OFG Education

Pupil Attendance Policy

For Acorn Education & Options Autism schools

Hillingdon Manor School

Outcomes First Group

PUPIL ATTENDANCE POLICY

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

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

Statement of intent

Hillingdon Manor school believes that to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school. Good attendance contributes significantly to pupils' educational achievement, wellbeing, personal development, safeguarding and preparation for adulthood.

We understand that barriers to attendance are complex, and that some pupils find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents.

We take a whole-school approach to securing good attendance and recognise the impact that our efforts in other areas – such as the curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources can have on improving pupil attendance.

We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, parents and pupils.

- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

1.0 INTRODUCTION

We recognise that the children and young people we educate, and support have often had difficult schooling experiences previously, and that this can create additional challenges for school attendance. An inclusive trauma-informed, neurodivergence-affirming ethos is at the heart of our approach. We seek to understand and support our children and young people to help them enjoy and achieve the best outcomes from school.
We also recognise the importance of understanding the context of a child or young person's absence from school and the impact of language used. We therefore differentiate between:

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

2.0 AIMS

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

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

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

Working together to improve school attendance highlights the benefits of regular attendance at school, particularly:

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

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

Outcomes First Group

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

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

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

3.0 LEGISLATION & GUIDANCE

This policy has been developed in line with:

Working together to improve school attendance (July 2026 DfE statutory guidance)

School Attendance Parental responsibility measures - GOV.UK and

All Wales attendance framework | GOV.WALES

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

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- Children and Families Act 2014
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 which also refers to:
- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools
- The Education (Pupil Registration) (Wales) Regulations 2010
- School Standards and Organisation (Wales) Act 2013 • Education (Scotland) Act 1980

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

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

4.0 ROLES AND RESPONSIBILITIES

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

- Setting high expectations of all team members, pupils and parents / carers
- Ensuring school leaders fulfil expectations and statutory duties, including:
    - Registers must be taken electronically twice a day—once at the start of the morning session and once during the afternoon session
    - Schools must use standardised national attendance and absence codes issued by the Department for Education (see 10.2)
    - The school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising team members and resources
- Ensuring the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Ensuring all team members receive adequate training on attendance as part of the regular continued professional development offer, so that team members understand:
- The importance of good attendance
- That absence is almost always a symptom of wider issues
- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Ensuring dedicated training is provided to team members with a specific attendance function in their role, including in interpreting and analysing attendance data

4.1 Those responsible may include the team members below, but will be school specific:

4.1.1 The Headteacher

The headteacher is responsible for:

- The day-to-day implementation of this policy at the school
- Designating a senior leader responsible for attendance (sometimes known as the 'Senior Attendance Champion'), who is a member of the senior leadership team and has strategic responsibility for promoting, monitoring and improving attendance across the school (See 4.1.2 for further details)
- Monitoring school-level absence data and reporting it to governors
- Supporting team members with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Instructing the relevant Local Authority to issue fixed-penalty notices, where necessary
- Working with the parents / carers of pupils to develop specific support approaches for attendance impacted by SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil has challenges in attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents / carers through all available channels

4.1.2 The designated senior leader responsible for attendance

The Designated Senior Leader for Attendance acts as the school's Attendance Champion and has strategic oversight of attendance, absence and punctuality. The designated senior leader at our school is Claire Stapleton claire.stapleton@hmschool.org.uk and is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Overseeing the accurate and timely completion of the registers
- Initiating "day-one" follow-ups for unexplained absences
- Having a strong grasp of absence data and oversight of absence data analysis including reviewing attendance data weekly to identify trends
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all team members
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

4.1.3 The attendance officer

The school attendance officer at our school Elaine Stapleton elaine.stapleton@hmschool.org.uk and is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement

- Providing regular attendance reports to team members and reporting concerns about attendance to the Heads of Key Stage / Assistant Headteacher, Designated Safeguarding lead, Designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- Arranges calls and meetings with parents/carers to discuss attendance issues
- Ensures registers are pre-coded for known absences and have been completed and coded correctly.
- Makes daily calls or sends texts to parent/carer of children who have not contacted the school to let us know where they are.
- Advising the headteacher (authorised by the headteacher) when it may be appropriate to consider advising a Local Authority to issue fixed-penalty notices

4.1.4 Heads of Key Stage and Assistant Headteachers

- Ensure that tutors are provided with Attendance data weekly
- Ensures that attendance is a standing item during Key Stage Meetings
- Arranges and actions 'return to school' meetings where appropriate
- Takes overall ownership and accountability of Year Group attendance

4.1.5 Form Tutors

Form Tutors are responsible for:

- Classroom teachers or form tutors have the immediate operational responsibility to **complete the registers accurately** twice a day using the correct national codes. They are legally bound to close the register at the designated time set by the school via iSam. Morning registration must be completed by 9:15am, afternoon registration must be completed by 1:15pm
- Make weekly contact with pupils who are not present at school for long periods of time and are responsible for collating the educational materials for these students so that they can access education from home, if required
- Ensuring that any information from parents/carers, relating to attendance is passed on to the Attendance Officer immediately
- Contribute to and support the continued development of the warm, welcoming and safe environment for all pupils
- Be aware of absences of each child and patterns in absence and make sure the pupil is supported in catching up with missed work.
- To ensure that pupils are made to feel welcome, helped to adjust to school's daily routine and support with catching up on missed work upon return to school following significant periods of absence.

Form tutors will remind parents/carers who contact them directly with evidence of appointments, or reasons for their child to be absent for school to email directly to the attendance officer via elaine.stapleton@hmschool.org.uk

Governors receive regular attendance reports and challenge leaders regarding attendance trends, vulnerable groups and the effectiveness of intervention strategies.

4.1.7 School office team members

School office team members will:

- Take calls from parents/carers about absences on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the schools attendance officer where appropriate, in order to provide them with more detailed support on attendance

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

Parents are responsible for:

- Providing accurate and up-to-date contact details and more than 1 emergency contact number for their child
- Promoting good attendance with their children, ensuring they attend every day and on time
- Ensure that, where possible, appointments for their child are made outside of the school day. Where not possible, inform the school of the child's absence in advance by emailing the medical evidence to: elaine.stapleton@hmschool.org.uk
- If their child's absence rates are increasing and are causing concern, an attendance contract may be used to support parents to make improvements. Keep to any attendance contracts that they make with the school and/or local authority
- Call the school to report their child's absence before 9.00am on the day of the absence, and each subsequent day of absence, and advise when their child is expected to return

- Email and text messages to report absences are not accepted, we are required to speak directly with the parent or a named contact for the child

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

5.1 Registration and Lateness

Electronic registers will be taken at the beginning of morning and afternoon sessions.

- **Morning registration** will take place at the start of school at 8:45am.
- The registers will remain open for 30 minutes until 9:15am.
- The attendance register must close **no later than 30 minutes** after the session officially begins
- Pupils arriving after the registers opens but before it closes will be marked as Late (L).
- Pupil arriving after this time will be marked as having an unauthorised absence (U) and missing the session of school.
- In cases for example, where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered.

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

Afternoon registration will take place at 1:15pm

- Where an absence at afternoon registration is authorised, the appropriate authorised absence code will be entered.

Pupils are supported to attend school on time every day.

6.0 RECORDING ATTENDANCE

6.1 Attendance Register

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

The electronic attendance register will be taken at the start of the first session of each school day, and once during the second session using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024 or national equivalent.

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment
- We will keep entry on the attendance register for 3 years after the date on which the entry was made See section 6 for the DFE attendance codes.

We will also record:

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

6.2 Unplanned Absence

- The pupil's parent/carer must notify the school on the first day of an unplanned absence by 8:30am or as soon as practically possible.
- Parents/carers should phone the school **01895-813679** and leave a message or speak to an administrative team member to let them know that their child will not be attending school with the reason.
- We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.
- Where the absence is longer than 5 days, or if the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.
- Department for Education guidance states that if the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents/carers will be notified of this in advance.

6.3 Planned Absence

- Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment and provides evidence of the appointment.

- Evidence of appointments, such as a doctor's note, prescription, appointment card or other appropriate form of evidence, should be emailed directly to the attendance officer -elaine.stapleton@hmsschool.org.uk
- However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.
- The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. This is addressed later in the policy to find out which term time absences the school can authorise.

6.4 Following up absence

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

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

6.5 Medical or dental appointments

It is the statutory duty of every parent/guardian to ensure that their child attends school regularly and on time,

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

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

6.6 Reporting to Parents

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

We report to parents on their child's attendance record in Annual Review's and end-of-year reports.

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

6.7 Absence notes

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

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

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

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

Hillingdon Manor recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

If a pupil is unable to attend school for long periods of time due to their health, the school will:

- Inform the LA if a pupil is likely to be away from the school for more than 15 school days.
- Provide the LA with information about the pupil's needs, capabilities and programme of work.
- Help the pupil reintegrate at school when they return.
- Make sure the pupil is kept informed about school events and clubs.
- Encourage the pupil to stay in contact with other pupils during their absence.

6.8 Timeline of School Action for Low Attendance

Each pupil's attendance can be summarised as:

95% +	Excellent attendance. This will **support** all aspects of your child's progress in school. This will give them a good start in life and **encourages** a positive work ethic. Your child's attendance is at or above the school target. **Keep striving for 100%.**
90% - 94%	Good effort. This **attendance rate** is moving towards the target of 95%. Improved attendance will benefit your child both academically and socially. Your child's attendance is almost at the school target.
BELOW 90%	**A pupil whose attendance is below 90% is defined as a 'persistent absentee' by the Department for Education. Unauthorised or Unsupported by Medical Evidence** 1) Department for Education views that absence is now a concern and is at risk of significantly affecting your child's attainment and progress. A first point of contact letter is sent, sharing information and requesting improvements. 2) If attendance does not improve in the next month or falls even further within the academic year, a second letter inviting you to meet with the attendance officer and a member of SLT. At this second meeting, a support plan and an attendance target will be set across an agreed timescale which will be monitored by the attendance officer and form tutor. 3) If there is still no improvement or the attendance rate falls further within the academic year, parents will be invited to an attendance panel meeting will be held where an agreement will be made between the school and the parents for how all parties will

	work towards improving the attendance of the pupil. If there is failure to engage in step 2, parents/cares will be invited into an attendance panel meeting.
	4) If the agreement put into place does not improve attendance a formal request needs to be made to the local authority regarding these concerns and possible legal consequences could follow as set out by the Department for Education. **Medical reasons for absence – If your child has an ongoing medical condition that means they are unable to attend school; we apply their attendance figure with this knowledge. Therefore, discretion may be applied to the process above.**

Attendance Targets
Our school target is: All pupils attend over 95% of the time.

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

Daily contact with parents/carers to correctly authorise absences.

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

6.9 Welcome Back

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

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

Our aim is to help every pupil feel welcomed, valued, and ready to re-engage with their learning community. Team members should be sensitive to the individual needs and circumstances of returning pupils. The school will:

- Inform all team members of the return to school process and involved where appropriate.

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

7.0 AUTHORISED AND UNAUTHORISED ABSENCE

7.1 Approval for Term Time Absence

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

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

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

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

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. Any request should be submitted as soon as it is anticipated and, where possible, at least 6 weeks before the absence, and **in accordance with any leave of absence request a form**, accessible via the attendance officers email- elaine.stapleton@hmsschool.uk Evidence will be required to support any absence request forms submitted.

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

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

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

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

7.2 Reducing persistent absence

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

In addition:

a. A pupil becomes a 'persistent absentee (PA)' when they miss 10% or more schooling across the school year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we need parent's fullest support and cooperation to tackle this.
b. All absences are monitored thoroughly. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and you will be informed of this immediately.
c. PA pupils are tracked and monitored carefully through our attendance officer, and we also combine this with the progress they make against their EHCP outcomes where absence affects attainment. All our PA pupils and their parents are subject to an Action Plan, and the plan may include; an individual incentive programme, support from the pastoral team, participation in group activities around raising attendance. All PA cases are also automatically made known to the Participation team in the local authority.
d. Parents will be expected to make agreements with themselves and their child for how they will be supporting their attendance at school. These will be captured during the attendance panel meeting as the action plan to support improved attendance.

7.3 Legal Sanctions

The Department for Education recommends that 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.

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

Before advising a Local Authority to issue a penalty notice, the school will consider the individual case, including whether:

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

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

7.4 Monitoring attendance

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

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

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

7.5 Analysing attendance

Hillingdon Manor:

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

7.6 Using data to improve attendance

Hillingdon Manor will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe where appropriate

7.7 Reducing persistent and severe absence

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

The school will:

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

- Listen, and understand barriers to attendance
- Explain the help that is available
- Explain the potential consequences of, and sanctions for, persistent and severe absence
- Review any existing actions or interventions
- Provide access to OFG Clinical Support or external support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence

The school recognises its duties under the Equality Act 2010 and will consider reasonable adjustments where attendance difficulties arise from a disability, special educational need or medical condition. Before pursuing formal attendance action, the school will consider whether additional support, environmental adjustments, phased reintegration arrangements or alternative strategies may be appropriate.

8.0 STRATEGIES FOR PROMOTING ATTENDANCE

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

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

To ensure excellent attendance at our school we will:

- Deliver clear messages about expectations, routines and consequences to new pupils and families through prospectus and admission/transition events
- Use physical presence to reinforce routines and expectations on arrival and departure including greeting pupils in the morning and having a consistent morning routine.
- Regularly communicate expectations for attendance and punctuality and school performance against EHCP targets through the regular channels of communication on Isams (and Class dojo if appropriate) with team members, pupils and parents/carers.
- Monitor implementation of policy and practice through form time drop ins by the key stage leads and assistant headteachers.
- Monitor whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions.
- Establish, implement and monitor robust arrangements to identify, report and support children who are absent from education.
- Develop good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and their own special educational needs (SEND).
- Engage pupils in consultation on attendance policy, practice, rewards and sanctions through the pupil voice committee and through their own pupil voice in annual review if attendance is of concern.

9.0 CHILDREN ABSENT FROM EDUCATION

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

Outcomes First Group

Our school takes the following steps:

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

10.0 THE MONITORING SYSTEM

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

10.1 Registration Process and Attendance Codes

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

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

Outcomes First Group

Any amendment to the attendance register will include:

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

The school uses a Management Information System (iSAMS) for keeping the school attendance records. The following codes are taken from the DfE's guidance on school attendance and should be used by schools in England. Schools in Scotland and Wales should check with the required codes with local authority:

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
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

Outcomes First Group

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

Important Definitions

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

Outcomes First Group

11.0 ATTENDANCE ACTION FLOW CHART

Pupil with less than 95% attendance
(unauthorised or unsupported by medical evidence)
Letter 1
A first point of contact letter is sent, and a return to school meeting is conducted to discuss and gather if any support is required, as a support measure.

↓

Attendance continues to drop within 3 weeks
Letter 2
Parents/carers reminded that should their young person's attendance continue to drop in the next 2 weeks that they will be invited for a meeting in school to discuss how this can be improved.
A copy of the attendance record will be sent with this letter
Medical Evidence for all absences will be required following receipt of this letter.

↓

Attendance continues to drop within 2 weeks
Letter 3
Invitation to attend an Attendance Panel in school with Attendance Officer and member of SLT.

Attendance Contract will be issued.

↓

Attendance continues to drop within 2 weeks
Letter 4
A formal request of the Local Authority. Possible legal consequences to follow.

If attendance improves a letter will be sent to acknowledge this.

Outcomes First Group

12.0 APPENDIX 1 – ATTENDANCE LETTER

Dear [INSERT NAME]

Re: [INSERT NAME]

DOB:

Current Attendance Academic Year 2025/26:

At Hillingdon Manor, we are committed to giving XXXXX the best possible education to support and to achieve the best outcomes for his future.

To ensure this happens, it is important we support you with attendance by initially making you aware of XXXXX current attendance level.

XXXXX school attendance is causing concern as it has fallen to XX and as a result, we are becoming concerned that XXXXX is missing a significant part of learning.

No doubt you are aware that regular attendance is important so that XXXXX can maximise educational opportunities.

To enable us to monitor attendance across the school we use a banding system. The bands are:

- **95% and above = Green**
- **90.1% - 94.9% = Amber**
- **90% and below = Red (cause for concern)**

XXXXX is currently in our **Red (cause for concern)** banding level.

I will continue to monitor XXXXX attendance over the next three weeks and will write to you again if there is no improvement. We are aware that some of XXXXX recent absences have been due to ongoing medical concerns. Please ensure we have any doctor's/medical correspondence, so we can identify if there are any other avenues of support that we can explore with you.

You may be aware of Emotion Based School Avoidance (EBSA) – which describes a young person's difficulty attending school due to overwhelming emotional distress, such as anxiety, sensory sensitivities or past trauma. We recognise that EBSA is not a choice but a response to perceived threat or discomfort, requiring a compassionate, trauma informed approach that prioritises emotion regulation, relationships, and gradual exposure to the school environment.

Outcomes First Group

13.0 2 ATTENDANCE LETTER 2

Dear (Parent's Name)

Re: (Pupil Name)
DOB: (Pupil DOB)
Attendance:

At Hillingdon Manor, we are committed to giving your child the best possible education to support them to achieve the best outcomes for their future. To ensure this happens, it is important we support you with your child's attendance by making you aware that their current level of attendance has not improved since our previous communication. We are now requesting that all further absence must be supported with medical evidence of the reason that your child is not attending school.

You must be reminded that regular attendance is important so that pupils can maximise their educational opportunities. To enable us to monitor attendance across the school we use a banding system.

The bands are:

Ø 95% and above = Green

Ø 90.1-94.9% = Amber

Ø 90% and below = Red (unsatisfactory)

XXXXX is currently in our (band level)

If there are any circumstances that the school are not aware of which is having an influence on (forename) attending school regularly, please do not hesitate to contact the attendance officer, so we can arrange a meeting to discuss your concerns and support you and (forename).

School will continue to monitor your child's attendance closely for the next 3 weeks and if there is, no significant improvement further correspondence will follow to invite to an attendance panel with a member of the school's SLT. If you require support with anything, please contact us so that a meeting can be arranged beforehand to discuss any concerns.

A copy of your child's attendance record has been attached to this letter for your reference. Yours

faithfully,

Attendance Team

Outcomes First Group

14.0 3 INVITATION TO ATTENDANCE SUPPORT PLAN MEETING

Dear (Parent's Name)

Re: Formal invitation to an Attendance Panel to discuss
Re: Pupil's name DOB:

Attendance:

As a result of your child's continued failure to attend school regularly, SCHOOL NAME has deemed it necessary to convene a School Attendance Panel.

You are formally requested to attend the panel on (date)to be held at (time). The venue will be at your child's school.

Your views and, where appropriate, those of your child will be sought and taken into consideration by the Panel when drawing up an Agreement, the terms of which will be negotiated.

If for any reason you cannot attend this meeting, you should contact SCHOOL NAME on the number below.

Should you fail to attend this meeting a decision may be made in your absence by the Panel.

Continued poor attendance may result in SCHOOL NAME referring the matter to the Attendance Support Team at [Insert name of Local Authority] for legal action.

Legal Action can be in the form of a referral to the Local Authority for legal intervention.

A person found guilty of an offence under section 444(1) of the Education Act 1996 for failing to ensure that a child attends school regularly is liable to a fine currently not exceeding £1000
A person found guilty of an offence under section 444(1A) of the Education Act 1996 knowing that a child is failing to attend regularly at school and fails without reasonable justification to cause the child to attend school is liable to a fine currently not exceeding £2500 or a term of imprisonment not exceeding 3 months.

In addition, the Court has power to make a Parenting Order requiring a parent to attend counselling or guidance sessions under the supervision of an appointed Responsible Officer.

Please bring with you any medical evidence such as a GP or Specialist letter or certificate. Also, any prescribed medication (not bought over the counter) so consideration may be given to your child's absences being authorised.

Yours sincerely

Attendance Team

Outcomes First Group

15.0 4 FAILURE TO IMPROVE ATTENDANCE FOLLOWING ATTENDANCE PANEL

Dear (Parent's name)

Re: Pupil's name DOB:

Attendance:

You and [Childs Name] were invited to an Attendance Panel meeting on [Enter Date] at [schools Name] in relation to poor school attendance. At that meeting a plan was put together to improve attendance and you were made aware of the possibility of you being summoned to the Magistrates Court or a Penalty Notice issued should your child not attend regularly.

I have again examined the Attendance Registers and find that your child's attendance has again fallen to an unacceptable level. Up to and including this academic term, [Childs Name] has only attended _times out of a possible _____sessions. A copy of your child's attendance record has been sent with this letter for your reference

Please contact me on [Schools Number] so that we may discuss the matter and agree any appropriate advice and guidance.

[Name of school] will no longer be authorising any of [child's name] absences unless you provide medical or other evidence that states that your child is unable to attend. The Head Teacher will decide whether your evidence is acceptable for authorisation.

It is my duty to remind you that you have a responsibility to ensure that your child attends school regularly and failure to comply may result in a prosecution under the Education Act 1996. The only acceptable reason for absence is when the child is ill covered by medical evidence if attendance is poor as requested by school, absence due to religious observance or in exceptional circumstances authorised by the Head Teacher.

I must inform you that unless your child returns to school immediately and attends regularly and punctually from now on, it may be necessary for the Attendance Support Service to consider legal action.

Legal Action can be in the form of a referral to the Local Authority for legal intervention.

A person found guilty of an offence under section 444(1) of the Education Act 1996 for failing to ensure that a child attends school regularly is liable to a fine currently not exceeding £1000

A person found guilty of an offence under section 444(1A) of the Education Act 1996 knowing that a child is facility to attend regularly at school and fails without reasonable justification to cause the child to attend school is liable to a fine currently not exceeding £2500 or a term of imprisonment not exceeding 3 months.

In addition, the Court has power to make a Parenting Order requiring a parent to attend counselling or guidance sessions under the supervision of an appointed Responsible Officer.

Also, if the Local Authority is satisfied that a child is not being properly educated the matter may be referred to the Family Proceedings Court and an application made for an Education Supervision Order under the provisions of Section 36 of the Children Act 1989.

Please take notice that should it be necessary to refer for prosecution it will be for the original offence of non-attendance and not for non-payment of the Penalty Notice.

Your child's attendance will be reviewed on [Date] and if it remains unsatisfactory, further action may be necessary.

I require your co-operation in recognising your legal responsibility to ensure your child attends school regularly and punctually from now on. If you or your child wishes to express any views or discuss the situation, please contact me as a matter of urgency.

Yours sincerely,

Hillingdon Manor Attendance Team

16.0 APPENDIX 5 – ATTENDANCE PANEL CLOSURE MEETING

Dear (Parent's name)

Re: Pupil's name DOB:

Attendance:

At the School Attendance Panel on ..... an agreement was signed stating that Childs Name should attend school regularly and punctually. The agreement took into consideration your views and those of your child, where appropriate.

The Panel has reviewed Child's Name attendance and punctuality. I am pleased that it has **improved**. The matter will not be progressed from here provided that improvement is maintained.

I will continue to monitor Childs Name attendance and legal action could be instigated by the Attendance Support Team at the local authority at any time should attendance deteriorate again.

Should you need further information or assistance, please do not hesitate to contact me. Yours

sincerely

Hillingdon Manor Attendance Team

17.0 APPENDIX 6 – LEGAL ACTION LETTER

Dear (Parent's name)

Re: Pupil's name DOB:

Attendance:

Following the Attendance Panel on ..... you were advised that your child's attendance and punctuality would be reviewed on .....

Your child has in fact only attended ..... sessions out of a possible .....sessions during the review period. The absences have not been authorised.

You are advised that as your child's attendance has not improved sufficiently, I shall now be referring the matter to the Attendance Support Team at the (Local Authority) who will be instructing the Legal Department to issue a summons against you (both), for failing to ensure that your child(ren) attends school regularly and punctually.

Yours sincerely

Hillingdon Manor Attendance Team

18.0 APPENDIX 7- HILLINGDON MANOR ATTENDANCE ROADMAP

Attendance Roadmap

In line with the DfE Statutory Guidance, the attendance approach at Hillingdon Manor will offer a welcoming ethos with high expectations for all. We will assess data to identify absence trends & use preventive discussions/meetings with families to listen, understand & support to remove barriers. Where needed, we will formalise support to nurture improvement with attendance contracts as a last resort we will consider intensifying support &/or enforce|legal sanctions.

Stage 1-Identify, Assess & Prevent

Our daily actions & processes aim to promote relationship building with children & families to prevent absence. This involves monitoring data trends & absence patterns to inform our conversations with you (& your child where age allows). The trigger for conversations is where absence becomes a cause for concern. Other daily actions involve promoting attendance positively, using praise & incentives, swift absence follow up, texts, school apps, email &/or letter communication to raise your awareness of emerging concerns, processing requested or unrequested 'term time exceptional absence' & doing home visits to meet our safeguarding duties as required.

STAGE 2 -Absence Support

We move to this step if absence continues (authorised or unauthorised) to prevent further absence occurring. Discussions & meetings will be offered to identify if early support or reasonable adjustments are needed. This will be done using discussions &/or meetings to create a supportive Stage 1 Attendance Contract.
A Family Help referral or signposting to other external agencies will be offered, if appropriate, for support to be accessed to help overcome identified barriers to attendance.

STAGE 3 - Formalised Support

Where absence continues & initial support needs to be increased a Stage 2 Attendance Contract will be offered to formalise support. This is a nurturing plan of improvement to prevent further escalation. Achievable & individual targets will be set & reviewed regularly. Medical &/or other information will be actively sought at this point if required to work collaboratively with you & other agencies. An Attendance Contract can run alongside other meetings e.g., EHAP.

STAGE 4 -Warnings -Concerns Remain

Where support has been unsuccessful &/or declined, or if the Attendance Contract has failed, a final letter will be issued before referring to EWO.

Legal Action - No Improvement

Legal action (Penalty Notice or prosecution) MAY be requested by the school from the Local Authority (LA) if unauthorised term time absence is taken, or if overall absence continues to occur & reaches or exceeds the national threshold for absence, despite support being attempted. The LA will consider whether a family court order such as an Education Supervision Order will also be considered as an alternative or alongside prosecution.

PENALTY NOTICES & LEGAL ACTION

1st Offence of term time leave &/or irregular attendance (10 sessions of unauthorised absence or more) = penalty notice of £160 per parent, per child if paid within 28 days. If paid within 21 days the amount is reduced to £80 per parent, per child.
2nd Offence within 3 years = penalty notice of £160 per parent, per child payable within 28 days, no reduction available.
3rd Offence within 3 years NO PENALTY NOTICE considered. The case will be presented to **M6gistr6tes' Court** under s444(l) or (la) of the Education Act. If found guilty, a fine of up to £2500 per parent, per child can be issued. Convictions for s444(la) offences will show on DBS record.

The LA 6lso ret6ins the discretion to consider proceeding str6ight to prosecution where 6ppropri6te.

OFG Education