



**STAMFORD
PARK TRUST**

ATTENDANCE POLICY

DOCUMENT REFERENCE:	SPT/POL/000116/RSHS
THIS POLICY APPLIES TO:	All students, parents and staff
OWNER/AUTHOR:	Executive Principal (Secondary)/Heads of School
ESTABLISHMENT LEVEL:	Trust
APPROVING BODY:	Trust Board
REVIEW CYCLE:	Annual
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RELATED DOCUMENTS/POLICIES:	Behaviour for Learning Policy; Child Protection and Safeguarding Policy
LEGAL FRAMEWORK/STATUTORY GUIDANCE:	See Section 4

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1. Policy Statement and Purpose

School attendance is essential if children are to achieve their full potential.

We are committed to providing a full education to all students that embraces the concept of equal opportunities for all. We provide a welcoming and caring environment where every pupil feels safe and valued. Regular attendance and excellent punctuality are essential in ensuring students make sustained academic progress and social development.

Our academy is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance to ensure that no learning is lost.

To guarantee a comprehensive approach to attendance, we implement a Multi-Tiered System of Intervention and Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of the system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" guidelines.

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

Through this policy we will demonstrate our commitment to:

- Setting high expectations for the attendance and punctuality of all students
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure students have the right support to attend school

In our whole school approach to raising and maintaining excellent attendance, we aim to work with work in partnership with students and their parents/carers to promote the importance of regular and punctual attendance. Regular and punctual attendance is vital in ensuring that all children have full access to the curriculum, as valuable learning time is lost when students are absent or late.

2. School Ethos and Values

OUR VISION

Excellence and Ambition for all.

OUR MISSION

We are an aspirational and inclusive community which inspires and empowers everyone. We encourage a curiosity for learning which develops character and maximises academic opportunity.

OUR VALUES



RESPECT

Be polite and considerate

Listen to others without interruption

Respond promptly and positively

Have pride in our environment and our community



RESILIENCE

Have a positive attitude

Work hard, never give up

Learn from mistakes

Embrace challenges



ASPIRATION

Aim high

Believe in ourselves

Accept only our best

Celebrate success

3. The Importance of School Attendance

Regular attendance at school is vital to support students to achieve and help them get the best possible start in life. Good attendance is central to students' academic achievement and personal development.

Research shows that going to school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects

As well as this, going to school helps to develop:

- friendships
- social skills
- team values
- life skills
- cultural awareness
- career pathways

Regular attendance is one of the most important protective factors and the best opportunity for needs to be identified and support provided.

Truancy

- A pupil is deemed to be truanting when they are not where they are expected to be, as shown by their timetable, and does not have permission to be elsewhere.
- Students who truant from lessons, or leave the school site, are marked as an unauthorised absence.
- Truancy will be dealt with in line with the school's Behaviour Policy.

Attendance and Punctuality - Learning Lost

When a pupil arrives late or does not attend school, they miss important events and learning that can seriously disadvantage the pupil.

The table below indicates how frequent absence can add up to a considerable amount of learning lost.

Sessions Absent	Days of Learning Lost	Hours of Learning Lost	Weeks of Learning Lost
2	1	6	
4	2	12	
6	3	18	
8	4	24	
10	5	30	1
12	6	36	
14	7	42	
16	8	48	
18	9	54	
20	10	60	2

Sessions Absent	Days of Learning Lost	Hours of Learning Lost	Weeks of Learning Lost
22	11	66	
24	12	72	
26	13	78	
28	14	84	
30	15	90	3
32	16	96	
34	17	102	
36	18	108	
38+	19+	114+	4+

The table below indicates how frequent lateness can add up to a considerable amount of learning lost.

Minutes Late Each Day	Impact per year	Number of lessons missed
5 minutes	3.5 Days Lost	15
10 minutes	7 Days Lost	30
15 minutes	10.5 Days Lost	45
20 minutes	14 Days Lost	60
25 minutes	17.5 Days Lost	75
30 minutes	21 Days Lost	90

4. Legislation and Guidance

This policy meets the requirements of the statutory guidance: Working Together to Improve School Attendance from the Department for Education (DfE), and refers to the DfE's statutory guidance on School Attendance Parental Responsibility Measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

[Education Act 1996](#) (Part 6) and (Part 3) [2002](#)

[Children Act 2004](#)

[The Education \(Pupil Registration\) \(England\) Regulations 2006](#) [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2016](#)

[The Education \(Parenting Contracts and Parenting Orders\) \(England\) Regulations 2007](#)

[The Education \(Penalty Notices\) \(England\) Regulations 2007, as amended](#)

[The Data protection Act \(2018\)](#)

[The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)

[Education and Inspections Act 2006](#)

[The Sentencing Act 2020](#)

[The Education \(Information about Individual Pupils \(England\) Regulations 2013](#)

[The Equality Act 2010](#)

[Arranging education for children who cannot attend school because of health needs 2023](#)

[Summary of responsibilities where a mental health issue is affecting attendance 2023](#)

[Keeping children safe in education- GOV.UK](#)

[Working together to safeguard children- GOV.UK](#)

[Working together to improve school attendance- GOV.UK](#)

[Supporting pupils with medical conditions at school- GOV.UK](#)

[Children missing education- GOV.UK](#)

[School suspensions and permanent exclusions- GOV.UK](#)

[Elective home education- GOV.UK](#)

5. Roles and Responsibilities

We believe that improved school attendance can only be achieved if it is viewed as a shared responsibility of the school staff, governors, families, students and the wider school community.

Trust Board

The Trust Board is responsible for:

- Setting Trust-wide policy, ensuring that this meets statutory requirements and is adopted by all of the Trust's academies
- Setting high expectations of school leaders in relation to student attendance
- Regularly reviewing and challenging Trust-wide attendance data and holding leaders to account around the application of the policy

Local Governing Board (LGB)

The LGB is responsible for:

- Promoting the importance of student attendance across the school
- Making sure school leaders fulfil expectations and statutory duties
- Holding school leaders to account for the application of this policy and the impact of this on attendance data
- The governor who oversees safeguarding and attendance conducts monitoring visits
- Arrange regular meetings with staff leads to support, challenge, monitor, and evaluate procedures to minimise levels of absence and ensure compliance with statutory duties related to pupil attendance.
- Reviewing and challenging attendance data on a regular basis

The Head of school and Academy Senior Leadership Team

The Head of School and SLT will offer a clear vision for attendance, underpinned by high expectations, aligned with our core values, of Respect, Resilience and Aspiration. SLT will make sure staff, students and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe in education. SLT will actively promote great attendance at all levels of the organisation to build up a culture of great attendance.

The Head of School and Senior Leadership team will:

- The head of school and senior leaders will provide a clear vision for attendance, underpinned by high expectations and core values, communicated to staff, students, and families.
- Senior leaders will ensure staff, students, and families understand that absence is potentially a safeguarding risk and their role in keeping children safe.
- Senior leaders will actively promote excellent attendance at all levels to build a culture of excellent attendance

To do this, senior leaders will be responsible for:

- Implementation of this policy
- Monitoring Academy absence data and reporting it to Governors
- Supporting staff with monitoring and attendance of individual students
- Monitoring the impact of any implemented attendance strategies
- Develop a multi-agency response to improve attendance and support students and their families
- Issuing fixed penalty notices where necessary

Senior Attendance Champion

The senior attendance champion is the strategic lead for attendance and is responsible for leading attendance across the school including:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Understanding and driving strategy around the root cause of absence in the school
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence
- Liaising with students, parents/carers and external agencies, where needed
- Building productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with students and parents/carers
- Delivering targeted intervention and support to students and families

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) will:

- Provide safeguarding support and advice to attendance colleagues, including in response to term-time leave requests and CME cases, taking safeguarding action where necessary.
- Meet with the Attendance Champion to review the attendance of students on the academy's Vulnerable List and agree on any necessary actions.

Special Educational Needs Co-ordinator (SENCO)

The Special Educational Needs Co-ordinator (SENCO) will:

- Monitor attendance data and identifying patterns of absence for students on the SEN register
- Meet with the Attendance Champion to review the attendance of students on the academy's Vulnerable List/SEND Register.
- Agree on any necessary actions to support the attendance of these students, including identifying barriers to attendance, support meetings and actions plans, intervention strategies and professionals meeting.

The Heads of Year/House and Assistants

The Heads of Year/House and Assistants will:

- Provide regular advice, encouragement, challenge and support to the class as a whole and individually to students about the importance of regular attendance and punctuality using the data provided by the Attendance team.

- Will make daily calls home for students who are absent and for whom we have not received prior notification from parents.
- Be alert and deal with any signs of disaffection which could result in poor attendance and punctuality and impact on learning and ensure that this is recorded on the academy's information recording system
- Identify absence trends or raise concerns and raise with relevant member of attendance team
- Meet regularly with the Attendance Team to monitor and review attendance for individual students, vulnerable groups, and the whole year group.
- Identify students whose attendance is a concern and ensure appropriate interventions are implemented.
- Coordinate with class teachers, family support workers, and other relevant staff to address attendance issues.
- Engage with parents/carers to discuss attendance concerns and support improvement.
- Ensure that attendance is consistently prioritised and addressed in all aspects of year group management.
- Conduct Attendance Meetings in-line with the attendance intervention escalation process, follow up with relevant action plans and monitor the action plans
- Reward students for good attendance and punctuality on a regular basis
- Provide Emotional Based School Attendance interventions
- Carry out home visits as and when required

Attendance Team

The school attendance team is responsible for:

- Ensuring absence procedures are followed in line with this policy
- Entering codes accurately and keeping the attendance register in line with legislation
- Keeping records of reasons for absence for detailed analysis
- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to SLT
- Working with education welfare officers / attendance support to tackle persistent absence
- Working as part of the safeguarding team to report and follow up concerns
- Meet with parents/carers as needed, share attendance concerns, and draw up and manage attendance plans or contracts as necessary.
- Liaise with external agencies and make referrals as required.
- Work as part of the safeguarding team to report and follow up concerns.
- Carry out home visits and welfare checks where appropriate, in accordance with the policy.
- Report to the Children Missing in Education department when a student has not returned to the academy after an authorised absence or is absent for 5/10 consecutive academy days without authorisation.
- Populate and send letters home to parents when a student's attendance falls below identified thresholds
- Advising the Head of School when to issue fixed-penalty notices

School Attendance Officers

School attendance office staff are responsible for taking calls from parents/carers and students about absence on a day-to-day basis and recording it accurately. They are also able to provide parents and carers more detailed support on attendance. They ensure that late students and students leaving during the day are accounted for. School attendance staff work closely with the safeguarding team.

Class Teachers / Form Tutors

Class teachers/form tutors are responsible for

- Actively promote and champion the value of good attendance to students and their families
- Recording attendance, accurately on a daily basis, using the correct codes
- Recording registers in a timely manner (within first 5 mins)
- Giving attendance a high profile and emphasising the importance of school attendance
- Making students feel welcome and supporting them after an absence or when late to school
- Helping students catch up on missed subject content after absences
- Liaising with attendance staff if patterns of absence are noticed for individuals or groups
- Act as a mentor for key identified students

Parents/carers

Parents/carers are expected to:

- Talk to their child about school and reinforce the values of a good education
- Instil the value of regular school attendance within the home environment
- Contact the school by 8:30 am if their child is absent
- Contact is required on each day of absence
- Complete a 'Leave of Absence' request proforma
- Ask the school for help if their child is experiencing difficulties and engage with school support processes
- Inform the school of any change in circumstances that may impact on their child's attendance
- Encourage routine at home, for example, bed times, homework, preparing school bag and uniform the evening before
- Not keep their child off school to go shopping, to help at home or to look after other members of the family
- Avoid taking their child out of school during term-time. Where this is unavoidable, and only in exceptional circumstances send a written leave request to the Head of School. Work with school to overcome any barriers.
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that are made and accept support when it is offered
- Inform the right people, as early as possible, if there are any challenges around attendance.

Students

Students are expected to:

- Arrive at school by 8.20 am in full school uniform with the correct equipment, ready for registration at 8:30am
- Be punctual for all lessons
- Speak with the Attendance Officer if there is a need to leave the site at any time during the day (evidence required). In such cases, students must sign out at student reception on leaving and sign in again on return.
- Not contact home directly if they feel ill during the school day. Students should speak to a member of staff first, if necessary, the school will contact home. Failing to follow this procedure may result in these absences being unauthorised.
- Let school staff know if there are any difficulties at school or home to allow school to support you.

6. Reporting Absence

Parents/Carers will be expected to provide an acceptable reason for every absence and will be able to report an absence on the day by contacting the school absence line: 0161 338 9211 between 7:45am and 8:30am on each day of absence

Parents/carers are requested to make contact on each day of absence even where students are absent for consecutive days, unless otherwise agreed with one of the Attendance Team.

If absence reasons are for a medical appointment, evidence will need to be provided such as a stamped medical card, appointment text message, hospital letter or prescription in order for the absence to be authorised. We will mark absence for physical or mental illness as authorised unless we have a concern. If the school is not satisfied, the absence will be recorded as unauthorised and parents will be notified of this in advance or at the time. For a full list of authorised and unauthorised reasons for absence please see the section below on categorising absence.

Where communication is not made with the Academy about the reason for pupil absence this will be deemed as 'unauthorised absence'. The parent/carer will receive contact from the Academy to ascertain reasons for absence. Calls will be made from the beginning of the school day and will be completed by 11 am on the same day. Follow up will be based on the following timescales:

- If a pupil is absent without communication, the attendance team will attempt to contact parents. You will receive a text message after morning registration to request that you contact school to report the reason for your child's absence. If you do not report your child's absence following this text, you will receive a phone call from a member of the attendance team. If the attendance team is unable to contact you, you will likely receive a home visit- even if it is the first day of absence in order to check that both you and your child are ok
- When a pupil is absent for two or more days without the school being provided with a reason, a member of the attendance team will conduct a home visit. Home visits from the attendance team are supportive and intended to establish if any actions need to be put in place in order to support a child's return to school.
- If, after home visits and phone calls, the attendance team is still unable to get a reason for absence within 5 days, the attendance team will request a 'safe and well' home visit by the EWO or Police. We may also contact children's social services.
- For extended periods of absence without reason, we may also contact the Child Missing Education Team at the Council and/or sibling primary schools to support with enquiries about the whereabouts of the child. A CME referral will be made after 5 days of unauthorised absence and again after 10 days of unauthorised absence.
- If a child is absent from the Academy for 20 days (or 10 days after an authorised holiday) and their whereabouts are unknown or they are reported to have left the area, a referral to the Child Missing Education Team will be made and the child will be removed from roll (following joint investigations).
- Where students are identified as vulnerable, or we have a safeguarding concern, if communication is not made on day one of absence, procedures will be followed through more swiftly with welfare checks requested on day one if deemed necessary

Reporting and Requesting Planned Absences

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. You will need to show your appointment text or letter to verify your

appointment. However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary by returning promptly to school following their appointment and also attend prior to appointment if not first thing in the morning. The appointment should be made at the start/end of the academy day to minimise disruption to learning.

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.

7. Recording Absence

Attendance register

By law, all schools are required to keep an attendance register. The academy uses an electronic system to accurately record attendance and punctuality to every lesson on a daily basis.

There is a tutor session / registration session at the start of every day, during which students receive their morning registration mark. Any students arriving late (after 8:25am) will have their lateness recorded. An 'L' code is added to the electronic registration system. Afternoon attendance is recorded during lesson 4 on a Monday, Tuesday and Wednesday and during lesson 3 on a Thursday and Friday.

The attendance register marks whether every student is:

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

By law, all schools are required to close their register 30 minutes after they open and are required to record a U code for any students arriving after this point. A U code counts as an unauthorised absence.

Each day, students can access the building from 8:15am. They must be in tutor time by 8:30am where they receive their morning mark. Academy registration closes 30 minutes after the start of tutor time and any pupil arriving after this time will lose half a day of attendance and be marked with a U (see appendix 1 for attendance register codes).

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 also record:

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

Lateness and punctuality

The statutory register of the academy closes at 9:00am daily. After this point, a pupil arriving late without prior notice or a reasonable explanation, will receive an unauthorised absence mark.

A student who arrives late:

- Before the register has closed will be marked as late, using the appropriate code (L)
- After the register has closed will be marked as absent, using the appropriate code (U) If a pupil arrives:
- Between 8:25 am and 9:00am, after the entrance gate has closed, they will enter the school through the student reception.
- Students who are late to school on 3 occasions will receive a detention on Monday after school

If a pupil arrives at the academy late, after the register has closed, parents will be contacted by the academy, by text or phone call to inform them and ascertain a reason for lateness.

Persistent lateness

It is not acceptable for students to persistently arrive late to school (whether before or after the register has closed) as this not only hinders their progress but also disrupts the learning of others. The Attendance team will monitor late arrivals and follow this up through:

- Detentions issued
- Letters home
- Parent meetings
- Parent Panel

Students need to arrive at the academy on time in order to be ready for the day ahead. If they are late numerous times across the week, they will receive a Monday afterschool detention.

Any child arriving to school after the register has closed, without authorisation, will receive a U code. All U codes will receive same day contact from the school attendance team.

All lates and conversations with parents will be logged centrally by the school.

If a pupil is persistently late to school the head of Year will work with families regarding punctuality and attendance.

If all the above are unsuccessful, the Academy will use legal channels in accordance with the local authority policy. This may mean that court action is taken.

Every U code counts as half a days unauthorised absence and may result in fixed penalty action or prosecution.

8. Categorising Absence

Where students of compulsory school age are recorded as absent, the register must show whether the absence is authorised or unauthorised.

Absence can only be authorised by the Head of School and cannot be authorised by families. All absences will be treated as unauthorised unless a satisfactory explanation for the student's absence has been received and when this is supported by medical evidence where requested.

Authorised absences include illness (with possible medical evidence if needed), medical or dental appointments (with prior notice and minimal time away) and religious observance (one day per event, with advance notice),

Families must advise the school by telephone on the first day of absence and any subsequent days of absence. Reporting absences should be completed before 8:30am

Absence is categorised as follows as either Authorised or Unauthorised

A list of the DfE attendance codes can be found in Appendix 1

Illness

Please encourage your child to attend school for minor ailments like a sore throat or a headache. Parents must notify the school on the first day, and every subsequent day, the child is unable to attend due to illness. Medical evidence may be requested to support the absence.

Prolonged absences due to medical conditions

Students with long term illness or other health needs may need additional support to continue education. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education. The education must be full-time or as close to full-time as the child's health allows. An Individual Health Care Plan (IHCP) may be created in collaboration with parents and relevant stakeholders, including a referral to the School Nurse service and EWO service. An IHCP will help guide the pupil's reintegration once a diagnosis and prognosis are confirmed.

DfE's statutory guidance on ensuring a good education for children who cannot attend school because of health needs sets out that local authorities should provide education as soon as it is clear that the child will be away from school for 15 days or more, whether consecutive or cumulative. Local authorities should have a named officer responsible for the education of children with additional health needs.

Medical/Dental Appointments

Families are advised where possible to make medical and dental appointments outside of the school day. Where this is not possible, for pre-planned appointments, parents / carers should get school's agreement in advance by contacting the Attendance Officer. Students should only be out of school for the minimum amount of time necessary for the appointment. Families must show the appointment card to school. If a student is absent for a full day to attend a medical appointment then the student may incur half a day unauthorised absence.

Other Authorised Circumstances

This relates to where there is cause for absence due to exceptional circumstances

Religious Observance

Stamford Park Trust acknowledges the multi-faith nature of British society and recognises that on some occasions, religious festivals may fall outside holiday periods or weekends. The authorisation of absence, or special leave for religious observance, will be considered in these instances, but families are requested to give advance notice if they intend for their child to be absent. Stamford Park Trust feels that it is reasonable that **no more than one day be designated for any individual occasion of religious observance or festival and no more than three days in total in any academic year**. Any further absence will be categorised as unauthorised.

Traveller Absence

Our aim for children within travelling families, in common with all other children, to attend school as regularly and as frequently as possible. To protect traveller parents from unreasonable prosecution for non-attendance, the Education Act 1944, section 86, states that a traveller parent is safe from prosecution if their child accrues 200 attendances (i.e. 200 half days) in a year. This is only when the family are engaged in a trade or business that requires them to travel and when the child is attending school as regularly as that trade permits.

Traveller children will be recorded as attending an approved educational activity when:

- The child is on roll and attending another visited school.
- The child is undertaking supervised educational activity under the jurisdiction of another Local Authority's Traveller Education Service.
- The child is undertaking computer-based distance learning that is time evidenced.

Leave of Absence During Term Time

Heads of School are not permitted to authorise holiday absence from school unless there are exceptional circumstances. Only a parent / carer the child normally lives with can apply for a leave of absence to the Head of School, leaving as long as possible before the requested date. It is up to the Head of School if the absence is granted and for what period.

The 'Leave of Absence Request Form' can be found on the school website and as an Appendix in this policy.

Section 444(a) of the Education Act 1996 empowers the Local Authority to issue Penalty Notices to families if they take a leave of absence in term time without the school's authorisation.

Unauthorised absence

Unauthorised absence is where a student's absence is not one of the types of absence listed as authorised in regulation (10) or where the reason for a student's absence has not been provided and cannot be established.

Absences will not be authorised unless families/carers have provided a satisfactory explanation, and that it has been accepted as such by the Head of School.

Persistent Absence

According to the Department for Education guidelines, a pupil will be considered as a persistent absentee if their attendance is 90% or lower (i.e. 10% or more sessions are missed). This means they will have been absent from school for a total of 19 school days in an academic year.

Any pupil who is at the persistent absence threshold or at risk of moving towards that threshold is placed on the Attendance Risk Register and given priority for intervention, this may also include legal interventions.

Severe Absence

According to the Department for Education guidelines, a pupil will be considered as a severe absentee if their attendance is 50% or lower (i.e., 50% or more sessions are missed). This means they will have been absent from school for a total of 95 days or more in the academic year.

Any pupil who is at risk of becoming severely absent is at serious risk of harm. There will be an intensive level of support, and where appropriate challenge, including the use of legal interventions to secure improvement.

Where all avenues of support have been facilitated by school, the local authorities, and other partners, and the appropriate educational support or placements (e.g. an EHCP) have been provided but severe absence for unauthorised reasons continues, it is likely to constitute neglect.

Reintegration after significant absences

Every effort will be made to re-integrate students successfully back into the Academy following long periods of absence and we will work closely with students and families. This might include:

- Phased returns and reduced timetables, in exceptional circumstances
- Bespoke timetables
- A 'catch up' plan with teachers to support with accessing missed curriculum

Home visits

Members of staff from our school or Trust may visit your home if your child is absent regardless of whether a reason for absence has been received. The school may also contact the Police and Children's Social Care if they are concerned for a student's welfare. The school may carry out a home visit on the first day of absence if required, the school will request to see the child during this home visit. Please refer to the Home Visit policy

Children Missing from Education (CME)

When a student fails to attend school for a fixed period with no contact from families, they are classified as a Child Missing from Education (CME). This may occur when a student does not attend for the first week of a new term with no contact from families or when a student, at any point during the school year, does not attend for 10 consecutive days with no contact from families.

Children who are missing education may face not only poor educational outcomes but also potential risks to their safety and wellbeing

In the event of a student, not attending school for 5 consecutive school days and there has been no contact from families, the school will make a referral to the Education Welfare Service (EWS) to report the student as a Child Missing from Education. This will be repeated at 10 days. The CME tracking officer will then attempt to trace the family and will report to the school with an update and advise when the school can remove the student from the school roll.

Elective Home Education (EHE)

Whilst home education is not supported by the school because of the negative impact that home education may have on educational outcomes, all families have the legal right to elect to home educate their child/children should they wish to do so. Any family wishing to home educate their child should, in the first instance, arrange to meet with a senior member of staff at school to discuss this option and discuss the reasons for wanting to home educate. There is no automatic right of return to this school once a family has chosen to EHE their child.

Fines and Sanctions

The Local authority can fine parents/carers for the unauthorised absence of their child from school, where the child is of compulsory school age. The school is obligated to pass information about unauthorised absence to the local authority. This can lead to a fixed penalty notice issued from the authority. If issued with a fine, or penalty notice, each parent/carer must pay £80, per pupil within 21 days or £160 within 28 days. The payment must be made directly to the local authority. Fines are issued per pupil and per parent so in a family of four, you could receive up to four fixed penalty notices.

The decision on whether or not to issue a penalty notice may take into account:

- Whether the national threshold for considering a penalty notice has been met (10 sessions / 5 days of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether support, a notice to improve or other legal intervention would be more appropriate
- Whether any obligations the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

[School attendance and absence: Legal action to enforce school attendance- GOV.UK](https://www.gov.uk/guidance/school-attendance-and-absence-legal-action-to-enforce-school-attendance)

Notices to improve

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

Notices to improve are issued in line with processes set out by the Local Authority. They include:

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

9. Promoting and Supporting Attendance

The Academy recognises that poor attendance can be an indication of difficulties in a child's life. This may be related to problems at home and/or in school. Parents should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help the school identify any additional support that may be required. We also recognise that some students are more likely to require additional support to achieve excellent attendance, for example, those students with special educational needs, those with physical or mental health needs, and looked after children.

Part of promoting and supporting great attendance is to ensure that the students receive the best possible experience on a day-to-day basis- to ensure that they are excited to attend, feel a sense of belonging and are supported to experience success in their learning. As a school, therefore, we put on a range of extra-curricular activities on each day of the week. We also ensure that each and every day, students feel warmly welcomed into the school- and that they are offered a broad and exciting curriculum. To support and encourage students who might find attendance at school more difficult, we also implement a range of strategies:

- Weekly communication with students about their overall attendance figure
- Half termly communication home about their child's attendance in relation to the school
- Daily check-ins with students who need it to help them attend more often
- Attendance support plans for students who need extra support
- Regular 1:1 attendance mentoring for identified groups of students
- Information published weekly on exciting events and opportunities for the following days
- Bespoke support and further signposting for students with barriers to attending
- Regular attendance panels to understand further reasons for absence and act accordingly
- A trained member of staff to support students with emotional based school avoidance
- A family support worker to work with those who need it
- Bespoke timetables for limited time periods where appropriate
- Morning check-ins and welcomes and end of day check-ins
- Mentoring from the pastoral team
- An attendance support plan agreed with students and Parents
- Identified safe space and trusted adult
- Weekly reviews on progress
- Signposting to external agencies
- Rewards

As a very last resort- and only in exceptional circumstances, the school may implement a part time timetable to support regular attendance. This would only be as a very last resort, for as short a time as possible and with regular, fortnightly reviews between school and home.

Recognising Attendance

Recognising strong attendance and attendance improvements is key and celebrating improvements in attendance is important. We recognize that positively promoting excellent attendance will have the biggest impact on a pupil's

attainment and wellbeing. Intrinsic motivators, such as a developing a pupil's own desire and ambition to attend school regularly and do well and a strong sense of belonging are always preferably to extrinsic motivators such as school rewards systems. However, we recognise that in some circumstances rewards and incentives can play a role in promoting good school attendance by recognising pupil achievement, especially where attendance improves through a pupil's actions to overcome barriers to attendance. It is important to ensure that any such rewards and incentives are applied fairly and that they do not discriminate against either groups or individual students. W will pay careful consideration to the Equality Act 2010 to ensure that individuals with protected characteristics are not discriminated against.

Rewards that may be used in school include:

- Attendance certificates
- Attendance Postcards
- Achievement Breakfasts
- Recognition Awards
- Attendance Trophy
- Reward Trips and activities

We are conscious, as an academy, that sometimes absence is unavoidable. And in our approach toward rewarding and recognising attendance we aim to ensure we are not inadvertently penalising those whose absence was unavoidable. This includes recognising improved attendance; attending on 'every day possible' and looking at individual attendance records when deciding who needs to be recognised.

Appendix 1 - Coding

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school

M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school

Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	<p>Pupil is unable to attend as they are:</p> <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes

O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2 - Removing Barriers Flowchart

[\(from Working Together to Improve School Attendance\)](#)

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

Expect

Aspire to high standards of attendance from all students and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

Monitor

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

Listen and understand

When a pattern is spotted, discuss with students and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

Facilitate support

Remove barriers in school and help students and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

Formalise support

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.

Enforce

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

Appendix 3 – Tiers of Activation and Escalation

We believe that all stakeholders should be clear with regards to what to expect should a student's attendance fall below our attendance thresholds.

Working together to improve school attendance (September 2022) makes clear that all parties; including schools, parents, multi-academy trusts and local authorities should place a strong emphasis on school attendance. We consider each students' previous year's attendance before determining when to activate our attendance procedures (known as our 'tiers of activation and escalation')

All students are expected to attend every session but where a student's attendance falls below our thresholds of 95%, or if anomalous patterns of attendance are discovered, our attendance procedures will be instigated according to the tiers of activation and escalation shown in the table below:

Tiers of Activation and Escalation			
Attendance Category	Descriptor	When attendance procedures will be activated	Tier at which the attendance procedures will be activated
A – Good Attenders (GA) Students who attended the school well.	Those students with 95% + cumulative attendance the previous academic year	After October half-term but only if student attendance drops below our threshold of 95% attendance.	Stage 1 Attendance team monitoring
B – Regular Attenders (RA) Students who attended the school regularly.	Those students with 90-95% + cumulative attendance the previous academic year	Immediately but only if student attendance drops below our threshold of 95% attendance.	Stage 1 Attendance team monitoring
C – Persistently Absent (PA) Students who were persistently absent.	Those students with attendance below 90% cumulative attendance for the previous academic year	Immediately but only if student attendance drops below our threshold of 95% attendance.	Stage 2 Head of Year Monitoring
D – Severely Absent (SA) Students who were severely absent.	Those students with attendance below 50% cumulative attendance for the previous academic year	Immediately but only if student attendance drops below our threshold of 95% attendance.	Stage 3 Formal Attendance Support Plan

Once our policy is activated according to the table above, students are placed on a four-week attendance monitoring plan.

For students with above 95% attendance in the previous academic year our attendance procedures will not be used until after October half term (unless there are unusual patterns and/or repetitive absences). However, for students who had less than 95% attendance in the previous academic year, our procedures are activated immediately if there is an absence in September or October that drops a student's attendance to below 95%.

It should be noted that any session missed during an attendance monitoring plan will trigger the next response in our policy. At each stage, a four-week monitoring period is instigated, with a single day off in these periods triggering a further escalation through our policy.

As we strive for all students to get to good attenders, our escalation route is ordinarily as follows:

Students who previously attended the school well, whose attendance subsequently falls below 95% after October half term, will be placed on a four-week attendance monitoring plan with the attendance manager (or equivalent). A letter will be sent home to parents/carers.

Should the student attend every session within this monitoring period, a celebratory letter home will be sent and the attendance monitoring plan will cease. We will always endeavour to support letters with calls to parents to add relevant context too.

Any session missed during an attendance monitoring plan with the attendance manager will trigger the next response in our policy. At this point there will be an escalation to a 4-week support plan with a more senior colleague (e.g., the student's Head of Year).

Should the student attend every session within the monitoring period with their Head of Year then their cumulative attendance will normally be restored to above 95% and no further action will be taken. As in the scenario above, a celebratory letter will be sent home and the plan will cease. However, if the cumulative attendance subsequently drops back below 95% at any point in the near future then the student will move back to a period of monitoring and repeat this same stage and begin another 4-week support plan with their Head of Year.

All stakeholders should be clear that should any session be missed during an attendance support plan with this senior colleague, then further escalation ensues, with the student moving to a final 4-week support plan. This formal attendance case conference with the Attendance Manager is the final opportunity for the student to complete 4 full weeks of attendance. Students must not miss any sessions whilst on this plan. Again, a letter will be sent home to confirm the success of this stage if this is applicable. However, if the student is subsequently absent again in the near future a further 4-week support plan will commence and this stage will be repeated with the Attendance Manager.

If sessions are missed whilst on a 4-week monitoring plan to the Attendance Manager then referrals will be made to the Senior Attendance Champion and the Local Authority Education Welfare Officer, particularly if cumulative attendance is below 90%. The local authority could take action which includes, but is not limited to, issuing parenting contracts, issuing fixed penalty notices or pursuing prosecution towards potential educational supervision orders or other court sanctions.

The information presented above articulates the response for those students who previously attended the academy well (Category A- Good Attenders).

For those students who fall into attendance categories B, C or D, our policy is activated immediately if required and the previous table shows the stage at which the policy can be activated. The escalation pathway is the same, all that may differ is the tier at which some students enter our procedures; as determined by their attendance category from the previous academic year.

Once again, and irrespective of the tier entered, any session missed during any attendance monitoring plan will trigger the next response in our policy. At each stage, a four-week monitoring period is instigated, with a single day off in these periods triggering a further escalation through our policy. Similarly, should the student attend every session within this monitoring period, a celebratory letter home will be made and the attendance monitoring plan will cease. We will always endeavour to support letters with calls to parents to add relevant context too

Appendix 4 - Thresholds and Interventions based on support first model.

Universal Support Offer: In place for all students	
School support and intervention	Role of student and family
<ul style="list-style-type: none"> Create positive and safe learning environments Create a sense of belonging and community connection A varied and ambitious curriculum that will be offered to all that offers academic challenge Access to a wide variety of personal development opportunities to develop character and resilience Students will be recognised within the school's reward system. Enhanced form tutor curriculum Class Teacher / Form Tutor will be responsible for all supporting students at this level and for encouraging them to maintain their high standards of attendance throughout the year Monitoring daily attendance and punctuality 	<ul style="list-style-type: none"> Attend school regularly Be punctual to school and lessons Engage actively in lessons and all opportunities Recognise personal achievements Establish clear morning routines to ensure child is ready and equipped for school Communicate concerns with the school
Tier 1 Absence Response – Attendance Team Monitoring	
Activated when attendance drops below 95% for students in Categories A and B based on previous year's attendance.	
School support and intervention	Role of student and family
<ul style="list-style-type: none"> Monitoring letter sent home and 4-Week monitoring period begins. Attendance reviewed internally at the weekly attendance meeting Universal support as outlined above remains in place 	<ul style="list-style-type: none"> Attend school 100% of the days during the 4-Week monitoring period Other expectations outlined above remain in place
Tier 2 Absence Response – Head of Year Engagement and Monitoring	
Activated when attendance drops below 95% for students in Category C based on previous year's attendance, or if there is any period of absence during the 4-Week Tier 1 monitoring period.	
School support and intervention	Role of student and family
<ul style="list-style-type: none"> As above and including the following targeted intervention and support: 1:1 Attendance Meeting held between the Head of Year and student to identify any current issues that may be affecting attendance. Contact home from HOY to parents/carers to discuss barriers to attendance. Early Help referral offered via letter and phone call Appropriate reasonable adjustments and referral to internal school support initiatives and external agencies where required 	<ul style="list-style-type: none"> Attend school 100% of the days during the 4-Week monitoring period Work with school to identify child and family barriers to attendance Proactively engage with any and all support offered to prevent the need for more formal support Communicate effectively with the school regarding any absences Co-create and participate in any targeted interventions Recognise personal achievement Engage in all that school has to offer

<ul style="list-style-type: none"> • Morning meet and greet on the door from key pastoral staff to celebrate daily attendance • Improvements in attendance recognised and celebrated • Formal monitoring from the Head of Year with weekly discussion and review via the weekly attendance meeting 	
<p align="center">Tier 3 Absence Response – Formal Attendance Support Plan Activated when attendance drops below 95% for students in Category D based on previous year's attendance, or if there is any period of absence during the 4-Week Tier 2 monitoring period.</p>	
School support and intervention	Role of student and family
<ul style="list-style-type: none"> • Formal Attendance Support plan agreed with child and family • Early Help referral strongly encouraged • Barriers and support clearly identified • Referrals to services and support such as EBSA will be made where required • Offer specialized assessment and service for any student with complex needs • Appropriate reasonable adjustments and referral to internal school support initiatives and external agencies • Formal monitoring via the Attendance Support Plan with a member of the Attendance or Pastoral Team. This will be regularly reviewed with family • Appropriate reasonable adjustments and referral to internal school support initiatives and external agencies as required • Improvements in attendance recognized and celebrated • Morning meet and greet on the door from key pastoral staff to celebrate daily attendance 	<ul style="list-style-type: none"> • Attend school 100% of the days during the 4-Week Attendance Support Plan monitoring period • Work with school to identify child and family barriers to attendance • Proactively engage with all support offered to prevent the need for more formal support • Communicate effectively with the school regarding any absences • Co-create and participate in any targeted interventions • Recognise personal achievement • Engage in all that school has to offer
<p align="center">Referral to Local Authority Education Welfare Officer and School Senior Attendance Champion Activated if attendance fails to improve during the four-week Formal Attendance Support Plan monitoring period.</p>	
<p>If sessions are missed whilst on a 4-week monitoring plan to the Attendance Manager then referrals will be made to the Senior Attendance Champion (Deputy Head for Inclusion and Attendance) and the Local Authority Education Welfare Officer, particularly if cumulative attendance is below 90%. The local authority could take action which includes, but is not limited to, issuing parenting contracts, issuing fixed penalty notices or pursuing prosecution towards potential educational supervision orders or other court sanctions.</p>	

All pupils	Pupils at risk of persistent absence	Persistently absent pupils	Severely absent pupils	Pupils with lower attendance than peers	Support for students with SEND with poor attendance	Support for pupils with a social worker	Monitoring
Parents are expected to:	Parents are expected to:	Parents are expected to:	Parents are expected to:	Parents are expected to:	Parents are expected to:	Parents are expected to:	Parents are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible</p>	<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 to prevent the need for more formal support.</p>	<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>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>	N/A	<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>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>Schools regularly update parents on their child's attendance.</p>

1 Support First	2 Notice to Improve	3 First Action (£80)	4 Second Action (£160)	5 Final Action
<p>Stamford Park Trust school adopts a 'support first' based approach.</p> <p>All families will be offered support to break down in-school and out-of-school barriers to attendance in line with our Graduated Approach.</p> <p>This offer will include, Attendance Letters, telephone calls, home visits, Head of Learning, Meetings, Early Help, Parenting Contracts and other interventions as appropriate.</p> <p>If your child has been experiencing any problems that might be affecting their attendance or punctuality, then please contact the school to discuss the support that can be provided in partnership with you, so that we can work together to improve attendance.</p>	<p><u>Sporadic Absence:</u></p> <p>Issued for 10 sessions of unauthorised absence over a 10-week period. Families are offered a 6-week period to improve their attendance and engage with support.</p> <p>A Notice to Improve does not need to be issued where support is not appropriate or where parents are deliberately avoiding the above threshold being met.</p> <p>Where it is clear that improvement is not being made, it may be appropriate to issue a penalty notice before the improvement period has ended.</p> <p><u>Holidays</u></p> <p>Not used for unauthorised holidays taken in term time.</p>	<p><u>Sporadic Absence:</u></p> <p>Issued for 10 sessions of unauthorised absence over a 10-week period.</p> <p><u>Holidays</u></p> <p>Issued for a first unauthorised holiday taken in term time.</p> <p>PENALTY: £80 per pupil, per parent if paid within 21 days. £160 up to 28 days.</p> <p>If unpaid within 28 days, it will proceed to court.</p>	<p><u>Sporadic Absence:</u></p> <p>Issued for second period of 10 sessions missed over a 10-week period within a 3-year rolling time frame.</p> <p><u>Holidays</u></p> <p>Issued for a second unauthorised holiday taken in term time over a 3- year period.</p> <p>PENALTY: £160 per pupil, per parent.</p> <p>If unpaid within 28 days will proceed to court.</p>	<p>A weekly panel will meet to decide appropriate next steps for pupils who reach this stage of the escalation pathway.</p> <p>Options include: Police And Criminal Evidence (PACE) Face to Face PACE by Post Direct Prosecution Section1 Direct Prosecution Section 1a Formal Caution No Further Action</p> <p>Pupils coming into this stage of the pathway for a second or multiple times will be taken to multi-agency panels such as Early Help Allocations for Advice & Guidance</p>


Three Year Rolling Period

Appendix 7: Application for Exceptional Leave of Absence During Term-Time

If you would like to apply for permission for your child to be absent from school you must complete this form and return it to the school for authorisation **10 DAYS IN ADVANCE** of the proposed leave wherever possible. Using the form, please state the **exceptional circumstances** that require you to apply to take your child out of school during term-time instead of making arrangements for the proposed activity to take place during the school holidays. The cost, convenience or availability of a particular holiday will not be taken into consideration.

Parents/carers do not have the right to take their child out of school during term-time. By law, you must ask permission for exceptional leave of absence during term-time. If you take your child out of school without authorisation you risk receiving a fixed penalty fine. **The penalty is £80 if paid within 21 days, doubling to £160 if paid between 22 – 28 days and applies per parent per child for which permission has been refused or was not sought. If the fine is not paid, parents will be reported for prosecution.** All secondary schools in the Stamford Park Trust have agreed to follow a common policy on absence during term time. Good attendance leads to improved outcomes for your child.

TO BE COMPLETED BY PARENT / CARER			
Surname of child:		First name:	
Year Group:		D.O.B.:	
Surname of parent/carer:		First name of parent/carer:	
Address of child(ren):		Telephone number(s):	
Postcode:			
Reason:			Information provided by parent / carer will be checked by school
Would (s)he miss any national tests of examinations?			Yes No
Is her / his attendance already below 97%?			Yes No
Is the requested absence during the month of September?			Yes No
Would (s)he be absent for more than 10 school days?			Yes No
Has (s)he already had leave during term-time this academic year?			Yes No
Has your son/daughter already had a leave of absence request authorised this academic year?			Yes No
Does your child have any siblings at our academy for which you are requesting leave of absence?			Yes No
Does your child have any siblings at another school for which you are requesting leave of absence? If Yes please state the name of the school (s)			Yes No
If this request is approved, will his / her absence exceed 10 days in this school year?			Yes No
Is the request for a religious observance?			Yes No
Length of absence requested		From (date):	To (date):
Parent / carer signature:			

TO BE COMPLETED BY SCHOOL					
Further information required:				Yes	No
Head of School's comment:					
Signed:	Name:	Designation:	Approved:	Yes	No