school and the parents. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can consider a Families First Assessment, use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Family Support Worker, or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain in place for these pupils; however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate.

Under DfE's statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.

See Annex A for DfE summary tables of responsibilities for school attendance.

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

Name: Kelly Linden
Email: admin@woodfield.herts.sch.uk

9. Local Authority Attendance Support Team

Local Authority Attendance Support Specialists work strategically by offering support to schools, to reduce persistent absence and improve overall attendance.

Parents/Carers are expected to work with the school and local authority to address any attendance concerns. Parent/Carers should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken which will be in the form of a Penalty Notice (see Annex B for the Hertfordshire Code of Conduct) or other legal options available to the Local Authority such as prosecution in the Magistrates Court.

10. School Attendance and the Law

New legislation was passed, The School Attendance (Pupil Registration) (England) Regulations 2024 which introduced a National Framework in England. By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parent/Carers have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parent/Carers must be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person, if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

11. National Framework for Penalty Notices

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10-school week period can span different terms, school years or education settings.

Sanctions may include issuing each parent (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice

issued within a three-year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent/carer may receive a fine of up to £2500 and/up to 3 months in prison. If a parent/carer is found guilty in court, they will receive a criminal conviction.

See Annex B for the Hertfordshire Code of Conduct.

There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours. In addition, the Supreme Court has ruled that the definition of regular school attendance is “in accordance with the rules prescribed by the school”.

The School Attendance (Pupil Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. **The amendments specify that headteachers may not grant any leave of absence during term time unless they are “exceptional circumstances” and they do not have any discretion to authorise up to ten days of absence each academic year.**

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child’s overall attendance. Only the headteacher or his designate (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the school’s **Absence Request Form** which can be found on the school website. The school will usually consider that the parent who has made the application is therefore allowing the leave of absence, and that all parents who are on the holiday are allowing the leave. Where a parent removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded unauthorised. It is likely that penalty notices will be requested, in line with the National Framework and Hertfordshire Code of Conduct, in respect of each parent believed to have allowed the absence.

At Woodfield School ‘exception circumstances’ will be interpreted as:

The fundamental principles for defining ‘exceptional’ are events that are “rare, significant, unavoidable, short”. By ‘unavoidable’ we mean an event that could not reasonably be scheduled at another time, outside of school term time, regardless of who has planned or paid for the holiday or absence (including grandparents or other family or friends).

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

If leave of absence is authorised, the school will not provide work for children to do during their absence.

12. Deletion from Roll

For any pupil leaving Woodfield School, other than Year 14, parents/carers are required to complete a ‘Pupils moving from school form’ which can be obtained from the school’s front office. This provides the school with the following information: Child’s name, class, current address, date of leaving, new home address, name of new school, address of new

school. This information is essential to ensure that we know the whereabouts and may appropriately safeguard all our pupils, even those who leave us.

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

Under Pupil Regulations 2006, all schools are **legally required** to notify their Local Authority of **every new entry** to the admission register **within five days** of the pupil being enrolled. In addition to this, **every deletion** from the school register must also be notified to the Local Authority, as soon as the ground for deletion has been met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register. This duty does not apply when a pupil's name is removed from admission register at a standard transition point – when the pupil has completed the final year of education normally provided by that school.

13. Absence data

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education on a daily basis Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024. Persistently and severely absent pupils are tracked and monitored carefully. We also combine this with academic tracking, as increased absence affects attainment.

We share information and work collaboratively with other schools in the area, local authorities, and other partners, when absence is at risk of becoming persistent or severe.

Annex A. DfE guidance summary table of responsibilities for attendance (19/08/2024)

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through a referral to statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Know who the pupils who have, or who have had, a social worker are.</p> <p>Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.</p> <p>Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.</p> <p>Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Ensure that all Children's Social Care practitioners understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.</p> <p>Through the work of Virtual School Heads, they should:</p> <ul style="list-style-type: none"> Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.</p> <p>Proactively engage with the support offered.</p>	<p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance.</p> <p>Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.</p>	<p>Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.</p> <p>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.</p>	<p>Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.</p> <p>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <ul style="list-style-type: none"> Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school - wherever they live or are educated. Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
<p>Schools regularly update parents on their child's attendance.</p> <p>(If parents feel the school and/or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)</p>	<p>The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures.</p> <p>The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance.</p> <p>Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.</p> <p>Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.</p>	<p>DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making.</p> <p>Ofsted considers governing bodies' efforts as part of inspections.</p>	<p>DfE Regions Group monitors local authority efforts as part of regular interaction.</p> <p>Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services.</p> <p>Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.</p>

Annex B. Hertfordshire Code of Conduct: Penalty Notices for parents of truants and parents of pupils excluded from school. Anti-Social Behaviour Act 2002 Section 23

Penalty notices for unauthorised absence | Hertfordshire County Council

Annex C. Illness Absence Guidance

UK Health Security Agency – Should I keep my child off

school? DfE external document template

(childrenscommissioner.gov.uk)

Wellbeing: national resources – Hertfordshire Grid for Learning

(thegrid.org.uk) Illness and your child' education - GOV.UK (www.gov.uk)

Is my child too ill for school? - NHS (www.nhs.uk)