MANSTON PRIMARY SCHOOL

ATTENDANCE AND MANAGING ABSENCE POLICY

ADAPTED FROM LEEDS CITY COUNCIL'S MODEL POLICY FOR SCHOOLS/ACADEMIES/CLUSTERS/ EDUCATION SETTINGS

Policy reviewed by: James Clay and Kirsty Thorpe
Ratified by Governors – October 2026

Date: October 2026 Review Date: September 2028

This Attendance Policy represents all agencies that work with children and families living within and enrolled at Manston Primary School. It aims to ensure that all parents/carers receive a consistent and clear message about the importance of school attendance and punctuality, the support available and the consequences should poor attendance prevail.

This Attendance Policy is available on the school website and is reviewed and ratified annually by the governing body/board of trustees or as events or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Manston Primary's Mission Statement for Attendance

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

3 P's for Attendance at Manston Primary School

- **PREVENTION –** Ensure that parents/carers understand the importance of good attendance and punctuality and take an interest in their child's education. Encouraged to raise issues/concerns early with SGWO.
- **PUNCTUALITY -** Ensure your child arrives to school on time - being continually late can have a detrimental effect on your child's education.
- **PROMOTION -** Promote an education to children; let them know that they have to make the most of the educational opportunities available to them.

Policy Review date	Date Ratified by governors	Date Shared with staff
September 2028	20/10/26	20/10/26

School Name	MANSTON PRIMARY SCHOOL
Attendance Target	96%
School opens at	8:50am
Registers close at	3:15pm

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1. Contact List

Role / Agency	Name and role	Contact Details
Headteacher	James Clay	James.clay@manston.leeds.sch.uk 0113 264 5445
Attendance Champion SLT	James Clay	James.clay@manston.leeds.sch.uk 0113 264 5445
Attendance Officer	Kirsty Thorpe – Safeguarding and Welfare Officer	Kirsty.thorpe@manston.leeds.sch.uk 0113 264 5445
Governor with responsibility for Attendance	Gale Walton	Gale.walton@manston.leeds.sch.uk
Chair Of Governors	Carly Bower Nick Field	Carly.bowker@manston.leeds.sch.uk Nick.field@manston.leeds.sch.uk
Learning Mentor	An Joul	An.joul@manston.leeds.sch.uk 0113 264 5445
SENDCo	Elisabeth Porter	Elisabeth.porter@manston.leeds.sch.uk 0113 264 5445
School Attendance Service (SAS)	Queries relating to attendance	Schoolattendanceservice@leeds.gov.uk 0113 3785994
Elective Home Education (EHE)	Queries around Elective Home Education	EHE@leeds.gov.uk
Children Missing Education (CME)	Referrals for children missing education	CME@leeds.gov.uk 0113 378 9686
Education Safeguarding Team	Advice / Training / Safeguarding Audit	estconsultation@leeds.gov.uk 0113 3789685

2. Policy Statement

Manston Primary School seeks to ensure that all its pupils receive an education which enables children to have the best possible outcomes, raising their aspirations and empowering them to have choices that will have a positive impact upon their future lives. There is a strong link between good attendance and increased attainment. Pupils who regularly attend school make much better progress socially and academically. Regular attendance enables pupils to adapt better to routines, schoolwork, and friendship groups.

Excellent attendance and punctuality is key to children making progress at school so that they meet expected attainment levels and can achieve their full potential; missing lessons leaves children vulnerable to falling behind. Children attending school every day:

- make better progress, both socially and academically;
- find routines, school work and friendships easier to manage;
- find learning more satisfying;
- enjoy a successful transition between primary and secondary school;
- progress to further and higher education;

- secure training and employment;
- are safe whilst they are not in the care of their parents/carers.

The responsibility of parents/carers to ensure their children go to school and are ready to start the school day is central to the success of this policy. Partnership working is key with parents/carers, schools and agencies working together to ensure all children receive an appropriate education suitable to their needs and that every child can get the best out of the educational opportunities provided.

By working in partnership with parents and other agencies, we ensure that we have clear and robust strategies in place to manage and promote regular attendance for all students at Manston Primary School.

We are committed to a whole school approach to attendance and a partnership relationship with parents and carers.

This attendance policy is part of broader suite of safeguarding policies and should not be viewed in isolation. Safeguarding policies include the Child Protection Policy, Anti-bullying policy and behaviour policy.

3. Aims

3.1 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their responsibilities with respect to Attendance and understand the correlation with safeguarding.
- Parents, carers, and pupils are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality.
- Pupils who achieve attendance and punctuality targets throughout the academic year are recognised and rewarded.

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting 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 pupils have the support in place to attend school and promote parents and carers to take an active role in improving pupils' attendance

We will also promote and support punctuality in attending lessons.

3.2 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, parents, staff, and governors. It is fully incorporated into the whole school ethos and culture.

Our approach includes:

- Key focus on parental engagement and breaking down barriers to overcome
- Safeguarding and Welfare Officer availability
- Open door policy
- Creating a culture of the importance of education
- Multi-agency approach

- Using pupil premium funding to support with public transport use, Cluster Attendance Welfare Service
- Collecting children from home if parents/carers are unable to bring in
- Support and challenge without judgement
- A done *with* not *to* approach
- Extended services provision in place
- Bespoke packages of support available, tailored to individual/family need/s

4. Legislation and guidance

4.1 This policy is based on the Department for Education's guidance, Working together to improve school attendance (July 2026) and any subsequent updates.

This policy also runs alongside the below national guidance and documentation:

- Summary table of responsibilities for school attendance (Aug 2024)
- Guidance for parents on school attendance (DfE)

- It also refers to:
- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools
- Health, safety and wellbeing in schools

4.2 The Education Act 1996 states that:

- All pupils of compulsory school age receive a suitable full-time education by regular attendance at school or otherwise.
- The Local Authority must provide school places to parents who wish their children to be educated at school.
- The school must complete attendance registers at the beginning of the morning session and during the afternoon session.
- The school must report to the Local Authority pupils who are absent for more than ten days without explanation.
- The Local Authority has a duty to ensure that parents fulfil their legal responsibilities.
- Failure by parents to ensure the regular attendance at school of a registered pupil is an offence punishable by law.

Education Act 1996 (legislation.gov.uk) - Part 6
Education Act 2002 (legislation.gov.uk) - Part 3
The Education and Inspections Act 2006 – Part 7
The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)
The Education (Penalty Notices) (England) (Amendment) Regulations 2013

Parents[1] are responsible for making sure that children and young people of compulsory school age (the term after their 5th birthday and onwards) receive a suitable full-time education and attend school regularly[2]. The Supreme Court has clarified that regular school attendance is defined as that which is 'in accordance with the rules prescribed by

[1] Section 576 of the Education Act 1996 defines all parents as being all natural parents, whether they are married or not, any person who has parental responsibility for a child or young person and any person who has care of a child or young person i.e. lives with and looks after the child.

[2] Section 7 of the Education Act 1996

the school'[3] at the setting at which they are registered, or at a place where alternative provision is provided for them.

If a child or young person of compulsory school age fails to attend school regularly those with parental responsibility may be guilty of an offence and can be prosecuted by the local authority[4]. This means that local authorities with schools have legal powers to use parenting contracts, penalty notices, parenting orders and education supervision orders to address poor school attendance. In addition to these powers, local authorities and schools can develop other practices to improve attendance.

Head teachers are not allowed to authorise any requests for children to be taken out of school for a holiday during term time as the legislation only permits absence to be granted in 'exceptional circumstances'[5] .

The law requires that all schools must take an attendance register to record children's attendance at school and the nature of any absence.

5. Partnership Expectations

5.1 The government has clear expectations[6]:

of parents:

- to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly;
- to ensure their children are punctual to their lessons.

of schools and, when necessary, in partnership with the local authority:

- ensure every pupil has access to full time education to which they are entitled;
- monitor pupils' attendance on a sessional (morning and afternoon) basis;
- act early to address patterns of absence;
- reduce absence including persistent absence (less than 90% attendance);
- provide evidence to the local authority where pupils have persistent and poor attendance and when legal action is required.

What the school expects of our pupils
That pupils attend regularly on time and ready to learn
Pupils are prepared for the day with appropriate equipment
Pupils who arrive after registration time report to the office
Pupils tell a member of staff if there is any problem which may prevent them from attending school
What the school expects of parents/carers
Ensure that their children attend school regularly and on time to fulfil their legal responsibility
Notify school on the first day of absence and provide reason for absence
Complete a request form for absence in term time for **exceptional** circumstances
Supply medical evidence when required
Ensure all parental and child contact details are up to date
Provide school with two emergency contact details
Speak to relevant members of staff if they know of any problem which may prevent their child/ren from attending

[3] Leeds City Council, April 2017. What you need to know if you have received a penalty notice for unauthorised holidays in school term time. Frequently asked questions. www.leeds.gov.uk

[4] Section 444 of the Education Act 1996 Section 444

[5] Education (Pupil Registration) (England) (Amendment) Regulations 2013

[6] Department for Education School Attendance November 2016

What the parents/carers can expect from the school
A broad, balanced education
Encouragement and rewards for good attendance and punctuality at school
Prompt action when a problem has been identified
Efficient and accurate recording and monitoring of attendance
Contact with parents and carers on the first day when absence is unexplained
Liaison with officers from the Local Authority from a variety of teams to assist and support families where needed
Regular communication with parents and carers

6 Roles and responsibilities

6.1 **Headteacher**

The Head is responsible for:

- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping children Safe in Education 2026. Keeping children safe in education - GOV.UK (www.gov.uk) and subsequent updates.
- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)
- Ensuring every member of staff knows and understands their responsibilities for attendance.
- Ensuring accurate completion of admission and attendance registers.
- Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and whole school attendance.
- Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Ensuring all staff are aware of any potential safeguarding issues, ensuring joint working between the school, Children's Social Work Services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.
- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring and analysing data and trends.
- Reporting to the Governing Body and Trusts the attendance figures and progress to achieving the set targets.
- Reminding parents of their commitment to this policy.
- Building and modelling respectful relationships with staff, pupils, families, and other stakeholders to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.

- Sharing information on and working collaboratively with other schools in the area/cluster, LAs, and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

6.2 **The School Senior Attendance Champion SLT**

The School Senior Attendance Champion is responsible for:

- Implementing the policy with the Head (this is the role in our school).
- Offering a clear vision for attendance improvement.
- Championing and improving attendance.
- Ensuring the practice that is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes
- Oversight of data analysis -
    - Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes, raising concerns with other agencies like children's social care and early help services which are working with families.
    - Robust school systems are in place which provide useful data at cohort, group, and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
        - children who have a social worker including looked-after children
        - young carers
        - children who are eligible for free school meals
        - children who speak English as a second language
        - children who have special educational needs and disabilities
    - Keeping the Head and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures.
    - Compiling attendance data for the Head, the Governing Body and the Local Authority.
- Ensuring a positive working relationship with the School Attendance Service is fostered, including attending Attendance Targeted Support Meetings.
- Communicating messages to pupils and parents.
- If required, holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.

6.3 **Teaching staff**

Teaching staff are responsible for:

- Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance.
- Implementing the policy and ensuring it is applied fairly and consistently.

- Ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date.
- Reviewing class and individual attendance patterns.
- Informing the school attendance champion/line manager of any concerns.
- Emphasizing with pupils the importance of punctuality and good attendance.
- Reminding parents of their commitment to this policy.
- Building respectful relationships with staff, pupils, families, and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Communicating openly and honestly with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or who are persistently or severely absent to discuss attendance and engagement at school.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Modeling respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:
    - treat pupils with dignity
    - build relationships rooted in mutual respect and observe proper boundaries
    - take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
    - handle confidential information sensitively
    - understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity
    - communicate effectively with families regarding pupils' attendance and well-being
- Rehearse and reinforce attendance and punctuality expectations continually.
- Emphasize the importance of attendance and its impact on attainment.
- Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom.
- Promote rewards and celebrate progress but continue to outline sanctions.
- Apply rewards and sanctions consistently.
- Follow up on absence and lateness with pupils to identify barriers and reasons for absence.
- Contact parents and carers regarding absence and punctuality.
- Review form or tutor group attendance weekly to share data, identify issues, intervene early, and help set targets.
- Periodically review practice and consistency both across and between departments.
- Proactively promote attendance practice as part of staff induction.
- Consider the individual needs and vulnerabilities of pupils.

6.4 **Attendance and pastoral staff**

Attendance and pastoral staff are responsible for:

- Ensuring the recording of attendance and absence data is accurate.
- Ensuring robust day-to-day processes are in place.
- Tracking and following up absence and poor punctuality (implement punctuality routines such as late gate or sign in procedures).

- Providing appropriate support and challenge to establish good registration practice.
- Carrying out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding.
- Identifying any absences that are not explained for each session and contacting parents to understand why, and when the pupil will return to school.
- Where absences are recorded as unexplained in the attendance inputting the correct code as soon as the reason is ascertained, but no later than 5 school days after the session.
- Keeping parents informed on a regular basis of their child's attendance and absence record (this should be communicated to parents in an easy-to-understand format and percentage headlines should be avoided. For example, concentrate on the amount of time missed and the impact on the pupil's learning).
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identifying pupils who need support from wider partners as quickly as possible and making the necessary referrals.
- Undertaking home visits in line with safeguarding responsibilities to engage families and ensure children are safe.
- Identifying and, where possible, mitigating potential barriers to good attendance in liaison with families and relevant support agencies.
- Implementing children missing education (CME) procedures when appropriate.
- Where pupils have additional vulnerabilities, which may require multi-agency meetings trying to arrange those meetings outside of lesson time, where possible.

7 Types of Absence

7.1 In line with legal requirements, attendance at school is recorded on a sessional basis with every morning and afternoon each counting as one session. When a child is absent the school can only classify this as being either **authorised** or **unauthorised absence[7].** However, specific codes relating to absence will; be used as Appendix 2

7.2 Authorised absence

Authorised absence is defined as:

- Genuine illness
- Medical or dental appointment (where possible routine appointments should be arranged out of school time)
- Bereavement – (Headteacher's discretion)
- Religious observance (The day must be exclusively set apart for religious observance by the religious body to which the parents belong)
- Approved leave in term time where there are exceptional circumstances, as agreed by the Headteacher.
- The pupil has a local authority licence to take part in a public performance and the school has granted leave of absence

Following discussion with the Governing Body, the Head Teacher uses multiple criteria when deciding whether requested leave meets exceptional circumstances criteria, including, but not limited to:

[7] Regulation 6 of The Education (Pupil Registration) (England) Regulations 2006).

- **Timing within the academic year**: Take into account if the request falls during essential periods, such as the start of the school year, key stage transitions, end-of-term assessments, or SATs.

- **Family circumstances**: Consider situations such as bereavement, marriage of a close family member, or sudden family crises, including the need to travel for family emergencies.

- **Cultural or religious events**: Determine if the absence request is connected to significant cultural or religious observances not accommodated within standard school holidays.

- **Length and frequency of the requested absence**: Examine whether the duration of the absence, combined with previous leave requests, will result in excessive time missed from school.

- **Previous history of authorised/unauthorised absences**: Review the child's overall history of attendance, including any patterns of unauthorised absences or repeated leave requests for non-essential reasons.

  The school may also seek additional guidance from the local Cluster or LCC attendance team from time to time to inform decisions.

7.3 Unauthorised absence

Unauthorised absence is defined as:

- Being late after the registers have closed - 'U' code
- Staying at home to care for younger children or sick relatives
- Going shopping or having a haircut
- Where no explanation is offered by the parent or carer
- Where the school is not satisfied with an explanation offered
- Special occasions e.g. birthdays/weddings
- Holidays/leave for recreational activities in term time
- Taking the rest of the day off before or after a medical appointment
- Translating for family members
- Visiting sick relatives
- Exceptional term time leave longer than agreed by the Headteacher

8 **Responding to absence**

8.1 Manston Primary School does not endorse any child being removed from school during term-time for a holiday. This is in line with Government legislation[8] which states clearly that schools are not allowed to authorise any requests for children to be taken out of school for a holiday during term time. If holidays are taken without authorisation parents will be liable to pay a fine and/or be prosecuted for non-attendance.

[8] Education (Pupil Registration)(England)(Amendment) Regulations 2013

Manston Primary School use the NHS's "Is my child too ill for school?" guidance to aid parents and carers in making a decision about whether there child can come to school if they are feeling slightly unwell.

For any absence, the pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9am or as soon as practically possible by calling the school office staff.

We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness.
The school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence if the absence is:

- longer than 5 days,
- is for pupils whose attendance is being monitored,
- is for pupils who are persistently or severely absent,
- where the school needs to confirm the authenticity of the illness for documentation or if this is unclear (e.g. other children report child has been on holiday)

We will not ask for medical evidence unnecessarily.

If the school is not satisfied with the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this and given the opportunity to provide further evidence.

Absence can only be granted in 'exceptional circumstances'. To offer a consistent message to all families the school has identified that the activity below would **not** be **classified as exceptional:**

- holidays in term time;
- days-out in term time;
- friend and family celebrations e.g. birthdays, weddings, anniversaries;
- trips with organised groups that children are enrolled with outside of school;
- any activity that can be undertaken out of school hours or at the weekend e.g. Shopping/haircuts.

In exceptional circumstances, the Headteacher may authorise a limited period of absence during term time. Parents/carers wishing to request such leave must complete an *Exceptional Circumstances Request Form* [appendix 3] in advance, providing full details of the circumstances and, where appropriate, any supporting information. Submission of a request does not guarantee that the absence will be authorised. Each application will be considered individually, taking account of the specific circumstances and relevant background to the request.

When reaching a decision, the Headteacher will consider a range of factors, including the nature and significance of the circumstances, the timing and length of the proposed absence, any previous requests for leave and the pupil's existing attendance record. *A strong record of attendance will be an important consideration*, although no single factor will automatically determine the outcome. Decisions will be made on a case-by-case basis and remain entirely at the discretion of the Headteacher. Leave will only be authorised where the Headteacher is satisfied that the circumstances are genuinely exceptional; a holiday or absence primarily for leisure or recreation would not normally meet this threshold.

Manston Primary follows a 6-stage process for challenging and improving attendance [see Section 15]. It should be noted that these 'stages' are not just applicable to one academic year, and can be rolled into the next.

8.2 Response to ill-health

Children should attend school every day unless they are considered too ill to participate in lessons and activity. Manston Primary School wishes to support parents to make the right decision about whether to keep their child off school and advocates that parents follow the NHS guidelines[9] which offers advice around common conditions. The school accepts that there are specific illnesses – vomiting and diarrhoea - that mean a child must not attend school for at least 48 hours after their symptoms have gone.

Manston Primary School expects parents to send their children to school if they are complaining of *feeling* unwell (e.g. coughs, colds, headaches, feeling nauseous). This is because it is highly probable that the child will be well enough to participate in school activities. All schools offer a reassurance to parents that they take seriously their duty of care for children and therefore, should a child's health deteriorate as the school day progresses and the child shows that they are not able to cope with the school day, parents will always be contacted. Parents are expected to arrange any medical appointments outside of the school day. Where this is not possible, children are expected to attend school before and after any appointments. Parents are always required to provide a copy of the written confirmation about these appointments.

8.3 Following up unexplained absence

In line with law and government expectations, notwithstanding the commitment to supporting children to receive their education entitlement, Manston Primary School has identified a response to a range of factors related to attendance.

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Message the parent/carer asking for a reason for the absence.
- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school will leave a message [where possible] and send a text message and email. A home visit may also be made if deemed necessary.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving the local cluster and/or local authority attendance team.

Repeated absences will lead to detailed monitoring by the school attendance staff.

- Targets for improvement will be clear and communicated to pupil and parent or carer.
- School will organise support to remove barriers to regular attendance.
- School will organise meetings with parents or carers to review and improve attendance.

[9] NHS Choices: Is My Child too ill for school? http://www.nhs.uk/Livewell/Yourchildatschool/Pages/Illness.aspx

- If attendance does not improve, school will refer to the local authority for legal action.

8.4 For pupils at risk of persistent absence

- Providing regular attendance reports to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes.
- Initiating and overseeing the administration of absence procedures.
  This should include:
  - letters home
  - attendance clinics
  - engagement with local authorities and other external agencies and partners
  - working with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and finding methods that work and are understood
  - consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures
  - providing regular reports to leaders on the at-risk cohort
  - providing regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils

8.5 For pupils who are persistently absent

- Developing and implementing persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines.
- Identifying tailored intervention which meets the needs of the pupil.
- Leading daily or weekly check-ins to review progress and impact of support, make regular contact with families to discuss progress.
- Liaising with school leaders (designated safeguarding, SENDco and pastoral leads) on referrals to external agencies and multi-agency assessments.
- Coordinating and contributing to multi-agency meetings to review progress and agree on actions.
- Working in partnership with School Attendance Service and other agencies to ensure the appropriate use of statutory parental responsibility measures.
- Providing regular reports to leaders on the impact of action plans and interventions.

8.6 **Working with the Local Authorities School Attendance Service**

- School works in partnership with the statutory School Attendance Service to devise a strategic approach to attendance through Register Checks and Targeted Support Meetings.
- The Headteacher/Senior Attendance Champion (SLT) and the Attendance school staff will meet with an Attendance Improvement Officer from the School Attendance Service when required, to discuss and improve attendance for persistently absent or severely absent pupils.
- Action plans will be developed for persistently and severely absent pupils.
- If parents/carers do not proactively engage with support offered through the action plan, then formal legal intervention may be requested from the School Attendance Service.
  Statutory intervention can include

- Penalty Notices
- Parenting Order
- Education Supervision Order
- Prosecution

8.7 Response to a family in need of additional support

Manston Primary School recognises that family life is challenging; from time to time issues occur that can impact upon a child and/or parents well-being which in turn can negatively affect school punctuality and attendance. Manston Primary School are committed to meeting their statutory responsibility[10] to work with families to clarify the nature of the problem, identify need and determine how best to respond and to do this as early in the life of the problem to prevent issues escalating.

When problems indicate that school alone cannot meet the need, the school will look to work with the local cluster, the local authority and/or other agencies to offer a range of targeted and specialist interventions.

All families are entitled to access this early help and parents/carers are encouraged to share with school any issues they may have as soon as they emerge so that the right, and timely, support can be put in place.

9 Registration

- Registration takes place each morning at 8.50am and each afternoon at 12:45pm (REC). 13:05pm (Y1+Y2). 13:20pm (Y3+Y4) and 13:25pm (Y5+Y6).
- Class teachers will enter a present mark (/) on the register for each pupil present and an absent mark (N) for any pupil that is absent.
- Codes will be changed daily once attendance and reason for any absence has been reviewed by the Safeguarding and Welfare Officer.

Further information on coding, including an explanation of these, can be found in Appendix 2.

10 Responding to lateness

10.1 Being late to school has a significant impact on the amount of learning time lost over a school year. Lateness is monitored by school and letters aimed at improving punctuality will be sent to parents and carers as is needed. Where persistent lateness is an issue the 6-step process above (4.2) will be followed.

Impact of being late for school

Minutes late each day	Number of days of education lost over a year
5 minutes	3.4 days
10 minutes	6.9 days
15 minutes	10.3 days
20 minutes	13.8 days
30 minutes	20.7 days

Manston Primary School views lateness to be as significant as absence. Children arriving late for school, after the register has closed, will receive an unauthorised absence mark for the morning session. That said, lateness is treated in the same way as attendance and, when not addressed, can lead to legal intervention.

10.2 Defining Lateness

In normal school hours of 8:50AM-3:15PM, registers will be closed at 9:20AM, which means that any child who comes to school after this time will receive a 'U' mark, which is a late after the registers has closed, and is counted as an absence mark.

[10] Statutory Guidance Keeping Children Safe in Education (2016)

If your child arrives before the register closes, (between 9AM-9:20AM) they will receive an 'L' mark. The safeguarding and welfare officer will commence attendance proceedings should a child have five or more late marks in a half term – this follows the same 6-stage process aforementioned.

These times are set out as above to encourage prompt attendance and maximise each child's time at school. The above timings also ensure that a high expectation is established and maintained in relation to lateness.

Within school, we hold regular 'late gates'. This is when parents and carers are reminded about expectations about punctuality and the need to be on time. If a child is late, parents and carers are made aware via a late gate text and if they are persistently late throughout the week, then parents/carers are challenged as needed.

11 Response to attendance rates and monitoring attendance

11.1 Manston Primary School believes that a culture of regular attendance starts from an exceptionally early age and therefore this policy advocates the regular attendance of very young children in their pre-compulsory school age settings i.e. in childcare and early learning nursery provision.

Manston Primary tackle attendance use their own Attendance Strategy Grid which can be requested from the Safeguarding Welfare Officer or Head Teacher.

Manston Primary School have defined how it views levels of attendance (table 1) using a Red, Amber, Green (RAG) system.

Attendance %	Response	RAG Rating
96-100	**Excellent.** This will help all aspects of a child's progress and life in school. This will give them a good start in life and support a positive work ethic	**Green**
93-95.9	**Average to good.** There is a threat, if not already happening, that absence is affecting attainment and progress at school. Parent/carers are expected to have a conversation with school staff to discuss this situation and school staff will offer early help.	**Amber 1 [A1]**
90-92.9	**Poor to average.** There is a threat, if not already happening, that absence is affecting attainment and progress at school. Parent/carers are expected to have a conversation with school staff to discuss this situation and school staff will offer early help.	**Amber 2 [A2]**
85-89.9	**Unacceptable to poor.** Absence is causing a **SERIOUS CONCERN.** It is affecting attainment and progress and will be disrupting a child's learning. Permitting absence from school without good reason is an offence by the parent/carer. Only school can authorise absence/ Steps will be taken by school to manage this attendance issue.	**Red 1 [R1]**
84.9 or below	**Unacceptable.** Absence is causing a **SERIOUS CONCERN.** It is affecting attainment and progress and will be disrupting a child's learning. Permitting absence from school without good reason is an offence by the parent/carer. Only school can authorise absence. Steps will be taken by school to manage this attendance issue.	**Red 2 [R2]**

The school and partner agencies will promote a positive message to children and their families about the importance of school attendance using a variety of creative means. Where the attendance of individual children is excellent, schools will seek to reward these

children and includes: praise by the school senior leadership team; recognition in school assemblies and certificates of excellent attendance.

11.2 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

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, and share this with the governing board.

Daily attendance monitoring:

- First day absence text and/or call.
- Home visit for first day of absence if pupil is considered vulnerable (CP, CLA, SEND etc), or second day for all other pupils.
- Importance of attendance mentoring.
- Parents verbally informed of attendance concerns when chasing absence and informed of escalation within attendance policy if this continues.
- Pupil pick-ups may be arranged with attendance mentoring/tracking system conversation actioned by Safeguarding Welfare Officer – Head Teacher informed of this.

Weekly attendance monitoring:

- Teachers acknowledge previous weeks attendance, with discussion and motivation to improve/maintain it.
- Classopoly reward in celebration assembly.
- Parents informed verbally, or in written format depending on stage of monitoring, of attendance concerns when chasing absence, and informed of escalation within attendance policy if this continues.
- Pupil pick-ups may be arranged with attendance mentoring/tracking system conversation actioned by Safeguarding Welfare Officer – Head Teacher informed of this.

Half-termly attendance monitoring:

- Regular review of pupils who are classified as persistent absentees and persistently late by the head teacher and SGWO. Supervision and analysis occurs around this.
- Tiered letters and meeting system to follow up poor attendance planned and actions.
- Regular accountability of HT and SGWO to local governance via monitoring visits and feedback in governors meetings and committees.
- Late gates to challenge poor or persistent lateness

11.3 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

11.4 Using data to improve attendance

The school will:

- Provide regular attendance reports to [class teachers/form tutors], and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

11.5 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents/carers of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance

A child not attending school is a safeguarding matter. If a child is absent it is the parent or carers responsibility to make contact with school as soon as possible and on the first day of absence to provide a reason for the absence.

If a child is absent, the school will follow the 6 Stage Managing School Attendance Process[11] (further on in the policy) as far as deemed necessary and until the child returns to school and attendance improves. This is summarised as follows:

(1) School intervention – communication with parents, monitoring attendance, home-school agreement (a parenting contract) the offer of early help.

(2) Support and guidance request to the cluster or children and family services – the offer of early help to work with the family to resolve issues causing poor attendance.

(3) School attendance panel meeting – with school and parents (and other agencies involved) to find ways of resolving on-going attendance issues.

(4) Case transfer to the local authority's Strategy Attendance Team – when there is persistent absence[12] the school pass information to the local authority to consider the attendance issue – this includes sharing evidence of the range of support offered to support the parent(s) to improve attendance.

[11] Manston Cluster 6 Stage Managing School attendance process. Copies available from schools or by contacting manson.primary@leeds.sch.uk

[12] School-age pupils are **persistent** absentees if they miss more than 10% of their possible sessions in a school year (Department of Education, 2015)

(5)Legal proceedings – decision taken by the local authority and endorsed by the cluster's support and guidance multi-agency group, to progress the case for legal action and possible prosecution against the parent(s).

(6)Beyond statutory proceedings – where there has been no improvement in attendance,
the local authority's specialist and or statutory services may be asked to intervene.

Progression through the school's six-stage attendance process will be considered on an individual, case-by-case basis, taking account of the pupil's attendance history, the circumstances of the family, engagement with support, any previous interventions and any presenting safeguarding, welfare or other concerns. The stages provide a framework for intervention and should not be regarded as an automatic or strictly linear sequence.

At the Headteacher's discretion, and in consultation with relevant school staff and external agencies, where appropriate, the school may progress more quickly through the stages or move directly to a later stage where the circumstances, level of concern, previous history or lack of engagement make an earlier stage inappropriate. Equally, where attendance improves or circumstances change, the school may remain at or return to an earlier stage. Any decision by the school to request or progress towards legal intervention will therefore be proportionate to the individual circumstances and made on the merits of each case.

Examples of formal attendance letters can be found in Appendix 4. These are taken from example letters from the Leeds School Attendance Service, and include the necessary information which schools have to legally make parent/carers of.

12. Legal Intervention

12.1 The local authority can fine parents/carers for the unauthorised absence of their child from school, where the child is of compulsory school age. Manston Primary school actively refers parents for penalty notices as described below and inline with the Leeds City Councils requirements. Paperwork for fines, prosecutions or the request for legal orders will be completed by the Safeguarding and Welfare Officer by agreement with the Head Teacher who authorises the legal submissions.

If issued with a fine, or penalty notice, each parent/carers must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.
Penalty notices can be issued by a headteacher, local authority officer or the police.
The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

Where parents are not fulfilling their responsibility to ensure their children receive a suitable education, the local authority has a statutory responsibility to uphold the rights of children and young people to education. Where necessary, this includes taking legal action against parents and includes:

- A Parenting Order
- An Education Supervision Order
- A School Attendance Order
- A Fine (referred to as a 'penalty notice')
- Prosecution

12.2 Parenting Order

Parenting orders are imposed by the court and the parents' agreement is not required before an order is made. Parenting orders enforce a requirement for the parent(s) to attend guidance or counselling sessions. For example a parenting programme delivered over a set number of weeks. The aim is for the parent(s) to receive support to improve their child's behaviour.

All parenting orders are supervised by a 'responsible officer' from the local authority. Any breach by parents without a reasonable excuse could lead to a fine of up to £1,000. The police may enforce any breach of an order by a parent.

12.3 Education Supervision Order

The local authority will apply for an Education Supervision Order[13] if there is evidence that a parent needs support to make the necessary changes to bring about an improvement in the attendance of their child/ren. All Education Supervision Orders are supervised by a responsible officer from the local authority who, appointed for the child, will advise, assist and steer the child and parent(s) to ensure that s/he receives their education.

12.4 School Attendance Order

If a child is not receiving their education, the local authority can apply for a School Attendance Order[14]. Under this order, parents have 15 days to provide evidence that they have registered their child with a school or that they are being home educated[15]. Failure to comply amounts to an offence and will lead to prosecution.

12.5 Fine

12.5.1 Penalty notices[16] are fines of £80 and will rise to £160 if not paid within 21 days. They offer an alternative to the prosecution of parents for failing to ensure that their child of compulsory school age regularly attends school. If the fine is not paid the local authority can prosecute parents for their child's absence from school.

12.5.2 Limiting penalty notices to two per parent in respect of an individual child within three years and charging the second notice at the flat rate of £160 to prevent repeat offences. If the threshold is met a third, or subsequent times, another attendance intervention including prosecution should be used instead.

12.5.3 Schools have to consider a fine if a pupil misses 10 sessions (half days) of unauthorised absence in a rolling period of 10 school weeks. The threshold can be met with "any combination of unauthorised absence". For example, four sessions in term time plus six instances of arriving late.

[13] Section 36 of the Children's Act 1989

The period of 10 weeks can also span “different terms or school years”.

But councils “retain the discretion to issue one before the threshold is met”. This could include where parents “are deliberately avoiding the national threshold by taking several term time holidays below threshold, or for repeated absence for birthdays or other family events”

12.5.4 A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first 5 days of a fixed period or permanent exclusion. School must have notified the parents of the days the pupil must not be present in a public place. This type of penalty notice is not included in the National Framework and therefore not subject to the same considerations about support being provided or count towards the limit as part of the escalation process in the case of repeat offences for non-attendance.
A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first 5 days of a fixed period or permanent exclusion. The school must have notified the parents of the days the pupil must not be present in a public place. This type of penalty notice is not included in the National Framework and therefore not subject to the same considerations about support being provided or count towards the limit as part of the escalation process in the case of repeat offences for non-attendance.

12.6 Prosecution

If a child of compulsory school age fails to attend regularly at school at which they are registered or at a place where alternative provision is provided for them the parents can be prosecuted by the local authority[17]. This means parents will be ordered to pay a fine of up to £2500, they may be served a community order or receive a jail sentence of up to three months.

1514 Article 2 of Protocol 1 of the European Convention on Human RightsSection 437(3) of the Education Act 1996

17[16] Section 23 of the AntiSection 444 of the Education Act 1996-social Behaviour Act 2003

13 Children Missing Education (CME)

A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2016) **and follow the Leeds Children’s Services LA procedure** and contact: cme@leeds.gov.uk. Tel: 0113 3789686.

14. Manston Primary Attendance Strategies and Initiatives

- Classopoly [Weekly]
- Attendance Supervision and Case Work Building [Fortnightly]
- Attendance monitoring of Persistent Absentees, SEND, Pupil Premium, English as an Additional Language, Free School Meals and reported to Governors [Half Termly]
- Late Gates [Half Termly]
- Punctuality initiatives, such as lollies/hot chocolate or another suitable alternative for children who achieve initiative target [half-termly]

- Bronze/Silver/Gold Certificates for high attendance [Termly]
- Anonymous Persistent Absentee Report reported to governors, including what actions are being taken by the school to combat attendance concerns [Termly]
- A culture of challenge and record keeping around absence

15. 6 Stage Process for Managing Absence

'Best city… for children

Leeds will be a child-friendly city where the voices, needs and priorities of children and young people are heard and inform the way we make decisions and take action.'

Vision for Leeds 2011 to 2030

One of the 12 wishes that Leeds' children and young people have identified in order for the city to truly be child-friendly is that "All our learning places identify and address the barriers that prevent children and young people from engaging in and enjoying learning".

Leeds' aim is to support children, young people, parents and carers, schools and services to realise that wish.

This right to education is also embedded in law. Parents and carers are required to ensure that their children receive a suitable education, either by regular attendance at school or otherwise. For the vast majority of parents and carers of children and young people in Leeds, that responsibility is met through regular attendance at mainstream and, sometimes, more specialist provision. We should also not forget that we share that responsibility as corporate parents to children who are Looked After by the local authority.

Excellent attendance is the key to ensuring that children and young people have the best life chances and opportunities. We strongly believe that having access to and receiving a good education is the best way we have to ensure that all children achieve the best possible outcome, empowering them to make the best and most positive choices about their future lives.

Given that the evidence clearly tells us that non-attendance at school is mostly only one symptom of other, often complex, problems, the aim is to deliver the right services at the right time for those children and young people who might come across barriers to being able to enjoy and engage in their learning. That's what we must do if we are to be truly the best city for children.

Although highly undesirable, ultimately parents and carers can be held to account by failing to ensure their children attend regularly. Targeted Services carry out this statutory function on behalf of the local authority in order to uphold the rights of children and young people to their education. At every step of the way, the goal and purpose of any intervention is to successfully return the child to regular attendance. However, where necessary, statutory action can and will be taken.

This guide, originally produced as a generic guide for Leeds, has been modified to reflect resource constraints imposed in April 2014. It aims to show how instances of persistent poor attendance can be appropriately managed from the earliest intervention to statutory legal action with the goal always being successfully and safely enabling the child to enjoy and engage with their education.

Manston Primary follows a 6-stage process for challenging and improving attendance. It should be noted that these 'stages' are not just applicable to one academic year, and can be rolled into the next.

MANAGING ABSENCE FROM SCHOOL

To progress from universal, school-based needs to statutory intervention in respect of poor attendance, a number of stages must be completed to fulfil the evidential requirements for a case to be presented to the court. However, it is not always a strictly linear process and an individual case may move back down to earlier stages at anytime the child's attendance improves significantly.

Sharing appropriate information about children, young people and families is critical to successful integrated, multi-agency working that is going to make a difference. **Throughout all stages, best practice dictates that all practitioners should be seeking to establish parental consent** for information to be shared with those agencies and service that might be best placed to support them ensure their child attends school regularly.

Taking a case through the stages of this process effectively calls for one person, a Lead Practitioner, to have oversight of the progress being made with the family and confidence that quality records are being maintained. Given it is the responsibility of a school to prepare a case for legal proceedings the Lead Practitioner role needs to be undertaken by a member of school staff. Any partners/Cluster Family Support Team involvement will be recorded within their agency/cluster case records. Reports on progress will be captured through the process of Early Help Plans (formerly CAF) or through updates during regular communication about cases with school staff. Partners are committed to supporting schools in their work to improve attendance and therefore every effort will be made to provide any additional information required to support the legal proceedings of a case.

STAGE 1	**SCHOOL INTERVENTION**
STAGE 2	**SUPPORT & GUIDANCE REQUEST**
STAGE 3	**SCHOOL ATTENDANCE PANEL**
STAGE 4	**CASE TRANSFER TO LOCAL AUTHORITY**
STAGE 5	**LEGAL PROCEEDINGS**
STAGE 6	**BEYOND STATUTORY PROCEEDINGS**

A simple one-page overview of Stage 1 through Stage 6 can be found in Appendix 1.

STAGE 1 - SCHOOL INTERVENTION: BASIC AND ESCALATED PHASES

All schools should have effective systems and procedures for encouraging regular school attendance and investigating the underlying causes of poor attendance which should be set out in an Attendance Policy that sets out roles and responsibilities of

schools, pupils, parents and carers in order to promote consistent messages about the importance of good attendance at school.

1a) BASIC SCHOOL PHASE

Good practice dictates that the following strategies are most effective at a universal level in encouraging good attendance:

- **First day of absence contact** (including Parent Support Adviser, Learning Mentor, text messaging, call centre, School Attendance Officer and other designated staff). For looked after children, first day of absence contact should be made with the Children's Home or with the parent/ carer if placed at home.

- **School to try to establish reasons for non-attendance and whether absence should be authorised or unauthorised.** (e.g. Absence relating to truancy, bullying, curriculum, special educational needs, medical, parentally condoned, family problems, move of house/ area etc).

- **Whole school systems aimed at early identification, monitoring and prevention of Persistent Absence** (eg. Traffic Lights system, attendance pupil analysis, action plans by whole school, year groups, tutor groups, lesson groups and vulnerable pupil cohorts, transition across key stages).

- **Attendance Initiatives (including Fast Track) and rewards**
  When the Fast Track Initiative has been introduced for a family, the stages listed below are adhered to, before the remaining stages in this Attendance Policy.
  - STAGE 1 – Letter received by parent/carer informing them that their child/children have been identified as being a suitable cohort for the Fast Track Initiative. Attendance is monitored for 20 school days; only genuine illness with evidence will be authorised.
  - STAGE 2 – If there has not been a noticeable improvement in attendance, then parents/carers will receive a second letter informing them that ANY further unauthorised absence over the next 20 days will result in them being invited before a SAP (School Attendance Panel). The meeting will still go ahead whether parents or carers do not attend.
  - STAGE 3 – School Attendance Panel. School will work with parents or carers to draw up achievable recommendations. If these recommendations are not adhered to, and there is further unauthorised absence, then a second School Attendance Panel will be held.
  - STAGE 4 – If there is still no improvement, then the parent/carer will be served Issue of Penalty Notice Warning Letter and the school will process the fine and send this off to the Local Authority.

Please note that the school have the right to terminate the initiative at any point. If pastoral staff deem that alternative agencies or work needs to take place, they will seek support and guidance from these agencies to work with parents and carers to achieve a positive outcome.

If you are on the Fast Track Initiative, it is your sole responsibility as parent/carer to ensure that your child is in school, and on time. No support will be given from school staff during this period.

If the Fast Track Initiative is terminated for whatever reason, then the family automatically go onto Stage 2 (listed below).

- **Designated Attendance Leader in school to coordinate, reinforce and drive the school**
  attendance strategy (recommended as a member of Senior Leadership Team).

1b) ESCALATED SCHOOL PHASE

These strategies should enable the very early identification of potentially persistent absence, when schools should employ the following:

- **Contact by letter expressing concerns about absence, offering parents/carers the opportunity to meet with relevant school staff to discuss and try to resolve the problems.** (Including – Pastoral Staff, Form Tutor, Head of year, Deputy/Assistant or Headteacher).

- **Meeting with parents/carers and pupil** (e.g. in school or home visit).

- **In-school re-integration strategies to support a return to school and aimed at resolving any difficulties and reducing the likelihood of further absence.**

- **Swift re-inclusion of Fixed Term Excluded pupils.**

- **Actioning school Anti-bullying Policy and Procedures** (including conflict resolution)

- **Parental Agreement / Contract** (with consent this may include a referral to a Parenting Programme or to a partner agency for intervention).

- **Appointment of a designated member of staff who is responsible for the identification, mentoring and monitoring of all pupils who are considered "vulnerable".**

- **The use of the Early Help Assessment; schools predominantly use the Common Internal Record (CIR) (partner agencies may use other assessment tools) to determine the child/family's needs in order to provide effective intervention or to identify the most appropriate service. This may need to progress to a multi-agency plan and, for the intervention of partner agencies to be co-ordinated, someone will need to fulfil the Lead Practitioner role.**

- **Where the Early Help Assessment evidences a clear role for a family support practitioner and the parent/carer is volunteering to engage with this type of intervention a Cluster Support and Guidance Request should be submitted so that the Family Support Team can work alongside school to empower the parent/carer to bring about the necessary changes to improve their child/ren's school attendance.**

- **It is the responsibility of school staff to keep accurate records of all interventions in case of future legal action. This being the case, whilst practitioners from partner agencies and the Cluster Family Support Team may be involved in the plan to improve attendance, it is a necessity that school staff undertake the Lead Practitioner role throughout all stages of the process, taking a lead on the reviewing of the case. Partners involved need to feedback their progress direct with the school.**

If there are on-going concerns regarding a pupil who is in public care or where there are safeguarding concerns, the school will need to make direct contact with Children Social Work Service.

Schools are legally obliged to notify the Local Authority of pupils who have been absent for 10 consecutive days without any contact from the parent/carer and where the school have exhausted their efforts in trying to achieve contact with parent/carers and have failed to ascertain a reason for the absence, and it is then deemed unauthorised.

**** 'School' also refers to Pupil Referral Units, SILCs and other educational establishments**.*

Once stage 1 interventions have been progressed and there is no improvement in attendance, a decision needs to be taken by the school as to whether to progress to stage 2 or 3. This will be determined by whether the family consented to a Support and Guidance Request during stage 1. If they did and still no progress is being made or they have disengaged from the support offered then stage 3, the School Attendance Panel, needs to be the next step. Otherwise, stage 2 a Support and Guidance Request should be pursued.

STAGE 2 - THE SUPPORT AND GUIDANCE REQUEST

Support and Guidance Requests are to be submitted with a current attendance certificate and evidence of stage 1 interventions. It is recognised that the engagement of the family with school may have broken down and have presented barriers to the undertaking of an Early Help Assessment (Common Internal Record) with the child and family. However, as comprehensive an assessment as possible needs to be completed and for practitioners' convenience this is an integral part of the Cluster's Support and Guidance Request Form.

The Cluster's Leadership Team screen cases on a frequent basis. Where there is evidence that the functions of the Family Support Team can meet the needs identified and in doing so help bring about an improvement in attendance, the case will be allocated to a family support practitioner direct.

Where consent has been given, the Family Support Team will follow standard procedure by contacting the school to explore the most appropriate way in which to be introduced to the family which may or may not involve school staff.

Where consent has not been given, the school will have evidenced that the family has been informed of the request. In all such cases, the introduction of the practitioner to the family must be led by the school and is likely, given the lack of engagement, to involve a **joint home visit** at which the school staff (ideally the Lead Practitioner) can reinforce the attendance concerns and the risk of legal proceedings should the family choose not to accept the support being offered by the Family Support Practitioner.

In some instances, a decision will be taken to present the request to the Cluster's Support and Guidance Group. This will be for cases that present of a complex nature, with historical information evidencing entrenched issues and/or with a range of partners previously or currently involved. This will include those requests where there is evidence that the Cluster's Family Support Team is not equipped to offer the right intervention. At the meeting, group members will discuss which services are most appropriate to carry out the work required in order to improve the child's attendance. This means that there are a range of practitioners who could, potentially, be allocated to support the school and form a part of the team around the child/family.

In all cases, the practitioners to be involved must have face to face contact with children and any adults with parental responsibility. Where contact has not been made, evidence must be recorded of all reasonable alternative methods being used e.g. visiting early/late, visiting without appointment, evening visits etc. These efforts must be shared with school

through the process agreed to review progress (i.e. Early Help Plan, formerly CAF if multi-agency, update/review meetings if only one other agency working alongside school).

It is expected that the work of the Family Support Team or partner agency may need to involve supporting school to undertake the Early Help Assessment, particularly where the relationship between the family and school has broken down. Given the necessity for school to monitor attendance, in such cases, school staff would always maintain the Lead Practitioner role.

If with Cluster support and guidance interventions in place, engagement with the family is not achieved and sustained, or there is no improvement in attendance then the case proceeds to stage 3 and a School Attendance Panel is convened by the school.

STAGE 3 - THE SCHOOL ATTENDANCE PANEL

Where intervention at Stage 2 has not brought about a significant improvement (or stage 1 where Cluster support and guidance interventions have already been pursued), a School Attendance Panel (SAP) will be convened by the school. This meeting marks the first formal meeting at which the possibility of statutory intervention i.e. legal proceedings may be discussed.

Historically in Leeds, these meetings have been chaired by a member of the Local Authority's Attendance Strategy Team in order to present a clear and strong message to the family the seriousness of the situation. There is as much evidence to suggest that this approach has worked as there is evidence that the Authority's involvement in SAPs has lacked influence.

There are a several options as to who is best placed to Chair the SAP and a decision needs to be taken on a case-by-case basis. Options include:

- member of the school's senior leadership team;
- school's lead practitioner for the case;
- member of the Cluster's leadership team (i.e. the Targeted Service Leader, Targeted Service Officer, Family Service's Co-ordinator or Children Centre Managers);
- attendance officer/designated lead from another school within the Cluster.

Members of the Panel should include;

- school's lead practitioner for the case;
- designated representative of the school e.g. headteacher (this representative must be able to effect decisions in respect of provision, curriculum, re-integration etc and be able to respond to challenge in respect of school-based practice);
- the Chair;
- School Governor, (preferably the Attendance Governor);
- practitioners from partner agencies/Cluster Family Support Team working with the child/family.

Where appropriate, the Panel should also include:

- Representatives of CSWS, Youth Offending Service, Pupil Planning Team and other agencies following appropriate consultation.

- Representative of targeted services (Targeted Service Leader or Officer)

The parents/ carers (including absent parents with parental responsibilities) are invited by letter from the school in which the seriousness of the situation is stressed. They are asked to ensure the pupil also attends, unless it is age inappropriate.

Where a panel is convened for a pupil who is 'looked after' but placed with parents, both the parents and CSWS representative should be invited to attend.

NB: Prior to bringing the case to the Panel, the lead practitioner should check with the Special Educational Needs Coordinator (SENDCO) and SEN Statutory Assessment and Provision (SENSAP), Complex Needs Service to ascertain any involvement.

The school lead practitioner will submit a summary of the situation and work undertaken and the impact of that work and a current registration certificate to the Panel. The Panel will give advice as to further work required to resolve the difficulties regarding the school attendance. The most appropriate course of action will be agreed and time scales specified. A review will be arranged only if the Panel decides that this is relevant.

It is important that the views of the parents/ carers and pupil are listened to and taken into consideration, and any mitigating circumstances noted.

Where bullying is alleged as a reason for poor attendance, this should be formally investigated through the schools Anti-bullying Policy before proceeding to Stage 4.

The Panel should also be satisfied that the pupil's absence is not related to unmet additional or special educational needs.

The Panel has the authority to:

- Initiate a Parenting Contract (for Attendance or Behaviour)
- Issue a Penalty Notice warning
- Issue a Penalty Notice
- Recommend the instigation of legal proceedings, subject to approval by the Cluster's multiagency forum (the Support and Guidance Group).
- Consider a Parenting Order for behaviour where Fixed Term Exclusion is a key factor in the absence from school.

Legal proceedings could take the form of prosecution of parents in Magistrates Court resulting in a fine, a fine/imprisonment in the case of an Aggravated Offence, or a statutory Parenting Order (attendance).

The Family Court can impose an Education Supervision Order (ESO). ESOs and Parenting Orders are for a maximum of 12 months but can be extended up to 3 years if appropriate. The Panel would be expected to indicate to the Cluster's Support and Guidance Group which form of proceedings would be most suitable (including reasons for not pursuing an Education Supervision Order). Parents/carers and pupil (if appropriate) must also be informed of the outcome of the Panel meeting in writing.

STAGE 4 - CASE TRANSFER TO LOCAL AUTHORITY DESIGNATED OFFICER

If legal action has been agreed at the SAP, the case will be handed over from the lead professional to the Local Authority's designated officer (currently the Attendance Adviser). A prosecution checklist (see appendix 5) is used to support the handover from the lead practitioner which itemises all tasks and information that must be complete in order to prepare the relevant reports.

The Attendance Adviser presents the case to a multi-agency panel (currently in WNW the relevant Cluster's Support and Guidance Group) to seek their endorsement that all appropriate interventions have been offered and to conclude whether the case should be progressed for legal action. The school's lead practitioner or representative is encouraged to support the presentation of this case to the Cluster's Support and Guidance Group.

In the event that the Attendance Adviser requires further evidence or investigation prior to legal action, advice and instruction will be given to the lead professional, within an agreed timescale.

Once a case is approved for legal action, the case transfers to the Local Authority. Although by this point, the vast majority of work with the young person and his/her family will have been done, it is not unusual for contact with the family by the lead practitioner and partners working with the family to continue and this should be communicated to the Adviser and recorded in the usual way.

If schools have any concerns relating to cases not being approved by the Custer Support and Guidance they should raise this with the Attendance Adviser in the first instance.

Officer Responsible for Legal Action

The Attendance Adviser will be responsible for writing the report for the Cluster's Support and Guidance Group, using the lead practitioner report for the School Attendance Panel, supplemented by relevant information from partners involved. If additional information is required for the Group or by the Group, the Attendance Adviser will liaise with the lead practitioner.

STAGE 5 - LEGAL PROCEEDINGS

Legal proceedings are always a last case resort for school, but if it is deemed that legal proceedings are necessary, the school will complete a legal case for prosecution and submit to the School Attendance Service. An Attendance Adviser within the team will prepare the witness statement for court. This is forwarded to the Authority's legal services along with case instructions and an accurate, recent certificate of attendance, signed by the Headteacher. The legal case is laid before the courts within 6-8 weeks of the SGG decision. Attendance Advisers are only required to attend court proceedings and to give evidence for 'not guilty' pleas. It is possible, although highly unlikely, that other witnesses will be called to court (witnesses being those officers/practitioners who have first-hand knowledge of the details of the case).

Prosecution Outcomes

Headteachers may be required to attend court if parents or their representative question the validity of the Certificate of Attendance. It is therefore essential that attendance registration data is accurate.

Where legal action is instigated following the non-payment of a Penalty Notice for 'parental holidays in term time', Headteachers will be required to provide written evidence in support of the prosecution under the Education Act 1996 (section 444).

In exceptional circumstances prosecution cases may be withdrawn, where there has been full consultation between the relevant adviser and legal services. All such discussions must be recorded.

Such circumstances include:

- Upon Medical advice
- Upon advice from Legal Services

Where legal proceedings under the '**Aggravated offence'** could result in a custodial sentence, the Attendance Adviser will notify Children Social Work Service (CSWS) and liaise closely to ensure that the child/ young person is properly cared for.

An Attendance Adviser will be the **Supervising Officer** for any Orders (eg. Parenting Order, Education Supervision Order) made through the courts.

Where a Rehabilitation Order or Community Service Order is made the Attendance Adviser will jointly oversee this order, along with the supervising Probation Officer.

In certain cases defence solicitors may present Independent Psychologist reports as mitigation of poor attendance. The best way of managing such evidence is to try to identify and anticipate any such occurrences prior to the Support and Guidance Group, where possible. For any cases likely to proceed to prosecution it is essential that consultation takes place with the school SENDCO and where necessary the Educational Psychologist (i.e. where the pupil is already known to the Complex Needs Service and has additional cognitive or social/emotional/behavioural needs), to consider or challenge any potential or mitigating circumstances which may have affected the child's attendance.

In some circumstances it may be necessary for Complex Needs Service to respond to an independent psychologists report. In such cases, the report will be forwarded to the school's Education Psychologist, to indicate whether it appears reasonable for the child or young person to have attended regularly at the school. If the child or young person has not previously been known to the Complex Needs Service this report will be anonymised, and subsequently destroyed.

In such circumstances it is essential that the Attendance Adviser makes known any circumstances of parental non-cooperation.

Prosecution of Parents/ Carers	Education Act 1996 Section 444	Max. fine £1000 or Conditional Discharge (up to 12 months)
Aggravated offence	Education act 1996 Section 444 (1) (A)	Max. fine £2500 Up to 3 months Imprisonment (or both) Magistrates may issue Community Orders e.g. Community Service Order, Rehabilitation Order
	Crime and Disorder Act 1998 Section 8	Parenting Order
Application to Family Court	Children Act 1989 (as amended) Section 36	Education Supervision Order

STAGE 6 - Beyond Statutory Proceedings

There are some instances where the absence remains unsatisfactory, despite all the family support and intervention at pupil, family, school and cluster level. This is likely to be due to a range of factors that might include a lack of engagement with services, an escalation

in the nature of the family's problems or the child's behaviours and/or a presentation of complex problems which require a level of service that is not available at a cluster level.

In such instances, requests for targeted services such as Multi-Systemic Therapy, Family Intervention Service (including Signpost), Family Group Conferencing can be made through the Cluster's Support and Guidance Group. A WNW Allocation Group meets to consider all such cases. The tariff of cases presented are usually that of children and young people at the edge of care or at risk of significant harm.

Beyond these interventions, cases can be referred to the relevant area panel. In the West North West this is currently the Children and Families Partnership Panel.

In the case of a parent having been imprisoned for failing to ensure their child attends school and this not resulting in any improvement in attendance, an immediate referral to the Children and Families Partnership Panel should be submitted.

CASE CLOSURE

With the exception of a 1A case resulting in imprisonment, following legal proceedings cases will be closed by the Attendance Adviser and the headteacher will be informed in writing of the outcome. The cluster will be informed via the Targeted Services Leader (verbally) at the next available Guidance and Support meeting that the case is closed due to completion of legal proceedings (except in cases were Orders are in place).

Following the closing of the legal phase, if the child's attendance is still not satisfactory the case would need to proceed through the process again starting with the school holding a meeting with the parents after the court proceedings.

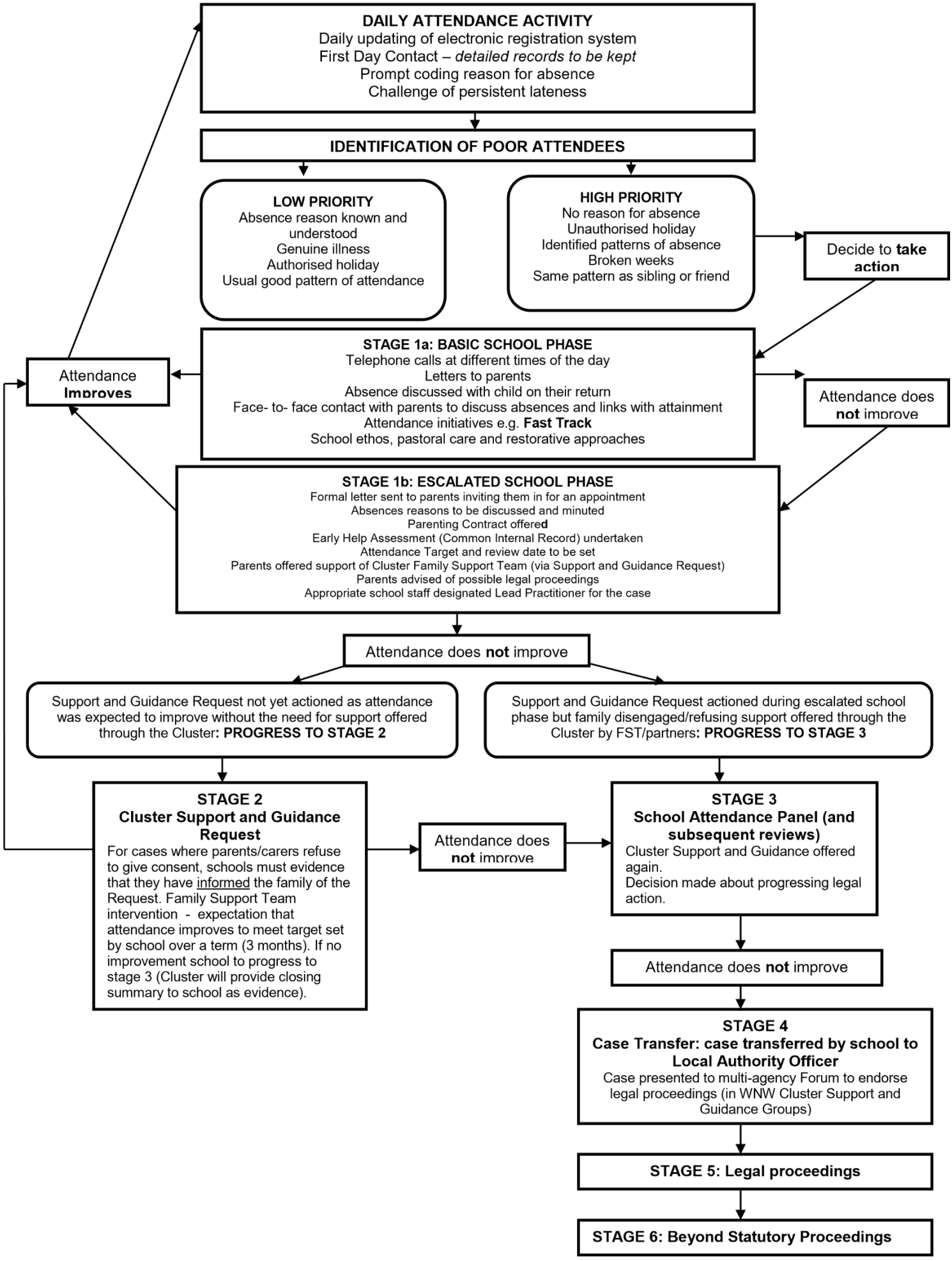
16. Policy Monitoring, Review and Commitment

Manston Primary School is committed to securing the best possible attendance for every pupil through a balance of high expectations, early identification, appropriate support and, where necessary, proportionate legal intervention. We recognise that the reasons for absence can be complex and that effective attendance work relies upon strong relationships with pupils, parents/carers and partner agencies. Decisions made under this policy will therefore take account of the individual circumstances of each pupil and family, with safeguarding, welfare and the pupil's right to education remaining central to our approach.

This policy will be reviewed regularly by the Headteacher, Senior Attendance Champion and Governing Body, and updated where necessary to reflect changes in legislation, statutory guidance, local authority procedures and the needs of the school community. Our overriding aim at every stage is to work with families to remove barriers, improve attendance and ensure that every child is able to benefit fully from their education.

Appendix 1

OVERVIEW OF THE 6 STAGE PROCESS



Appendix 2

Attendance Codes

Attending the School	
/ \	Present at the school / = morning session, \ = afternoon session
L	Late arrival before the register is closed
K	Attending educations provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered at another school
Absent – Leave of Absence	
C1	Leave of absence of the purpose of participating in a regulate performance or undertaking regulated employment abroad
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
S	Leave of absence for the purpose of studying for a public examination
X	Non-compulsory school age pupil note required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
C	Leave of absence for exceptional circumstance
Absent – Other Authorised Reasons	
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made
Absent – Unable to attend school because of unavoidable causes	
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided no being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
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 because of any other unavoidable cause
Absent – unauthorised absence	
G	Holiday or recreational activity not granted by the school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed
Administrative Codes	
Z	Prospective pupil not on admission register
#	Planned whole school closure

Appendix 3

Manston

EXCEPTIONAL CIRCUMSTANCES REQUEST FORM

SCHOOL: Manston Primary School

DATE OF REQUEST:

Name of children:	**First Name**	**Surname**	**Class**
Leaving date:		**Date due back in school:**	
Length of absence applied for ***(number of school days only):***			**days**
Siblings in other schools: *(Please note this request information will be shared with the attendance lead in the school in which the sibling/s attend)*	**First Name**	**Surname**	**School**

Contact Details		
Parents/Carers: *(eg. Mother, Father, Grandparent, Carer)*	**First Name:** **Surname:**	**First Name:** **Surname:**
	Address: **Postcode:**	**Address:** **Postcode:**
	Email: **Home Phone Number:** **Mobile:** **Alternative number while away (if applicable):**	**Email:** **Home Phone Number:** **Mobile:** **Alternative number while away (if applicable):**

Reason for absence including full explanation (use separate sheet of paper is necessary): ***Please refer to the Attendance Policy on the school website.*** *The exceptional circumstances are…*	
Point of departure *(eg. Airport, Coach, Train, Station, etc):*	**Destination:**
Time of departure:	**Flight numbers and name of airline:**

Continued overleaf

Emergency Contact Details *(preferably someone who is staying in Leeds):* **First name:** **Surname:** **Address:** **Postcode:** **Contact Number:** **Relationship to child:**	***Provide copies of travel plans to support your request**** If child is not leaving with parent(s) who is accompanying them? Who will be caring/responsible for the child? Why is/are the parent(s) not leaving with the child? Name: Relationship to child: Address: Postcode:

Statutory Declaration

Legal Responsibility

As a parent/guardian, I understand all children aged between 5 and 16 are required, by law, to receive an education, and under the provisions of the Education Act 1996, it is my responsibility as a parent, to ensure the regular school attendance of my children, and that failure to do so could result in legal proceedings being taken by the Local Education Authority.

*I understand that requests for leave can only be granted by schools if there are **exceptional circumstances**, and **holidays are not considered exceptional.** They must also be made to the school in advance, as the **Department for Education** has told schools that they cannot authorise any absences after they have been taken.*

Penalty Notices

Officials have worked closely with schools and local authorities to design the new framework which further embeds the Government's 'support first' approach whilst strengthening the deterrent for parents where pupils are absent without good reason, by introducing a standard national threshold at which penalty notices will be considered of 10 unauthorised sessions within 10 school weeks in place of existing local authority by local authority thresholds.

- ***1st instance** - £160 if paid within 28 days, reduced to £80 when paid within 21 days. This is per parent, per child (for example a family of 2 children and 2 parents will be fined £320 within 21 days)*
- ***2nd instance** - £160 flat rate. This is per parent, per child (for example a family of 2 children and 2 parents will be fined £640.*
- ***3rd instance** - If the threshold is met a third, or subsequent times, another attendance intervention including legal prosecution, may be issued.*

Note that the school can process penalty notices for parents/carers who allow friends/family members to take their children on holiday, as this counts as allowing the leave of absence for recreational activities.

School Places

*I am aware that a **referral will be made to the Local Authority Children Missing from Education Team (CME Team), if my request is unauthorised and my child hasn't returned to school on the agreed date.** This can result in my child losing their school place.*

I am also aware that there is a shortage of places in the area, so if my child loses their school place, it could result in having to travel to a school out of my area, or my child without a school, which will be a detriment to their education and could cause implications to my own employment.

Parents Full Name: **Parents Signature:** **Date:**

Parents Full Name: **Parents Signature:** **Date:**

School Section			
Any previous requests: Yes ☐ No ☐	**Is the requested absence during exams:** Yes ☐ No ☐		
Reason for refusal/comments:			
Authorised ☐	**Approved**		**For __ school days**
Unauthorised ☐	**Not approved**		**For __ school days**
Authorising signature:			

Appendix 4

Sample Parent/Carer Letters

Stage 1a

Manston

Manston Primary School
Dennil Road
Crossgates
Leeds
LS15 8SD
0113 264 5445
https://www.manstonprimary.co.uk/

Current Date (Short)

Dear Recipient(s) First NameRecipient(s) Last Name,

RE: Student(s) Full Name [DOB Student(s) Date of Birth]

We are writing to you to express our concerns about your child's attendance. A recent register check has highlighted their attendance to be a cause for concern, and they are classed as a persistent absentee.

We have looked at his/her/their latest registration certificate, which evidences that Student(s) First Name 's attendance is concerning, and they are considered a persistent absentee (attendance % less than 90%). Please see details below:

Attendance this academic year so far - Report Field: Attendance this academic year

Number of days missed this academic year - Report Field: No. of days missed this academic year (All Absence)

We are aware that some of these absences may be due to illness and/or holiday and we appreciate you contacting the school and liaising with us about these absences. Any reasons provided to us for absences are already recorded on our system.

However, as stated in Manston Primary School's Attendance Policy, we follow a 6-Stage Process for dealing with attendance –a copy of this can be found on the school website for you to refer to. At present, Student(s) First Name 's attendance is categorised as 'Stage 1a: Basic School Phase', and we wanted to inform you that we are monitoring his attendance.

Student(s) First Name 's attendance will be monitored for the next 20 school days from the date of this letter and email I. During which time, school will only authorise absences if medical verification is provided. If Student(s) First Name 's attendance shows little or no improvement after the monitored period, we will be escalating to 'Stage 1b: Escalated School Phase', and will be inviting you in for a formal meeting to discuss and address the situation.

We are obliged to inform you that under the provision of Section 444 of the Education Act 1996, parents/carers are legally responsible for ensuring their children attend school regularly and on time. Failure to do so could result in the issue of a Penalty Notice or legal proceedings being taken by the Local Authority.

If you have any concerns, or wish to discuss this matter further, please do not hesitate to contact us on the details below, or email manston.primary@manston.leeds.sch.uk.

Yours sincerely,

Miss Kirsty Thorpe

Safeguarding and Welfare Officer

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Stage 1b – Internal Monitoring

Manston Primary School
Dennil Road
Crossgates
Leeds
LS15 8SD
0113 264 5445
https://www.manstonprimary.co.uk/

Current Date (Long)

Dear Recipient(s) First NameRecipient(s) Last Name,

RE: Student(s) First Name Student(s) Last Name [DOB Student(s) Date of Birth]

We are writing to you to express our concerns about Student(s) First Name's attendance. A recent register check has highlighted Student(s) First Name's attendance to be a cause for concern, and they are classed as a persistent absentee. We have included their current registration certificate for your convenience.

We have looked at his/her/their latest registration certificate, which evidences that Student(s) First Name's attendance is concerning, and they are considered a persistent absentee (attendance % less than 90%). Please see details below:

Attendance this academic year so far - Report Field: Attendance this academic year

Number of days missed this academic year - Report Field: No. of days missed this academic year (All Absence)

As stated in Manston Primary School's Attendance Policy, we follow a 6-Stage Process for dealing with attendance –a copy of this can be found on the school website for you to refer to. At present, Student(s) First Name's attendance is categorised as 'Stage 1b: Escalated School Phase', and we wanted to inform you that we are monitoring his/her/their attendance.

Student(s) First Name's attendance will be monitored for the next 20 school days from the date of this email. During which time, he/she/they is to have 100% and 0 lates, and school will only authorise absences if medical verification is provided. In the case that medical verification would not normally be sought (sickness and diarrhoea for example), then evidence of contact with 101 or a pharmacist will be accepted. Should this goal not be met, then the case will be escalated in alignment with the school attendance policy and the case may be escalated to a formal meeting. If the target was met, however, then the monitoring period may be extended.

We are obliged to inform you that under the provision of Section 444 of the Education Act 1996, parents/carers are legally responsible for ensuring their children attend school regularly and on time. Failure to do so could result in the issue of a Penalty Notice or legal proceedings being taken by the Local Authority.

If you have any concerns, or wish to discuss this matter further, please do not hesitate to contact us on the details below, or email manston.primary@manston.leeds.sch.uk.

Yours sincerely,

Miss Kirsty Thorpe

Safeguarding and Welfare Officer

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Stage 1b – Formal Meeting

Manston Primary School
Dennil Road
Crossgates
Leeds
LS15 8SD
0113 264 5445
https://www.manstonprimary.co.uk/

Current Date (Long)

Dear Recipient(s) First NameRecipient(s) Last Name,

RE: Student(s) Full Name [DOB Student(s) Date of Birth]

We are writing to you to express our concerns about Student(s) First Name's attendance. A recent register check has highlighted Student(s) First Name's attendance to be a cause for concern, and they are classed as a persistent absentee, as you are aware from our recent conversations. We have included their current registration certificate for your convenience.

We have looked at his/her/their latest registration certificate, which evidences that Student(s) First Name's attendance is concerning, and they are considered a persistent absentee (attendance % less than 90%). Please see details below:

Attendance this academic year so far - Report Field: Attendance this academic year

Number of days missed this academic year - Report Field: No. of days missed this academic year (All Absence)

As stated in Manston Primary School's Attendance Policy, we follow a 6-Stage Process for dealing with attendance – a copy of this can be found on the school website for you to refer to. At present, Student(s) First Name's attendance is categorised as 'Stage 1b: Escalated School Phase', and we want to meet to with you to discuss our concerns.

A meeting has been arranged for XX/XX/XXXX @ XX:XXpm, where you will meet with ourselves to discuss how to move forward with improving Student(s) First Name's attendance in school. Please bring along any evidence of medical appointments, holiday information or any other evidence which could show a valid reason for any absences on the current registration certificate, should there be any unauthorised.

We are obliged to inform you that under the provision of Section 444 of the Education Act 1996, parents/carers are legally responsible for ensuring their children attend school regularly and on time. Failure to do so could result in the issue of a Penalty Notice or legal proceedings being taken by the Local Authority.

Please note that if you do not contact us to re-arrange the meeting, it will still go ahead. At this meeting, targets will be set and you will receive a copy of the minutes in the post. If the date or time is not convenient for you, you have any concerns, or wish to discuss this matter further, please do not hesitate to contact us on the details below, or email manston.primary@manston.leeds.sch.uk; I will endeavour to get back to you as soon as I can.

Yours sincerely,
Miss Kirsty Thorpe
Safeguarding and Welfare Officer

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Stage 3 – School Attendance Panel

Manston Primary School
Dennil Road
Crossgates
Leeds
LS15 8SD
0113 264 5445
https://www.manstonprimary.co.uk/

Current Date (Long)

Dear Recipient(s) First NameRecipient(s) Last Name,

RE: Student(s) Full Name [DOB Student(s) Date of Birth]

We are writing to you to express our concerns about continued Student(s) First Name 's attendance. This is a follow up from the last letter and meeting minutes that I sent you, which informed you that should our concerns around Student(s) First Name 's attendance continue, we would escalate attendance proceedings if he was unsuccessful at achieving the targets set. A recent register check has highlighted Student(s) First Name 's attendance and lateness to be a cause for concern again.

We have looked at his/her/their latest registration certificate, which evidences that Student(s) First Name 's attendance is concerning, and they are considered a persistent absentee (attendance % less than 90%). Please see details below:

Attendance this academic year so far - Report Field: Attendance this academic year

Number of days missed this academic year - Report Field: No. of days missed this academic year (All Absence)

Due to Student(s) First Name 's attendance continuing to decline, we have made the decision to escalate to 'Stage 3: School Attendance Panel'. On this panel, Student(s) First Name 's attendance will be discussed with yourself, school, and Dawn McArdle from Seacroft Manston Cluster, as well as presenting a parenting contract to try and improve Student(s) First Name 's attendance. This will give the panel the opportunity to see if there is any additional support that can be offered to help you ensure that Student(s) First Name is in school, and on time. This is in line with our Attendance Policy, which can be found on the school website.

This has been arranged for XX/XX/XXX at X:XXpm. This will be held at school. If you cannot attend this meeting, please let me know as soon as possible.

We are obliged to inform you that under the provision of Section 444 of the Education Act 1996, parents/carers are legally responsible for ensuring their children attend school regularly and on time. Failure to do so could result in the issue of a Penalty Notice or legal proceedings being taken by the Local Authority.

Please do not forget to inform us of any absence by contacting the school absence line on 0113 264 5445, or alternatively emailing manston.primary@manston.leeds.sch.uk, stating your child's name and the reason for absence. Any absence in the meantime will need medical verification if necessary, or it will be coded as unauthorised.

If you have any concerns, or wish to discuss this matter further, please do not hesitate to contact us on the details below. We are always just at the end of the phone if you need any further support.

Yours sincerely,

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Appendix 5

Prosecution Checklist

- Pupil's full name
- Pupil's date of birth
- Details of Ethnicity and Language used in the home
- Who has legal parental responsibility?
- Father's full name, address and telephone numbers, including mobile
- Father's date of birth
- Mother's full name, address and telephone numbers, including mobile
- Mother's date of birth
- Are there any other adults in the house?
- Have you tried to contact all appropriate adults in the case?
- Evidence of different types of communications, i.e. copy letters, telephone calls, home visits, minutes of meetings etc, including if the family have not co-operated.
- Evidence that targets for improved attendance having been set and not achieved and that parents have been made aware that legal action could be taken against them
- Have the parents made any comments regarding the potential prosecution? • Was a Parenting Contract offered to the parents? If so please attach
- Has a EHA been offered/completed?
- Have other agencies been consulted regarding the prosecution? What are their views
- Are there any Special Educational Needs? If so, evidence needed that the case was prioritised for Educational Psychologist support.
- Are there any behavioural issues? If so evidence needed that school has tried to address any bullying issues raised, action plans, pupil support plans, alternative programmes etc.
- Are there any mental health issues with the child? If so was the case signposted to support agencies? please specify.
- Are there any proven mental health issues with the parent? If so please specify.
- Are there any other family issues, i.e. substance misuse, domestic violence, ASB etc. Evidence of contact with other agencies required, please specify which agencies are/or have been involved and which are currently involved.

- Are there any Health & Safety issues relating to risks to staff visiting the home, i.e. aggressive adults, animals etc.

- Copies of registration certificates, current and previous year
- List of all siblings, DOBs, schools and print-outs of attendance.
- Has the feelings of the child been ascertained regarding this possible prosecution?
- Have any issues been raised regarding school transport? If so how was this resolved.
- Is a significant amount of absence apparently due to illness? If so what investigations have been made to ascertain whether or not the illness is genuine.

For any Prosecution, a 6-month time limit is required from date of first unauthorised absence