

Attendance Policy

**Reviewed on: September 2016
To be reviewed: September 2017**

**St George's CEP School
Wrotham
Kent**



Signed by: Mr N Townley

Position held: Chair of SIP & Curriculum

Date: 15/11/2016

Signed by: Mr D Jones

Position held: Headteacher

Date: 15/11/2016

Rationale

At St. George's Primary School we ensure that all of our pupils in years 1 - 6 are taught the full National Curriculum and in doing so meet statutory requirements and Reception class work from the Early Years Foundation Stage Curriculum.

English and Mathematics teaching follow the basic structure of the National Curriculum while allowing flexibility for an individual teacher's professionalism to meet year group and individual needs. Pupils equipped with the key skills of literacy, numeracy and ICT are encouraged to develop an enquiring mind and to think rationally. A variety of teaching styles and learning opportunities develop our pupils' capacity to think and work both independently and collaboratively.

We provide a broad and balanced curriculum which is aimed at the pupils' individual needs to ensure that they are able to apply and develop a range of skills and understanding at their level. We do this through our Creative Curriculum which uses topic themes and ensures the National Curriculum end of year requirements are delivered in an engaging and relevant format to all of our pupils. Pupils should be able to think creatively and critically, solve problems and not be afraid to be innovative and enterprising.

We do, in addition to a thematic based approach, deliver some subjects discretely such as PE, Music and French. We also promote Outdoor Learning through Forest Schools as well as through our local community.

The school provides for the pupils' spiritual, moral, social and cultural education particularly through its RE and PSHE schemes of work. Citizenship is taught through a planned personal, social and health programme involving regular class Circle Times and outside speakers (e.g. police, drugs education, road safety officers). We seek to develop the well-being of the individual pupil through developing self-esteem and the value of good relationships at school, in the home and the wider community.

St. George's strives to ensure that our curriculum will result in happy pupils who are ready for the challenges of the 21st century culturally, socially and economically.

Aims

The minimum expectation for the quality of provision in each class is good. Management action including coaching and individual support will be offered to staff working below this expectation.

At St. George's C of E Primary School we want to uphold the Christian values and continue to focus on 'Learning to Learn,' through the six R's: Resilience, Respect, Risk-taking, Resourcefulness, Relationships and Reflectiveness.

We celebrate the success of all the children and will always endeavour to seek new ways to improve the quality of learning opportunities for our children. Learning should be a rewarding and enjoyable experience for everyone.

Through our teaching we equip learners with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate experiences help learners to realise their worth and lead meaningful lives.

To develop and support this we believe that effective learners

- ✓ have appropriate self-confidence and a positive self-image;
- ✓ need to feel that their basic physical needs are being met;
- ✓ need to feel emotionally secure, safe, relaxed and mentally healthy;
- ✓ take responsibility for their own learning;
- ✓ are actively engaged, independent and reflective;
- ✓ are self-motivated and self-evaluating;
- ✓ are independent, show initiative and are willing to take risks;
- ✓ understand what they need to do to move forward in their learning;
- ✓ listen and communicate well;
- ✓ are able to access information, resources and the environment appropriately;
- ✓ are able to express their needs and feelings appropriately;
- ✓ interact with others positively;
- ✓ interpret and transfer skills in new contexts and remember and apply them to their learning;

We think that successful learners:

- ✓ Concentrate
- ✓ Don't give up
- ✓ Are cooperative
- ✓ Are curious
- ✓ Have a go/take a risk
- ✓ Use their imagination
- ✓ Keep improving
- ✓ Enjoy learning
- ✓ Ask questions

- ✓ Are proud of their work
- ✓ Learn from their mistakes
- ✓ Inspire others

As the children progress through the learning process we want to

- ensure that all children are competent in basic skills;
- ensure that children experience a rich and challenging curriculum that allows them to apply and further develop basic skills;
- enable children to become confident, resourceful, enquiring and independent learners;
- enable children to become better thinkers so that they can solve problems creatively;
- foster children's self-esteem and help them build positive relationships with other
- people;
- develop children's self-respect and encourage children to respect the ideas, attitudes,
- values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards
- other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent citizens capable of making a positive contribution.

Effective Lessons

At St. George's we believe that in an effective lesson:

- children are content and secure and are able to experience a sense of achievement

- children understand what they are learning and how to achieve their learning intentions - the objectives are shared with children
- everyone is included and all needs are met - provision is inclusive and lessons differentiated
- all children learn and make good progress - children achieve
- all children, including those with gifts and talents, face an appropriate degree of challenge
- children with AEN/SEN are supported well
- activities are pitched to match children's skills, knowledge and understanding - we start from where the children are
- the pace promotes high performance and allows thinking time
- activities are fit for purpose - activities are carefully chosen to optimise learning
- active learning is promoted through a variety of tasks
- children have opportunities to improve and move forward
- children have opportunities to be independent in their thinking and learning, make choices and take risks
- children are engaged and motivated
- behaviour is good and any inappropriate behaviour is dealt with effectively
- adults and children have high expectations of children's learning
- misconceptions are dealt with and are used as opportunities for learning
- resources are accessible, selected carefully, are appropriate and of a high quality
- teaching assistants and other adults are deployed well and impact positively on learning
- children receive effective feedback enabling them to improve their performance and have opportunities for self-evaluation and reflection

Effective Teaching

To achieve this, our teaching will be characterised by:

- Good planning and preparation, which will be clearly linked to the New Primary National Curriculum (see **Curriculum Planning Folder** and **Subject Leaders Folders**)

- Clearly identified Learning Intentions and Success Criteria
- Clear continuity and progression from previous lessons
- Effective deployment of teaching assistants
- Effective use of manipulatives and resources, including learning/working walls
- Excellent subject knowledge
- An awareness of the learning needs of the pupils in the lesson
- An appropriate pace to facilitate excellent learning
- A range of activities to engage the children and cater for different learning styles
- Positive behaviour for learning
- High levels of engagement
- Redirecting low level disruption
- Giving children time to talk about their learning through paired or group work
- Contextualised learning to 'hook' the children into a topic or lesson and make them curious
- A range of high quality questions which can elicit responses and help to reshape learning for children, as well as making the children think
- enthusiasm which will translate to children visibly enjoying their learning.

The Classroom

The classroom should promote effective learning. We expect that all children will experience consistently high quality learning environments. We expect that every aspect of the classroom should promote learning.

Consequently we do not expect to see anything in classroom that is not related to the children's learning experience

Our school we expect that every classroom should have:

A visual timetable in use

Reading/Book Area

English Resource Area

Maths Resource Area

Reflection Area

Also there should be the following:

- Quality displays celebrating the children's work and interactive displays that relate to current learning,
- Working walls,
- All classrooms will be clean, tidy and uncluttered. Everything in the room will promote learning, so we don't expect to see graffiti/stickers on trays or anywhere else in the classroom
- Everything should be stored in the correct storage units, no carrier bags of resources, e.g. under teachers' desks.

The Reading /Book corner should;

- Promote calmness
- Be inviting
- Have somewhere to sit
- Have quality storage
- Have books in good repair
- Have an extensive range of books - fiction, non-fiction, picture books, encyclopaedias, comics, magazines, newspapers
- Have a variety of different books at different levels
- It should be clean and well kept
- Have a range of dictionaries and thesauruses
- Have a range of comics, newspapers and magazines
- Books written by the class and individual children

Displays

In the classroom there will be working walls which demonstrate current learning and provide key vocabulary and learning support strategies

Celebration of children's best work will include

1. Captions identifying the learning process and where the work originated from
2. Work that is mounted to a high quality that shows the work to its highest level

Outside the classroom

We expect...

Corridors and outside classroom working areas

- All surfaces are clean and uncluttered.
- Cloakrooms tidy
- There is no litter.
- Displays change every half term which reflect and celebrate learning that has taken place in the classroom.
- "One off "displays eg "Sports day" should only be up for *no more than a term or regularly reviewed*

Hall

- Should always be left ready for the next teacher. We expect clear surfaces, no food left overs
- PE equipment stored correctly and generally no clutter so that all children can use the hall in a clean and safe environment.
- Displays in the hall should celebrate the work of the school and have class names

Playground

- Should always be clean and tidy and safe for use.
- Equipment should be out ready for children to use and tidied away after each break.
- Children use supplied equipment respectfully

Outside Children's Books/Folders

- All teachers will be expected to use the agreed books/folders as laid down by the Leadership Team annually
- Books and folders are labelled using subject labels with year group and child's name
- English, Maths and Science books will have clear front covers

- Children will not embellish their books at all.

Inside Children's Books

Expectation is on quality presentation where children show pride in their learning.

Use of pencils/pens, layout and marking can be referred to specifically within the **Marking Policy** and **Presentation Policy**. Further advice on feedback marking can be found in the **Assessment Policy**.

Monitoring of Teaching and Learning Policy

This is the main responsibility of the **Teaching and Learning Leader** and the **Curriculum and Planning Leader**, alongside the Headteacher, Governors and the Senior Leadership Team, as well as subject leaders. Regular work scrutiny by the Senior Leadership Team and Subject Leaders ensures that the policy is being adhered to and is implemented consistently across the school

This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

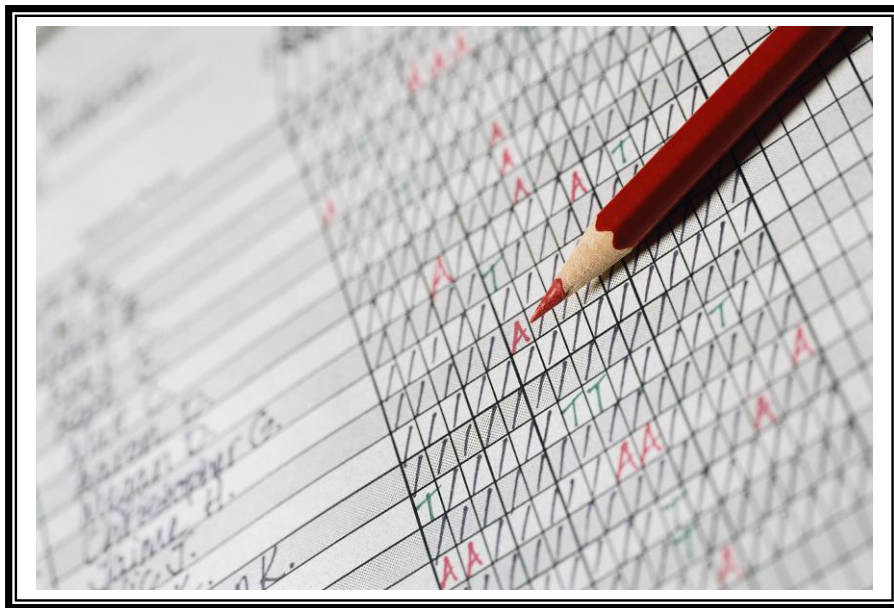
Equal Opportunities

All children have the same access and entitlement to high quality teaching and learning in this school, and we ensure this by rigorous assessment to check they are reaching their potential and achieving their individual targets. Particular vulnerable groups are monitored within this process to ensure their progress and wellbeing.

Our members of staff are treated fairly and are given information and support. We ensure equal access to training and CPD (professional development) to ensure that teaching, learning and assessment are very effective, and that skills are updated regularly.

Kent County Council PRU, Inclusion and Attendance Service

Model Attendance Policy



December 2016

Statement of Intent

St George's CE Primary School is committed to the continuous raising of achievement of all our pupils. Regular attendance is critical if our pupils are to be successful and benefit from the opportunities presented to them.

One of our basic principles is to celebrate success. Good attendance is fundamental to a successful and fulfilling school experience. We actively promote 100% attendance for all our pupils and we use a variety of weekly, termly and annual awards to promote good attendance and punctuality.

The Governors, Head Teacher and Staff in partnership with parents have a duty to promote full attendance at «Name».

Parental Responsibility

Parents have a legal duty to ensure that their child(ren) attend school regularly and arrive on time. Regular attendance is essential to the all-round development of the child and they should be allowed to take full advantage of educational opportunities available to them. Poor attendance undermines their education and sometimes, puts pupils at risk, encouraging anti-social behaviour.

It is the parents' responsibility to contact the school on the first day their child is absent. This is a safeguarding issue requirement so that all parties know that your child is safe. Parents should regularly update the school and inform on when their child is returning.

Pupils are expected to arrive by 8.55 am. All pupils that arrive late must report, with their parent to the school office where the reason for lateness is recorded.

The Role of the School Staff

At St George's CE Primary School there is a whole school responsibility and approach for improving school attendance, with specific staff taking individual responsibility.

The Headteacher has overall responsibility for monitoring attendance issues.

Class teachers complete a register at the beginning of each morning and once during the afternoon session. Marking the attendance registers twice daily is a legal requirement. (The Education (Pupil Registration) (England) Regulations 2006) Teachers mark pupils present, absent or late. The class teacher notifies office staff of children whose attendance is causing concern.

It is the responsibility of Mrs Emirali (Attendance Officer) to ensure:

- Attendance and lateness records are up to date
- If no reason for absence has been provided, parents are contacted on the first day of absence by phone call.

- Where there has been no communication, letters are sent to parents requesting reasons for absence.
- The appropriate attendance code is entered into the register (National Attendance Codes)
- Parents informed termly of child's attendance figure

Timeline of School Action for Poor Attendance

- 95 - 100% attendance - class teacher to investigate and notify Mrs Emirali of concerns. Mrs Emirali to contact parent if appropriate.
- 90 - 95% attendance - school intervention letters/meeting with parents – consider Penalty Notice or Early Help Notification.
- Below 90% - Where the absences have not been authorised consult with the Local Authority School Liaison Officer and a referral to PRU, Inclusion and Attendance Service may be considered.

Children Missing Education

No child should be removed from the school roll without consultation between the Head Teacher and the PRU, Inclusion and Attendance Service when appropriate. Please see circumstances below:-

Where a child is missing from education, Local Authority guidance will be followed, by completing a Child Missing Education referral for the following circumstances:-

- If the whereabouts of the child is unknown and the school have failed to locate him/her.
- The family has notified the school that they are leaving the area but no Common Transfer Form (pupil file) has been requested by another school.

Lateness

At St George's the register is taken at 8.55am and KS1 at 1.00pm and KS2 at 1.20pm. Pupils arriving after these times must enter school by the main entrance and report to reception where their name and reason for lateness will be recorded. The pupil will be marked as late before registration has closed (Code 'L').

The register will close at 9.15 am and 1.00pm/1.30pm. Pupils arriving after the register has closed will be marked as late after registration (Code 'U') and this will count as an unauthorised absence.

Frequent lateness after the register has closed (U) will be discussed with parents and could provide grounds for prosecution or a Penalty Notice.

Penalty Notice Proceedings for Lateness – Penalty Notices are issued in accordance with Kent County Council's Education Penalty Notices Code of Conduct effective from January 2016.

- 10 incidents of late arrival after the registers have closed during any possible 100 school sessions for a Penalty Notice Warning Letter.
- The Penalty Notice Warning Letter sets out 15 school days during which no unauthorised absence is to be recorded
- If unauthorised absence is recorded during the 15 day period, Penalty Notice(s) will be issued (one per parent per child)
- Where a Penalty Notice is not paid within 28 days of issue the Local Authority will instigate court proceedings

Authorising Absence

Only the Head Teacher can authorise absence using a consistent approach. The Head Teacher is not obliged to accept a parent's explanation. A letter or telephone message from a parent does not in itself authorise an absence. If absences are not authorised, parents will be notified.

If no explanation is received, absences will not be authorised.

Absence (leave) during term time can only be approved in "exceptional circumstances". The following reasons are examples of absence that will not be authorised:

- Persistent nonspecific illness e.g. poorly/unwell
- Absence of siblings if one child is ill
- Oversleeping
- Inadequate clothing/uniform
- Confusion over school dates
- Medical/dental appointments of more than half a day without very good reasons
- Child's/family birthday
- Shopping trip
- Family Holidays

Persistent unauthorised absence may result in an AS1 referral to the Local Authority School Liaison Officer for consideration of prosecution. The school will follow procedures prior to referral and parents will be notified in writing.

When a referral is made, the child's Registration Certificate, copies of all letters sent to parents and minutes of any meetings **MUST** be attached to the completed AS1 referral form with any other relevant information.

Local Authority Action may include:-

- Attendance Improvement Meeting
- Home visits
- Liaison with other agencies
- Fast Track to Prosecution

Penalty Notices Proceedings for Poor Attendance - Penalty Notices are issued in accordance with Kent County Council's Education Penalty Notices Code of Conduct effective from January 2016

- A Penalty Notice can only be issued in cases of persistent unauthorised absence or where an excluded child is found in a public place during school hours.
- Absence for 10 or more half day sessions (5 school days) without authorisation during any 100 possible school sessions – these do not need to be consecutive.
- The PRU, Inclusion and Attendance Service issue a warning letter setting out 15 school days during which no unauthorised absence is to be recorded
- If unauthorised absence is recorded during the 15 day period a Penalty Notice will be issued (one per parent per child)

Exceptional circumstances could include:

- Service personnel returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays.
- Where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.
- The death or terminal illness of a person close to the family.
- To attend a wedding or funeral of a person close to the family.
- Any examples provided are illustrative rather than exhaustive. It is acceptable to take a student's previous record of attendance into account when the school is making decisions. The fundamental principles for defining 'exceptional' are rare, significant, unavoidable and short. And by 'unavoidable' it implies that an event could not reasonably be scheduled at another time. It is important to note that Head Teachers can agree the absence of a child in exceptional circumstances and this discretion can be used also to determine the length of the authorised absence.

Where Penalty Notices are imposed, the regulations state that the penalty will be £120 to be paid within 28 days, reduced to £60 if paid within 21 days. Penalty Notices are issued to each parent of each child. Failure to pay the penalty in full by the end of the 28 day period will result in prosecution by the Local Authority.

Leave of Absence/Holiday

From September 2013 the Department for Education have amended the Pupil Registration Regulations, removing the Head Teacher's ability to authorise leave of absence for the purpose of a family holiday.

Section 444 of the Education Act 1996 says that parents are **guilty** of an offence of failing to secure regular attendance at school unless they can prove that the child was absent:

- with leave (the school has given permission)
- due to sickness or any unavoidable cause (the sickness or unavoidable cause must relate to the child, not the parent)
- religious observance

- failure by the Local Authority to provide transport

In law, these are the only acceptable reasons for a child being absent from school.

The Head Teacher may authorise absence in “exceptional circumstances” but this must be requested in advance and agreement to each request is at the discretion of the Head Teacher, acting on behalf of the Governing Body (Education (Pupil Registration) (England) Regulations 2006). Each case will be judged on its merits and the Head Teacher’s decision is final. Once the decision not to authorise leave is taken, it cannot be authorised retrospectively.

If the absence is not authorised and the holiday is taken anyway, the case may be referred to the PRU, Inclusion and Attendance Service who may issue a Penalty Notice to each parent for each child taken out of school.

Failure to pay the penalty in full by the end of the 28 day period will result in prosecution by the Local Authority.

Appendix 1 Late letter (Code L)

Appendix 2 Late letter (Code U)

Appendix 3 Absence Letter

Appendix 4 School Attendance Meeting Letter

Appendix 5 School Letter Warning re: Penalty Notice Referral

Appendix 6 Unauthorised absence confirmation of PN request

Appendix 7a Response to Leave Request (Not Authorising)

Appendix 7b Response to Leave Request submitted retrospectively (Not Authorising)

Appendix 8 Unauthorised leave confirmation of PN request

Appendix 9 School letter where they believe a holiday was taken

Appendix 10 Traveller Attendance letter

Appendix 11 Traveller Absence due to travelling

Appendix 12 School Referral Pathway

Appendix 1

«addressee»

«address_block»

«date_of_printing»

Dear «salutation»

Re «forename» «surname»

I am writing to express my concern over the number of occasions that «forename» has been arriving late at school. Below for your information is a summary of attendance indicating the days «forename» was late (Code L):

«dates_of_lates_before»

Total lates before registration closed: «total_lates_before» half day sessions

At our school the register is taken at ?? am and at ?? pm.

A pupil's lateness will seriously disrupt their learning and can be embarrassing for your child.

I am sure you share my concern and would wish to work with the school to improve punctuality. If we can help in any way, perhaps via our School Nurse or Family Liaison Officer, please do not hesitate to contact us.

Yours sincerely

Headteacher

Appendix 2

«addressee»
«address_block»

«date_of_printing»

Dear «salutation»

Re «forename» «surname»

I am writing to express my concern over the number of occasions that «forename» has arrived after the register has been closed. Below for your information is a summary of attendance indicating the days «forename» was late (Code U):

«dates_of_lates_after»

Total lates after registration closed: «total_lates_after» half day sessions

At our school the register is taken at ?? am and is closed at ?? am for the morning session and taken again at ?? pm and closed at ?? pm for the afternoon session. Pupils arriving after the register has closed will be marked 'U' which records the absence as unauthorised for that session.

Arriving after the register has closed is seriously disrupting your child's learning and is impacting on their overall attendance.

Persistent late arrival may lead to a referral for a Penalty Notice or a referral to the Local Authority School Liaison Officer for further action and possible prosecution.

If «forename» continues to arrive late after the register has closed we will contact you to arrange a meeting at the school.

Yours sincerely

Head Teacher

Appendix 3

«addressee»

«address_block»

«date_of_printing»

Dear «salutation»

Re «forename» «surname»

I am writing to express my concern over the number of occasions that «forename» has been absent from school. I attach for your information a summary of attendance indicating the days «forename» was absent.

A pupil's absence can seriously disrupt their learning, not only do they miss out on teaching while they are away but they are less prepared for future lessons when they return.

I am sure you share my concern and would wish to work with the school to improve «forename»'s attendance. If we can help in any way, perhaps via our School Nurse or Family Liaison Officer, please do not hesitate to contact us.

Yours sincerely

Head Teacher

Appendix 4

«addressee»
«address_block»

«date_of_printing»

Dear «salutation»

Re: «forename» «surname»

Despite previous warnings, I note with concern that your child's attendance at school has made no significant improvement. «forename»'s attendance at school is currently «percentage_attendance»% which means «he_she» has missed «total_authorized_absences» half day sessions for authorised absence and «total_unauthorised_absences» half day sessions for unauthorised absence. This will have an impact on your child's education which we cannot ignore.

As there has been no improvement in «forename»'s attendance, I must advise you that further absences from school as a result of illness may require medical evidence (e.g. copy of a prescription, Doctors/Dentist appointment card). If medical evidence is not provided when required, further absences will be marked as unauthorised.

I am inviting you to attend a School Attendance Meeting. The time and date have been set for ?? at ?? It is important that you and «forename» attend this meeting for us to explore the issues around poor attendance. The meeting will be attended by:

??

If this appointment is inconvenient, I would be grateful if you could contact me so that an alternative time can be arranged.

If you do not attend this meeting and «forename»'s absence continues to deteriorate, a referral may be made to the Local Authority School Liaison Officer for further action and possible prosecution.

Thank you for your co-operation.

Yours sincerely

Head Teacher
The School

Appendix 5

«addressee»
«address_block»

«date_of_printing»

Dear «**salutation**»

Re «**forename**» «**surname**»

At our school we consider attendance of utmost importance and I am therefore bringing this information to your attention.

Our monitoring process has shown that «forename» has been absent from school for a total of «total_unauthorised_absences» unauthorised half day sessions. I refer you to legislation regarding Penalty Notices.

‘As from 2005, Kent Local Authority (LA) introduced Penalty Notices for unauthorised absence from school of at least 10 sessions (5 days) during any 100 possible school sessions.’ A separate Penalty Notice can be issued to each parent and for each child.

On receipt of the Notice, the penalty will be £120, reduced to £60 if paid within 21 days. Failure to pay the penalty in full at the end of the 28 day period may result in prosecution by the LA.

Please note this is a warning letter that a Penalty Notice could be requested if a total of 10 unauthorised sessions (5 days) are reached.

Should you wish to discuss this matter further please do not hesitate to contact me.

If further unauthorised absence occurs you will be contacted and invited in for a meeting at the school.

Yours sincerely

Head Teacher

Appendix 6

«addressee»

«address_block»

«date_of_printing»

Dear «salutation»

Re «forename» «surname»

With reference to our letter dated ??, «forename» has now reached a total of «total_unauthorised_absences» half day sessions of unauthorised absence. As a result we will now be requesting a Penalty Notice from the Local Authority.

A separate Penalty Notice can be issued to each parent and for each child.

Yours sincerely

Head Teacher

Appendix 7a

«addressee»

«address_block»

«date_of_printing»

Dear «salutation»

Request for leave during Term-Time

For the attention of the parents of «forename» «surname»

I have received your request to take «forename» out of school for a family holiday between ??date and ??date, a total of ??Number of school sessions.

From September 2013 the Department for Education has amended the Education (Pupil Registration) (England) Regulations 2006 removing the Head Teacher's ability to authorise leave of absence for a family holiday. Requests for holidays in term-time will not be authorised as the Regulations only allow me to authorise absence (leave) in "exceptional circumstances".

The School's Attendance Policy confirms that:

- agreement to each request is at my discretion, acting on behalf of the Governing Body
- each case will be judged on its merits
- my decision is final
- leave cannot be authorised retrospectively

I have considered your request but I am writing to confirm that on this occasion the leave will not be authorised. If you decide to take «forename» out of school I will be making a request for a Penalty Notice to be issued.

Penalty Notices are issued to each parent of each child and the amount of the penalty will be £120 to be paid within 28 days, reduced to £60 if paid within 21 days. Failure to pay the penalty in full at the end of the 28 day period may result in prosecution by the Attendance Service.

Yours sincerely

Head Teacher

Appendix 7b

«addressee»

«address_block»

«date_of_printing»

Dear «salutation»

Request for leave during Term-Time For the attention of the parents of «forename» «surname»

You failed to apply in advance for permission for «forename» to be absent from school.

From September 2013 the Department for Education has amended the Education (Pupil Registration) (England) Regulations 2006 removing the Head Teacher's ability to authorise leave of absence for a family holiday. Requests for holidays in term-time will not be authorised as the Regulations only allow me to authorise absence (leave) in "exceptional circumstances".

The School's Attendance Policy confirms that:

- agreement to each request is at my discretion, acting on behalf of the Governing Body
- each case will be judged on its merits
- my decision is final
- leave cannot be authorised retrospectively

As stated above, I am unable to authorise leave retrospectively and I will be making a request for a Penalty Notice to be issued.

Penalty Notices are issued to each parent of each child and the amount of the penalty will be £120 to be paid within 28 days, reduced to £60 if paid within 21 days. Failure to pay the penalty in full at the end of the 28 day period may result in prosecution by the Attendance Service.

Yours sincerely

Headteacher

Appendix 8

«addressee»
«address_block»

«date_of_printing»

Dear «salutation»

Name: «forename» «surname» DOB: «date_of_birth»

With reference to our letter dated **??date**, the leave of absence taken between **??date** and **??date** has now been recorded as Unauthorised Absence and as a result a Penalty Notice has been requested.

A separate Penalty Notice can be issued to each parent and for each child.

Yours sincerely

Headteacher

Appendix 9

«addressee»
«address_block»

«date_of_printing»

Dear «salutation»

Re «forename» «surname»

You failed to apply in advance for permission for «forename» to be absent from school.

From September 2013 the Department for Education has amended the Education (Pupil Registration) (England) Regulations 2006 removing the Head Teacher's ability to authorise leave of absence, except in exceptional circumstances. ***(State why you are treating this absence as a family holiday and/or why there are no exceptional circumstances)***

Requests for holidays in term-time will not be authorised as the Regulations only allow me to authorise absence (leave) in "exceptional circumstances".

I am unable to authorise leave retrospectively therefore this absence will be recorded as unauthorised absence, where a child has 10 unauthorised sessions within 100 school session a Penalty Notice may be issued.

The Penalty Notice gives you the opportunity to pay a penalty instead of being prosecuted for failing to secure your child's regular attendance at school. The amount of the penalty is £120 per parent, per child, but if payment is made by you within 21 days of receipt of this Notice it will be £60 per parent, per child. If you pay this penalty within the time limits, no further action will be taken against you in connection with the offence, i.e. your liability for the offence will be discharged.

Yours sincerely

Head Teacher

Appendix 10

«addressee»
«address_block»

«date_of_printing»

Dear «salutation»

Traveller Absence **«forename» «surname»**

I am writing to say how concerned I am over the number of times «forename» has been absent from school. This academic year «forename» has missed «total_authorized_absences» authorised half day sessions and «total_unauthorised_absences» unauthorised half day sessions achieving an overall attendance rate of «percentage_attendance»%.

Traveller children have to attend school for 380 sessions (190 days) each year, which is the same for all children and you are at risk of being referred to the Local Authority School Liaison Officer if «forename»'s attendance falls below 90%. I am unable to authorise any absence during term time unless there are exceptional circumstances or if you will be travelling for occupational purposes and agree this with the school in advance.

If you would like to speak to me about «forename»'s attendance, please telephone the school to make an appointment.

Yours sincerely

Head Teacher

Appendix 11

«addressee»
«address_block»

«date_of_printing»

Dear «salutation»

Traveller Absence **«forename» «surname»**

Thank you for contacting me to say that «forename» will be absent from school from ??Date as you will be travelling due to your work.

The law allows me to authorise «forename»'s absence if your trade or business means that you have to travel from place to place. However, you have not let me know when «forename» is likely to return to school. Unless you contact me during the next 10 school days to confirm a date, I will refer «forename» to the Local Authority as a Child Missing Education.

After 20 days absence, there may be grounds to take «forename»'s name off the school roll and you will have to re-apply for a school place when you return.

Yours sincerely

Head Teacher

Appendix 12

Kent School Referral Pathway – Pupil Attendance

