

Boscastle Community Primary School



Attendance and Absence Policy

To be Approved by:	Full Governing Body
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1. Aims

At Boscastle School we believe good attendance is essential for pupils to get the most out of their school experience. Pupils cannot achieve their full potential if they do not regularly attend school.

We understand that barriers to attendance can be 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. At the heart of what we do is helping children feel that they belong in school, through helping them to feel safe, welcome, valued, that they have an important role to play and something to contribute.

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 such as pupil premium – can have on improving pupil attendance.

We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Ensuring this attendance policy is clear and easily understood by staff, pupils and parents.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- [Adopting a support-first approach, working collaboratively with families to identify and remove barriers to attendance before considering enforcement measures where appropriate.](#)
- Building strong relationships with families to overcome barriers to attendance.
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.
- 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.

2. Legal Framework

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

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)

- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

It also refers to:

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

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Complaints Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

3. Roles and responsibilities

The governing board is responsible for:

- Setting high expectations of the headteacher, staff, pupils and parents/carers
- Making sure the headteacher fulfils expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping the headteacher focus improvement efforts on individual pupils or cohorts who need it most
- Working with the headteacher 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 the headteacher to develop a comprehensive action plan to improve attendance
- Making sure staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers

- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy
- Having regard to Keeping Children Safe In Education when making arrangements to safeguard and promote the welfare of children
- Making sure dedicated training is provided to staff with a specific attendance function in their role including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy

Tim Ferrett is the link governor responsible for monitoring attendance.

The headteacher is responsible for:

- The implementation of this policy at the school
- Leading, championing and improving attendance across the school, with a clear vision for improving and maintaining good attendance
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers.
- Monitoring and analysis of school-level absence data and reporting it to governors. Benchmarking attendance data to identify areas of focus for improvement
- Monitoring the attendance of individual pupils
- Providing regular attendance reports to school staff and the governing board
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff. Monitoring the impact of any implemented attendance strategies
- Liaising with pupils, parents/carers and external agencies, to improve attendance
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues with targeted intervention, including specific support approaches for attendance of pupils with SEND and/ or disabilities,
- Working with local authority attendance/ education welfare officers (EWO) to tackle persistent absence. Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Issuing fixed-penalty notices, where necessary.

Staff are responsible for:

- Following this policy and ensuring pupils do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.
- Where designated, taking the attendance register at the relevant times during the school day.

Pupils are responsible for:

- Attending school every day on time.

Parents are responsible for:

- Ensuring children attend school every day.
- Ensuring children arrive at school on time between **08.40 and 08.50** and are ready to start lessons at **08.50**.
- Providing the school with more accurate, up-to-date contact details and more than one emergency contact number. Updating the school if their details change.
- Contact the school (either via School Gateway messaging system, email or phone call) to report their child's absence by **09.00** on the first day of absence and each subsequent day.
- Proactively seek support, where necessary, for maintaining good attendance by contacting the headteacher and engaging with any support offered by the school and the local authority to improve attendance.
- Requesting leave of absence only in exceptional circumstances, and in advance.
- Booking any medical appointments outside school hours, where possible.

The **Local Authority Attendance Officer** is responsible for:

- Supporting the headteacher in monitoring attendance and to discuss [concerns in termly Targeted Support Meetings \(TSMs\)](#).
- Provide support for school and families to improve attendance.

4. Attendance expectations

The school has high expectations for pupils' attendance and punctuality, and ensures that these expectations are communicated regularly to parents and pupils.

The school's attendance target for all children to achieve is **96%** with attendance **between 95 – 99%** seen as good attendance and **over 99%** seen as excellent attendance.

A level **under 95%** is not considered to be regular attendance.

Any child who has attendance **under 90%** is classified as a 'persistent absentee' (PA)

Pupils will be expected to attend school punctually every day they are required to be at school, for the full day.

The school opens at **08.40** and the school day starts at **08.50**, and pupils will be in their classroom, ready to begin lessons at this time; therefore, pupils will be expected to be on the school site by **08.45**. Pupils will have a morning break from **10.30 to 10.50**, and a lunch break from **12.30 to 13.30**.

Registers will be taken as follows throughout the school day:

- The morning register will be taken at **08.50**. Pupils will receive a late mark if they are not in their classroom by this time.
- The morning register will close at **09.20**. Pupils will receive a mark of absence if they arrive after this time.

- The afternoon register will be marked at **13:30**. Pupils will receive a mark of absence if they are not present.

Notification of absence procedures

Parents will be required to contact the school office via telephone before **09:00** on the first day of their child's absence – they will be expected to provide an explanation for the absence and an estimation of how long the absence will last, e.g. one school day.

Where a pupil is absent, and their parent has not contacted the school by the close of the morning register to report the absence, administrative staff will contact the parent by text or telephone call as soon as is practicable on the first day that they do not attend school.

The school will always follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

Where a pupil has a pattern of frequent illness absence, the school may meet with parents to explore support strategies, reasonable adjustments and any underlying barriers to attendance.

5. Recording attendance

The school's admission register and daily attendance registers are kept in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

The school uses SIMS (Schools Information Management System) to keep attendance registers place all pupils onto this register.

The register is an accurate reflection of a pupil's attendance and a legal document which may be used as evidence in court.

The decision on whether to authorise an absence rests with the headteacher.

A staff member takes the attendance register at the start of each morning session of each school day and once during each afternoon session. On each occasion they record whether each registered pupil is physically present in school or, if not, the reason they are not in school by using the appropriate national attendance and absence codes from regulation 10 of the School Attendance Regulations 2024 (See appendix B for the DfE attendance codes).

The office staff will make any notes on the register with details of the reason for the absence.

Every entry received into the attendance register will be preserved for three years.

The school will regularly inform parents / carers about their child's attendance and absence levels through written reports.

The school will share information from the school register with the local authority, including:

- Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
- Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
- Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

6. Punctuality and lateness

The school day starts as soon as pupils arrive at school with the gate closing at **08.50**.

Pupils who arrive after this time will be recorded as late to school (L code).

The registers close at **09.20** and after this time lateness is recorded as an unauthorised absence (U code).

Parents are also expected to sign the 'Late Book' to record their child's arrival time and the reason for the lateness.

Where there is a concern regarding repeated lateness the school will make verbal contact with parents/ carers. If concerns persist the headteacher will inform the parents of the minutes lost over a determined period and meet with parents to look at how the school, and external agencies can support the family.

7. Types of Absence

Every half-day absence from school has to be classified by the school (not by the parents), as either **AUTHORISED or UNAUTHORISED**. This is why information about the cause of any absence is always required.

Authorised absences are mornings or afternoons away from school for an unavoidable reason like illness/medical appointments which unavoidably fall in school time, emergencies, or other unavoidable cause. However, the school encourages 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.

Unauthorised absences are those which the school does not consider reasonable and for which no "leave" has been given. This type of absence can lead to the Local Authority using sanctions and/or legal proceedings. Examples of this type of absence include:

- Parents/carers keeping children off school unnecessarily
- Truancy before or during the school day
- Absences which have never been properly explained or where supporting evidence has not been received
- Children who arrive at school too late to get a mark
- Shopping, looking after other children or birthdays
- Day trips and holidays in term time.

The parents of any pupil who has attendance below **95%** may be asked to provide medical evidence. Any problems with regular attendance are best sorted out between the school, the parents, and the child. Some children may be reluctant or anxious about attending school. It is important that parents are open with the school about reasons for absence.

Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, transition to secondary school or variable moods. It is important to note that these pupils are still expected to attend school regularly - in many instances, attendance at school may serve to help with the underlying issue as being away from school might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attending in future.

Leave of absence

Only the headteacher can grant a leave of absence when a pupil needs to be absent from school with permission. Headteachers are expected to restrict leaves of absence to the specific circumstances set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024. These circumstances are:

Taking part in a regulated performance or employment abroad: in line with a license issued by a local authority or Justice of the Peace or a body of persons approval (BOPA). (Code C1)

Attending an interview: for entry into another educational institution or for future employment where requested in advance by a parent the pupil normally lives with.

A temporary, time-limited part-time timetable: where the pupil is of compulsory school age, both the parent who the pupil normally lives with and school agree the pupil should temporarily be educated on a part-time basis for exceptional reasons and have agreed the times and dates when the pupil will be expected to attend school as part of that timetable.

Exceptional circumstances

Only the headteacher can grant a leave of absence for other exceptional circumstances at their discretion.

All applications should be made in writing using the Request for Leave of Absence form to the headteacher at least 20 school days prior to the requested leave date.

The headteacher is then expected to consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request.

If a leave of absence is granted, it is for the headteacher to determine the length of authorised time the pupil can be away from school.

Unauthorised absence

The DfE does not allow leave of absence to be granted for a pupil to take part in protest activity during school hours. The DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance.

Taking holidays in term time will affect a child's schooling as much as any other absence and parents are expected to help schools by not taking children away in term time. Any savings parents think they may make by taking a holiday in school time are offset by the cost to a child's education.

The headteachers in the local authority work together and seek advice to ensure consistency and fair implementation of the policy across the county. Where the decision is made not to authorise leave in term time, school will inform parent/carers in writing.

On any occasion that school refuses a request for leave in term time, should a parent/carer proceed with the leave it will be recorded as code (G) (family holiday not agreed or in excess of agreement), on the school's register.

Where a leave of absence has been unauthorised, penalty notices will be considered in line with Cornwall Council's Code of Conduct for issuing Penalty Notices in respect of unauthorised absence or children present in a public place whilst excluded from school. The first leave of absence penalty notice will require the parent to pay £80 within 21 days, or £160 within 28 days.

In the case of repeated fines, if a parent receives a second fine for the same child within any three-year period, this will be charged at the higher rate of £160. Fines per parent will be capped to two fines within any three-year period. Once this limit has been reached, other action like a parenting order or prosecution will be considered. Please, see appendix .

Illness

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

Where the absence is longer than 5 days or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

Healthcare appointments

Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents will be expected to obtain approval for their child's absence to attend such appointments as far in advance as is practicable. Parents will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment.

Religious observance

Parents will be expected to request absence for religious observance at least two weeks advance.

The school will only accept requests from parents for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school will define this as a day where the pupil's parents would be expected by an established religious body to stay away from their employment to mark the occasion.

The school may seek advice from the religious body in question where there is doubt over the request.

Gypsy, Roma and Traveller absence

Where a pupil's parent belongs to a community covered by this code and is travelling for occupational purposes, the parent will be expected to request a leave of absence for their child at least two weeks in advance. Absences will not be granted for pupils from these communities under this code for reasons other than travel for occupational purposes.

SEND and health related absences

The school 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 procedures to support pupils who find attending school difficult.

In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for pupils to reduce barriers to attendance, in line with any EHCPs or Learning plans that have been implemented. The school will seek to secure additional support from external agencies to help improve attendance, where appropriate.

[Emotionally based school avoidance and attendance difficulties should be addressed through support, early intervention and multi-agency working wherever appropriate.](#)

~~Where the school has concerns that a pupil's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue with the headteacher and school's mental health lead and explore support which may be required.~~

Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the Headteacher as Designated Safeguarding Lead and the Child Protection and Safeguarding Policy will be followed.

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.

The school will incorporate an action plan to help any pupils with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the pupil is attending school as normal and there has been signs of significant improvement.

To support the attendance of pupils with SEND and/or health issues, the school will consider:

- Holding termly meetings to evaluate any implemented reasonable adjustments.
- Incorporating a pastoral support plan.
- Using an external specialist.

- Enabling a pupil to have a reduced timetable.
- Ensuring a pupil can have somewhere quiet to spend lunch and breaktimes.
- Implementing a system whereby pupils can request to leave a classroom if they feel they need time out.
- Temporary late starts or early finishes.
- Phased returns to school where there has been a long absence.
- Small group work or one-to-one lessons, if required.
- Tailored support to meet their individual needs.

Pupils missing from school

Pupils will not be permitted to leave the school premises during the school day unless they have permission from the school. The following procedures will be taken in the event of a pupil going missing whilst at school:

- The member of staff who has noticed the absent pupil will inform the headteacher immediately
- The administrator will also be informed as they will act as a point of contact for receiving information regarding the search
- A member of staff will stay with the rest of the class, and all other available members of staff will conduct a thorough search of the school premises as directed by the headteacher
- The following areas will be systematically searched:
 - All classrooms
 - All toilets
 - All sheds, including the PE shed
 - The school grounds
- Available staff will begin a search of the area immediately outside of the school premises, and will take a mobile phone with them so they can be contacted.
- If the pupil has not been found after 10 minutes, then the parents of the pupil will be notified
- The school will attempt to contact parents using the emergency contact numbers provided
- If the parents have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted.
- The absent pupil's teacher will fill in an incident form, describing all circumstances leading up to the pupil going missing
- If the absent pupil has an allocated social worker, is a looked-after child, or has any SEND, then the appropriate personnel will be informed
- When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well
- Parents and any other agencies will be informed immediately when the pupil has been located

The headteacher will take the appropriate action to ensure that pupils understand they must not leave the premises.

The headteacher will carry out a full investigation and will draw a conclusion as to how the incident occurred. A written report will be produced, and policies and procedures will be reviewed in accordance with the outcome where necessary.

8. Following up Absence

If any child we expect 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
- Ensure that there are two sets of emergency contact details for each pupil wherever possible to ensure the school has additional options for getting in touch with adults responsible for a pupil where the pupil is absent without notification or authorisation.
- Ensure schools safeguarding protocol and process is followed
- Identify whether the absence is authorised or not
- Identify the correct attendance code to use
- Message or telephone all contacts on the first day of absence to follow up on unexplained absences

9. Strategies for promoting good attendance

Achieving a pattern of regular attendance is everybody's responsibility – parents, pupils and all members of school staff. At Boscastle School we are committed to provide children with the 'tools' they need to confidently attend school. We work hard to cultivate strong, respectful relationships with parents and families to ensure their trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. We will support families through a number of strategies:

- The most vital part of encouraging good attendance is to ensure that the school is a place to which the children want to come, that the school is a place where the children are treated with respect and feel valued, a place where their needs are recognised and are being addressed; a place where all children can experience success within a rich, relevant and diversified curriculum.
- It is clear that children alone cannot ensure their regular and punctual attendance at school. From the outset, parents are encouraged to take an active interest in the work of the school and to build and support their children's enthusiasm for attending school.
- All staff make children aware of the importance of good attendance and children are praised.
- School staff will speak with parents to discuss the reasons behind non-attendance and or lateness. The school will endeavour to make reasonable adjustments to support parents and children, for example, staggered drop-offs and the early morning nurture group to support the child with the transition between home and school.
- Sharing expectations and the importance of regular attendance with parents through newsletters, parent meetings and on the school website.
- Each child's attendance record is shared with the parents as part of annual written reports, as well as termly updates and attendance is discussed at parent meetings. It follows that individual records of attendance are kept and are passed onto subsequent schools.
- The school will acknowledge outstanding attendance and punctuality by presenting pupils with termly Attendance Certificates for attendance above 95% and to those whose attendance has significantly improved.

10. Monitoring Attendance

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern
- Share specific pupil information with the DfE and local authority on request.

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

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average to identify areas of focus for improvement, and share this with the governing board.

Analysing attendance

The school will:

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

Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families
- Provide regular attendance reports to class teachers and other school leaders, to facilitate discussions with pupils and families
- Monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

11. Reducing persistent and severe absence

Persistent absence is where a pupil misses **10%** or more of school.

Severe absence is where a pupil misses **50%** or more of school.

Reducing persistent and severe absence is central to our strategies for improving attendance.

[Attendance support plans may be implemented for pupils at risk of persistent absence, setting out](#)

identified barriers, agreed actions, review dates and success criteria developed jointly with parents and, where appropriate, the pupil.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - o Discuss attendance and engagement at school
 - o Listen, and understand barriers to attendance
 - o Explain the help that is available
 - o Explain the potential consequences of, and sanctions for, persistent and severe absence
 - o Review any existing actions or interventions
- Provide access to wider support services such as the school nurse, Early Help Hub.
- Implement sanctions, where necessary

The school will use a number of methods to help support pupils to attend school. These include:

- Offering catch-up support to build confidence and bridge gaps.
- Meeting with pupils and parents to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support with regular check-ins to with families to discuss progress and the impact of support.
- Assessing whether an EHCP needs assessment may be required.
- Considering what support for re-engagement might be needed, including for vulnerable groups.

The school will focus particularly on pupils who have rates of attendance below **90%**, and will work with the LA and other agencies to engage all relevant services needed to identify and address the wider barriers to attendance these pupils are facing.

Where a pupil at risk of persistent absence is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care. The school will also bear in mind that the continuation of severe Persistent absence following intervention may, in itself, constitute neglect, and will escalate any concerns in this regard in line with the Child Protection and Safeguarding Policy.

The school will allow sufficient time for attendance interventions and engagement strategies to improve pupils' attendance; however, where engagement strategies to improve attendance have not had the desired effect after one term, the Headteacher will consider:

- Holding a formally recorded meeting with parents
- Working with the local authority to enforce a notice to improve.
- Engaging children's social care where there are safeguarding concerns.

Where the above measures are not effective, the headteacher may issue a fixed penalty notice.

Where attendance still does not improve following a fixed penalty notice, the school will work with the local authority to take forward attendance prosecution.

12. Monitoring and review of the policy

Attendance and punctuality will be monitored throughout the year.

This policy will be reviewed annually by the Governing Body.

Governors will receive regular attendance reports throughout the academic year, including analysis of vulnerable groups, persistent absence, severe absence and the effectiveness of attendance interventions.

Any changes made to this policy will be communicated to all relevant stakeholders.

Appendix A

Definitions - The following definitions apply for the purposes of this policy:

Absence:

- Arrival at school after the register has closed at **09.20**
- Not attending the registered school for any reason

Authorised absence:

- An absence for sickness for which the school has granted leave
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

Unauthorised absence:

- Parents keeping children off school unnecessarily or without reason
- Truancy before or during the school day
- Absences which have never been properly explained
- Arrival at school after the register has closed at **09.20**
- Absence due to shopping, looking after other children or birthdays
- Absence due to day trips and holidays in term-time which have not been agreed
- Leaving school for no reason during the day

Persistent absence (PA):

- Missing **10 percent** or more of schooling across the year for any reason which means attendance is below **90%**

Severe absence (SA):

- Missing **50 percent** or more of schooling across the year for any reason which means attendance is below **50%**

Missing from education

- Not registered at a school and not receiving suitable education in a setting other than a school

Vulnerable groups

There are various groups of pupils who may be vulnerable to high absence and PA, such as:

- Children in need
- Looked After Children (LAC)
- Young carers
- Pupils who are eligible for FSM
- Pupils with English as an Additional Language (EAL)
- Pupils with Special Educational Needs and/or Disabilities (SEND)
- Pupils who have faced bullying and/or discrimination

Who is considered a parent in education law?

Parent' as set out in Section 576 of the Education Act 1996, defines parent to include: natural parents, whether they are married or not; any person or body who has parental responsibility for a child (as defined by the Children Act 1989) and; any person who, although not a natural parent, has care of

a child. Having care of a child means a person with whom a child lives and who looks after a child, irrespective of what their relationship is with said child.

Appendix B

The following codes are taken from the DFE guidance and used to record attendance on the SIMS system:

Present Codes

/ \	present during registration
B	educated off site and taster days and do not fit K, V, P or W codes
K	attending provision arranged by the local authority
L	arrived after the register has started but before it has closed
P	Sporting activity with prior agreement from school
V	educational visit or trip
W	work experience

Absent Codes - Authorised Absences

C	exceptional circumstances
C1	in a regulated performance/undertaking regulated employment abroad
C2	absent due to part-time timetable
D	dual registered
E	suspended or permanently excluded
I	illness (not medical or dental appointments)
J1	job/school/college interview
M	medical or dental appointment
Q	unable to attend because of a lack of access arrangements
R	religious observance (only 1 day allowed, any more coded as C if agreed)
S	study leave
T	parent travelling for occupational purposes
X	non-compulsory school age pupil not required to attend school
Y1	unable to attend due to transport provided not being available
Y2	unable to attend due to widespread transport disruption
Y3	unable to attend due to part of the school premises being closed
Y4	unable to attend due to whole school closure
Y5	unable to attend as pupil is in criminal justice detention
Y6	unable to attend in accordance with public health guidance or law
Y7	unable to attend due to other avoidable cause (must affect the pupil NOT the parent)

Absence Codes - Unauthorised Absence

G	holiday (not agreed)
N	reason for absence not yet established (must be corrected within 5 days) absent in other or unknown circumstances
U	late after register has closed
Z	pupil not yet on register
#	planned whole school closure (eg holidays, INSET)

Appendix C

Attendance and Absence Visual Graphic and definitions

There are 175 non-school days in a year and 190 school days each year					
190 school days for your child's education	7 days absence	10 days absence	19 days absence	28 days absence	47 days absence
	183 days attendance in school	Two weeks absence 180 days in school	171 days in school and the equivalent of a month not in school	162 days in school 85% year on year = 1 year absence during their primary education	143 days in school
100%	96%	95%	90%	85%	75%
Good – best chance of success		Some concern	Worrying	Serious Concern	
Child gets off to a flying start		Harder for your child to make progress		Having a significant impact on your child's education and wellbeing	
Helps their confidence, social development as well as their academic progress		School starts tracking your child's attendance closely.	Your child is now classified as a persistently absent	Legal Action may be taken	
97% or above is considered excellent attendance		Medical evidence may be required to authorise further absences linked to illness	Education Welfare Officer involvement is likely	At 50% your child is classified as 'severely absent'	

Appendix D

Penalty notice information from Cornwall Council

If your child is absent from school without authorisation, you will be committing an offence under the Education Act 1996. We may submit a request to Cornwall Council for a Penalty Notice to be issued, in accordance with Sections 444A and 444B of the said Act. **Penalty Notices are issued per liable parent, per child and each carry a fine of £80 if paid within 21 days or £160 if paid after this but within 28 days.**

If your child is further absent from school without authorisation within any 3-year period, you will be committing a further offence under the Education Act 1996. We may submit a request to Cornwall Council for a Penalty Notice to be issued, in accordance with Sections 444A and 444B of the said Act. **Penalty Notices for a second offence are issued per liable parent, per child and each carry a fine of £160, payable within 28 days.**

Importantly, fines per parent will be capped to two fines within any three-year period. Once this limit has been reached, other action such as a parenting order or prosecution will be considered.

Failure to pay the Penalty Notice may also result in legal action. If you are prosecuted and attend court because your child has not been attending school, you could get a fine of up to £2,500. Cornwall Council may also apply for the costs incurred in taking the matter to Court, including legal costs.

Absence not authorised by the school may also result in a prosecution in the Magistrates' Court under Section 444(1) or Section 444(1A) of the Education Act 1996, leading to a fine of up to £2,500 and/or a custodial sentence. Again, Cornwall Council may also apply for the costs incurred in taking the matter to Court, including legal costs.

Money raised from fines is only used by the local authority to cover the costs of administering the system, and to fund attendance support. Any extra money is returned to the government.



Boscastle Community Primary School

Fore Street, Boscastle, Cornwall, PL35 0AU

Telephone: 01840 250329

secretary@boscastle.cornwall.sch.uk

www.boscastle.cornwall.sch.uk

Headteacher: Mrs Sara Haden

LEAVE OF ABSENCE / EXCEPTIONAL CIRCUMSTANCE LEAVE REQUEST FORM

The law does not grant parents an automatic right to take their child out of school during term time. Any absence from school will disrupt your child's learning. You may consider that a holiday will be educational, but your child will miss out on the teaching that their classmates will receive during your holiday. Attendance is vital to academic success and lost education poses a potential risk of underachievement. This is something we all have a responsibility to avoid.

The Department for Education no longer allows Headteachers to grant any leave of absence during term time unless there are exceptional circumstances. If you consider that your request for absence is exceptional you will need to complete the form attached to this notification. A response will be sent to you as soon as possible. If leave is not authorised and you nevertheless withdraw your child from school, the absence will be recorded as unauthorised absence.



If your child is absent from school without authorisation, you will be committing an offence under the Education Act 1996. We may submit a request to Cornwall Council for a Penalty Notice to be issued, in accordance with Sections 444A and 444B of the said Act. Penalty Notices are issued per liable parent, per child and each carry a fine of £80 if paid within 21 days or £160 if paid after this but within 28 days.

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All requests **must** be completed on this form; letters will not be accepted. This form should be returned to the School Office at least **15 school days** before the start of the absence.

I hope you will support our efforts in raising attendance and attainment at Boscastle School.

Kind Regards

Sara Haden

Sara Haden
Headteacher

APPLICATION BY PARENT/CARER

If you consider an absence during term time to be an exceptional circumstance, please complete this form and return it to the School Office at least **15 school days** before the date you wish to remove your child from school.

Student Name: _____ DOB: _____ Class _____

Home Address: _____

First day of absence: _____ Date of return to school: _____

Total number of days missed: _____ days

Reason for absence: _____

I understand that parents have a duty to ensure their child's regular attendance at school and failure to do so is an offence under Section 444(1) and Section 444(1A) of the Education Act 1996.

Signed: _____ Name: _____

Date: _____

(Please ensure you give at least 15 school days' notice of the proposed absence)

Below to be completed by the school: FAO – Headteacher

Current ATTENDANCE %	Last Year ATTENDANCE %	Comments

☐ **AUTHORISED:**

☐ **UNAUTHORISED:**

Signed Headteacher

Date ____ / ____ / ____

Further Action:

Letter sent / Phone Call / other	Signed: _____	Date: _____
Penalty Notice Request submitted to Cornwall Council	Signed: _____	Date: _____