


# Hillside High School

Hillside  
High School

*Excellence in the Heart  
of the Community*



## Attendance & Punctuality Policy September 2024

<b>School:</b>	Hillside High School
<b>School Link:</b>	Mike Edwards
<b>Date of Governing Body Review:</b>	September 2024
<b>Next Review Due:</b>	September 2025
<b>Signed:</b>	
<b>Chair:</b>	Mr Mike Cunliffe
<b>Principal:</b>	Amanda Ryan



<b>Principal:</b>	Mrs Amanda Ryan
<b>School Attendance Lead:</b>	Mr Mike Edwards
<b>Nominated Attendance Governor:</b>	Mr Warren Brooks
<b>Chair of Governors:</b>	Mr Mike Cunliffe
<b>Key Attendance Staff in School:</b>	Miss Danielle Elliott
	Miss Victoria Chialton
	Mrs Dinah Wilson

**This Attendance & Punctuality Policy is part of a broader suite of Safeguarding Policies, including the School's Child Protection/Safeguarding Policy.**

This policy will be reviewed annually by the Local Governing Body.

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# 1 Introduction and Background

- 1.1** Hillside High School recognises that positive behaviour and good attendance are essential for pupils to get the most of their school experience, including their attainment, wellbeing and wider life chances.
- 1.2** The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school, or by education otherwise than at a school.
- 1.3** Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly and on time. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.
- 1.4** The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called "[Working together to improve school attendance](#)" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.
- 1.5** This policy is written with the above guidance in mind and underpins our school ethos to:
  - 1.5.1** promote children's welfare and safeguarding.
  - 1.5.2** ensure every pupil in our school has access to the full-time education to which they are entitled.
  - 1.5.3** ensure that pupils succeed whilst at our school.
  - 1.5.4** ensure that pupils at our school have access to the widest possible range of opportunities at school, and when they leave school.
- 1.6** Our policy has been developed in consultation with school governors, teachers, the local authority and parents and guardians. It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school, and to outline the school's commitment to attendance matters. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.
- 1.7** In addition, all schools follow the DfE's statutory safeguarding guidance, Keeping Children Safe in Education, which emphasises the importance of understanding the potential vulnerabilities of children who are missing or absent from education.  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- 1.8** Our policy aims to raise and maintain levels of attendance by:
  - 1.8.1** Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued.
  - 1.8.2** Raising and maintaining a whole school awareness of the importance of good attendance and punctuality.
  - 1.8.3** Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.
- 1.9** For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the

absence is unavoidable. Pupils **must** attend every day, unless there are exceptional circumstances, and it is the Principal, not the parent, who can authorise the absence.

## **2 Legislation**

- 2.1** This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures.
- 2.2** The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:
  - 2.2.1** The Education Acts 1996 and 2002.
  - 2.2.2** The Children Act 1989.
  - 2.2.3** The Crime and Disorder Act 1998.
  - 2.2.4** The Anti-Social Behaviour Act 2003.
  - 2.2.5** The Education and Inspections Act 2006.
  - 2.2.6** The Sentencing Act 2020.
  - 2.2.7** The School Attendance (Pupil Registration) (England) Regulations 2024.
  - 2.2.8** The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007.
  - 2.2.9** The Education (Penalty Notices) (England) Regulations 2007, as amended The Education (Information about Individual Pupils) (England) Regulations 2013.
  - 2.2.10** The Children and Young Persons Acts 1933 and 1963.
  - 2.2.11** The Equality Act 2010.

## **3 Promoting Regular Attendance**

- 3.1** At Hillside we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.
- 3.2** Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff.
- 3.3** To help us all to focus on this, we will:
  - 3.3.1** Submit a daily attendance return to the Department of Education, in line with the legal expectations placed on all schools.
  - 3.3.2** Build strong relationships and work jointly with families.
  - 3.3.3** Give parents/guardians details on attendance in our newsletters.
  - 3.3.4** Promote the benefits of high attendance.
  - 3.3.5** Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence as required by law.
  - 3.3.6** Celebrate excellent attendance by displaying and reporting individual and class achievements.
  - 3.3.7** Reward good or improving attendance.

- 3.3.8** Report to parents/guardians regularly on their child's attendance and the impact on their progress.
- 3.3.9** Contact parents/guardians should their child's attendance fall below the school's target for attendance.

## **4 Roles and Responsibilities School Community**

### **4.1 Role of Governors/Trustee Board**

- 4.1.1** To set high expectations of all leaders, staff, pupils, and parents so that children attend school every day and are safeguarded from harm.
- 4.1.2** To Identify a member of the governing body to lead on attendance matters and ensuring that there is a named senior attendance champion.
- 4.1.3** Ensuring school leaders fulfil expectations and statutory duties by rigorously evaluating the effectiveness of the school's attendance procedures so that consistent attendance support is provided for all pupils.
- 4.1.4** Ensuring the school engages and works effectively with the local authority Attendance Team, and wider local partners and services to address barriers to school attendance.
- 4.1.5** Regularly reviewing attendance data, discussing, challenging trends, and helping school leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- 4.1.6** Ensuring high aspirations are maintained for all pupils, and processes for support are adapted to the individual needs of pupils including those with long term illnesses, special educational needs and disabilities, pupils with a social worker or youth justice worker and pupils from cohorts with historically lower attendance such as those eligible for free school meals.
- 4.1.7** Ensuring all school staff receive adequate training on attendance and that relevant staff have access to opportunities to share and learn from good practice in other schools.
- 4.1.8** Ensuring that attendance data is shared with the Local Authority or Department for Education as required and on time.
- 4.1.9** Reviewing the school's Attendance Policy on at least an annual basis, ensuring that the required resources are available to fully implement the policy.

### **4.2 Role of Senior Leadership:**

- 4.2.1** Promote the significance and benefits of regular attendance to both pupils and their parents.
- 4.2.2** Establish and maintain positive relationships with pupils and parents.
- 4.2.3** Ensure a school-wide commitment to promoting good attendance, supported by engaging teaching and learning experiences that motivate all pupils to attend regularly and achieve their full potential.
- 4.2.4** Oversee the implementation of the Attendance Policy and ensure it undergoes an annual review.
- 4.2.5** Ensure all staff are informed about the Attendance Policy and receive adequate training to address attendance-related issues.
- 4.2.6** Ensure compliance with relevant regulations and legislation.

- 4.2.7** Appoint a designated senior attendance leader to champion attendance, allocating sufficient time and resources to the role.
- 4.2.8** Submit school attendance data to the Local Authority and the Department for Education as required and in a timely manner.
- 4.2.9** Regularly report on the school's attendance and related issues to the Governors/Trustees, with termly updates to the governing board and half-termly updates to the nominated governor/trustee responsible for attendance.
- 4.2.10** Implement and maintain systems to report, record, and monitor the attendance of all pupils, including those educated off-site.
- 4.2.11** Regularly collect and analyse attendance data to identify patterns and causes of absenteeism.
- 4.2.12** Use the analysed data to develop solutions and evaluate the effectiveness of interventions.
- 4.2.13** Develop a multi-agency response to enhance attendance and provide support to pupils and their families.
- 4.2.14** Record all interventions, conversations precisely using factual evidence-based information that may be required should legal proceedings be initiated.

#### **4.3 Role of All Staff**

- 4.3.1** Promote the importance and value of regular attendance to pupils and their parents.
- 4.3.2** Build and maintain positive relationships with pupils and their parents.
- 4.3.3** Contribute to a whole school approach that supports good attendance, reinforced by quality teaching and learning that encourages pupils to attend and succeed.
- 4.3.4** Adhere to relevant regulations and legislation.
- 4.3.5** Implement and uphold systems for reporting, recording, and monitoring the attendance of all pupils, including those educated off-site.
- 4.3.6** Ensure accurate and timely recording of attendance registers.
- 4.3.7** Participate in the evaluation of school strategies and interventions related to attendance.
- 4.3.8** Work with external agencies to improve attendance and provide support to pupils and their families.

#### **4.4 Role of Attendance Officer**

- 4.4.1** Monitor and analyse pupil attendance data.
- 4.4.2** Conduct daily Huddle meetings with Progress Leaders, Principal / Vice Principal and members of the Safeguarding team.
- 4.4.3** Conduct weekly attendance meetings with the Senior Attendance Champion, Designated Safeguarding Lead, SENCO, Progress Leaders and other relevant staff members.
- 4.4.4** Implement strategies to promote excellent whole-school attendance.
- 4.4.5** Address unsatisfactory attendance by applying strategies agreed in partnership with parents.
- 4.4.6** Keep accurate and factual information in relation to pupils and their families.

- 4.4.7 Coordinate action plans for pupils of concern, including the initiation of an Early Help Assessment and Plan or the implementation of an attendance contract.
- 4.4.8 Ensure adherence to first day calling procedures when a child is absent without parental contact.
- 4.4.9 Lead school-wide initiatives such as awards assemblies and reward schemes.
- 4.4.10 Refer cases to appropriate external agencies as needed.
- 4.4.11 Refer severely absent pupils for support through the Team around the School initiative.

#### **4.5 Role of the Progress Leader**

- 4.5.1 Monitor and analyses pupil attendance – a forensic understanding of pupils in Year Group.
- 4.5.2 Attend daily huddle – decide on appropriate first day response with Attendance Officers.
- 4.5.3 Communicate effectively with parents.
- 4.5.4 Promote and celebrate attendance with year group and form tutors – attendance rewards such as Hillside Hundred – assemblies.
- 4.5.5 Share updates with form tutors on a daily and weekly basis (Year Team Briefings).
- 4.5.6 Support pupils with attendance less than 96% - in partnership with pupils and parents – use Attendance support plans and the Attendance Toolkit to improve attendance against clear targets and timelines.

#### **4.6 Role of the Form Tutor**

- 4.6.1 Ensure the register is completed accurately and promptly every day.
- 4.6.2 If aware of the reason for absence, right click and add a comment for the attendance team to follow up.
- 4.6.3 Welcome back pupils who have been absent – assess how they are feeling and support them, discuss number of days missed and how lost learning can be caught up. If you feel that a pupil may need more support to maintain their attendance, please discuss this with your Progress Leader.
- 4.6.4 Issue the pupil with a Compulsory Catch up sheet and remind them that it is their responsibility to complete this work. Support pupils by actively encouraging them to complete the work missed.
- 4.6.5 Talk regularly to individual pupils about their attendance – checking for patterns of non-attendance. Know where the pupils in your form are in terms of waves.
- 4.6.6 Share weekly attendance power point – Celebrate success and create a competitive element - want to be the best attending Form!
- 4.6.7 Update attendance displays as a Form each week.

#### **4.7 Role of the Class Teacher**

- 4.7.1 Create a safe learning environment where pupils feel like they belong and want to attend.
- 4.7.2 Plan for pupils who have missed previous lessons – during retrieval – take time to support these pupils with a ‘quick catch up’ on where the learning is up to.
- 4.7.3 **Support pupils with Compulsory Catch-up.** All pupils who miss a school session will be required to complete catch up work by the Friday of the following week. It is the



pupil's responsibility to find out what they need to do to catch up – they will have pro-forma which they need to complete and then subject teachers should sign this work off once provided with evidence that the pupil has completed it. Pupils who fail to complete the catch-up work will be required to attend an after-school mentoring session to complete the work.

- 4.7.4 Suitable work for teachers to set for catch up include – pupils taking a photo of another pupils' work or teachers' book (if they have one) and copying it up, missed worksheets / exam questions, GCSE Pod, Sparx, Bitesize, use of the Knowledge Organisers.
- 4.7.5 "Spoiler alert" ... talk about what you will be doing next lesson to generate enthusiasm – Please push Fridays – historically, we have poor attendance on Fridays.
- 4.7.6 Look out for attendance patterns to your lessons and pass concerns on to Subject Leader and Progress Leader.

#### 4.8 Role of Parents

- 4.8.1 Make sure your child attends every day.
- 4.8.2 Provide **two** emergency contact numbers to the school.
- 4.8.3 Notify the school on the first day of absence. If you child is unable to attend school you will need to ring the school office on 0151 525 2630 between 7.30am-8.30am and explain your absence to one of the team.
- 4.8.4 Monitor your child's attendance on ClassCharts app – and contact school if you have any concerns.
- 4.8.5 Try to make all medical appointments (doctors, dentist and hospital) out of school time. Obviously, this is not always possible but, in such cases, try to minimise the disruption to the day by getting an early morning appointment so that your child can attend afterwards OR a late afternoon appointment so that they can complete most of their timetable before leaving.
- 4.8.6 Encourage your child to take responsibility for being on time for school ensuring they have a realistic bedtime and will not be too tired to get up in the morning for school. Equipment should be prepared the night before. Regularly checking your child's planner can help you to do this.
- 4.8.7 Discourage your child from staying overnight with friends during the week. This sometimes leads to them both being late (or not attending at all) the next day.
- 4.8.8 Talk positively about going to school.
- 4.8.9 Work with the school and local authority to help them understand their/your barriers to attendance.
- 4.8.10 Proactively engage with the support offered to prevent the need for more formal support.
- 4.8.11 If your child is on an attendance support plan ensure they undertake the actions that have been agreed.
- 4.8.12 Monitor your child's internet and social media use to ensure they are not experiencing any difficulties that may prevent them from wanting to attend school.
- 4.8.13 **Leave of absence during term time is not a parental right. If there are special or exceptional circumstances, please contact the Principal and complete the correct**

**documentation and a decision will be made if the absence can be authorised or not.**

#### **4.9 Role of Pupils**

- 4.9.1** Speak to your class teacher or another member of staff if you are experiencing difficulties at school or at home which may impact on your attendance.
- 4.9.2** Attend all your lessons ready to learn, with the appropriate learning equipment requested and on time for the class.
- 4.9.3** If you are late to school after 8.30am, you will have to enter school through the front doors and sign in at the front office. This will help the school to monitor your attendance and keep accurate records. This is also vital for health and safety in the event of a school evacuation.
- 4.9.4** You will receive a 10 minutes late detention which will be taken at morning break on that day. If you fail to attend your detention you will receive a 1-hour detention on Friday after school. If you fail to attend your upscaled Friday detention you will receive a 90 minute after school detention on the following Tuesday. Refusal or failure to attend the Tuesday upscaled detention could result in a suspension.
- 4.9.5** You will receive a Compulsory Catch-up sheet from your form tutor on returning from an absence. It is your responsibility to complete work set by your teachers by the end of the following week. If you do not complete this work you will receive an after school Compulsory Catch-up session to support you in completing this work.
- 4.9.6** If on an attendance support plan, ensure you undertake the actions that have been agreed.

## **5 Understanding Types of Absence**

- 5.1** Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.
- 5.2** Every half-day absence from school must be classified by the school (not by the parent), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session.'
- 5.3 Authorised absences** are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.
- 5.4 Unauthorised absences** are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.  
Unauthorised absence includes:
  - 5.4.1** parents/guardians keeping children off school unnecessarily e.g., because they had a late night or for non-infectious illness or injury that would not affect their ability to learn.
  - 5.4.2** absences which have never been properly explained.

- 5.4.3 children who arrive at school after the close of registration are marked using a ‘U.’ This indicates that they are in school for safeguarding purposes, however, is counted as an absence for the session.
- 5.4.4 shopping trips.
- 5.4.5 looking after other children or children accompanying siblings or parents to medical appointments.
- 5.4.6 their own or family birthdays.
- 5.4.7 holidays taken during term time, not deemed ‘for exceptional purposes’ by the Principal, including any arranged by other family members or friends.
- 5.4.8 day trips.
- 5.4.9 other leave of absence in term time which has not been agreed.

## 6 Persistent Absenteeism (PA) and Severe Absenteeism (SA)

6.1 A pupil is defined by the Government as a ‘**persistent absentee**’ when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil’s education and we need the full support and co-operation of parents to resolve this. All pupils who have attendance levels of 90% or below are defined as a persistent absentee.

6.2 Pupil who has missed 50% or more schooling is defined by the Government as ‘**severely absent**’. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support. The Principal and Vice Principal will lead on supporting this cohort of pupils.

This table illustrates the impact of attendance that is 95% or below

Attendance during one school year	Equals this number of days absent	Which is approximately this many weeks absent	Which means this number of lessons missed
95%	9.5 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons
80%	38 days	8 weeks	200 lessons

## 7 Absence Procedures

7.1 Pupils and parents should contact a member of the attendance team about attendance on a day-to-day basis – using the process in 7.3.

7.2 We monitor and review all pupils’ absence, and the reasons that are given, thoroughly.

7.3 If a child is absent from school the parent must follow these procedures:

7.3.1 Notify the school on the first day of absence. If you child is unable to attend school you will need to ring the school office on 0151 525 2630 between 7.30am-8.30am and explain your absence to one of the team.

7.3.2 Please be aware that, if you leave a voicemail to report your child’s absence, you will receive a call from the school so that we may discuss the absence before deciding as to whether the absence is to be recorded as authorised.

- 7.3.3** Contact the school on every further day of absence, again before 8.30am.
- 7.3.4** Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested where your child is having multiple periods of absence which are reported as being due to medical reasons. When determining whether a child is too ill to attend school, both parents and school staff can consider the advice contained within the NHS advice. [Should I keep my child off school checklist poster \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

#### **7.4 If your child is absent, we will:**

- 7.4.1** Telephone you on the first, and every subsequent day of absence, if we have not heard from you, however, it is your responsibility to contact the school.
- 7.4.2** If we are unable to contact parents by telephone, we will telephone emergency contact numbers, send letters home and a home visit may be made, in the interests of safeguarding.
- 7.4.3** A referral will be made to Local Authority if no contact has been made with parents by the 10<sup>th</sup> day of absence (or sooner if deemed appropriate), at which point your child will be deemed “missing from education.” This could lead to your child losing their place at Hillside.

#### **7.5 If absence continues, we will:**

- 7.5.1** Write to you if your child’s attendance is causing concern, and/or where punctuality is a concern.
- 7.5.2** Arrange a meeting so that you may discuss the situation with your child’s Progress Leader.
- 7.5.3** Create a personalised attendance support plan, to address any barriers to attendance and make clear each person’s role in improving the attendance patterns of your child.
- 7.5.4** Offer signposting support to other agencies or services, if appropriate.
- 7.5.5** Refer the matter to the Local Authority for relevant legal sanctions if attendance deteriorates following the above actions.

## **8 Lateness**

- 8.1** Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good timekeeping is a vital life skill which will help children as they progress through their school life and out into the wider world.
- 8.2** Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their form tutor.
- 8.3** The times of the start and close of the school day for all pupils at Hillside School are:
  - 8.3.1** Gates open: 8.20am.
  - 8.3.2** Registration starts: 8.30am.
  - 8.3.3** Registration closes: 9.00am.
  - 8.3.4** End of the school day: 2.45pm.

#### **8.4 How we manage lateness:**

- 8.4.1** The school day starts at 8.20am when the gates open and children can begin to come into school.
- 8.4.2** Registers are taken at **8.30am**.
- 8.4.3** Children arriving after 8.30am are required to come into school via the front entrance to school. They will be greeted by a member of the Leadership Team – who will check they are properly equipped and dressed for school, and issue them with a 10-minute late detention at break time.
- 8.4.4** At 9.30am the registers will be closed. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site – ‘U,’ but this will **not** count as a present mark, and it will mean that they have an unauthorised absence.

**8.5** Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent lateness record, you may be asked to meet with a Governor Punctuality Panel. You can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our children and, as a school, we celebrate good class and individual punctuality.

## **9 Understanding barriers to attendance**

- 9.1** Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, an Early Help Worker or the relevant Local Authority team(s). Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed.
- 9.2** Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain in place for these pupils; however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate.
- 9.3** Under the DfE’s statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.
- 9.4** Attendance returns: providing the local authority with the names and addresses of all pupils of compulsory school age who fail to attend school regularly or have been absent for a continuous period of ten school days where their absence has been recorded with one or more of the codes statistically classified as unauthorised (G, N, O, and/or U). Local authorities must agree the frequency that attendance returns are to be provided with all schools in their area. This should be no less frequently than once per calendar month.

## **10 Local Authority School Attendance Support Service (SAST)**

- 10.1** The Local Authority School Attendance Support Team (SAST) work both strategically and operationally by offering support to schools, to reduce persistent absence and improve overall attendance.
- 10.2** Parents are expected to work with the school and local authority to address any attendance concerns. Parents should proactively engage with the support offered, aiming to resolve any problems together. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority/Local authority School attendance panel.
- 10.3 Local Authority School Attendance Panel.** The purpose of the School Attendance Panel meeting is for you and your child to meet with representatives from the Local Authority to identify the reasons for absence. The Local Authority Attendance Panel is chaired by a member of the school Attendance Support Service. At the beginning of the meeting introductions are made and the purpose of the panel is explained. Parents/guardians are reminded of the legal consequences for them if the pattern of poor school attendance continues.
- An action plan in the form of an attendance contract is put in place to try to support an improvement in attendance.**
- 10.4** The reasons for absence will be identified and different strategies to improve attendance will be considered:
- 10.4.1** A supportive action plan in the form of an attendance contract will be agreed.
  - 10.4.2** An attendance target date for improvement will be set.
  - 10.4.3** The student's attendance will then be closely monitored for a period of 12 school weeks.
  - 10.4.4** A decision to apply for an Education Supervision Order.
- 10.5** If attendance does not improve, legal action may be taken in the form of a Penalty Notice, an Education Supervision Order (ESO) or prosecution in the Magistrates Court.
- 10.6 First day response – children with a social worker.** Our school works in partnership with the LA School Attendance Support Team in delivering a first day response system for children with a social worker. If children who have an allocated social worker are absent from school, we will contact the family to establish the reason why the child is absent from school.
- 10.7** We will complete the first day response form and submit it to Sefton Council, so information is shared in relation to why the child is absent from school. We will also request a home visit if we feel this is appropriate. We will also inform the child's social worker.

## **11 School Attendance and the Law**

- 11.1** The School Attendance (Pupil Registration) (England) Regulations 2024 introduced a National Framework in England. By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

**11.2** The definition of a parents may be recognised differently under education law, than family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

**11.3** A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

**11.4 National Framework for Penalty Notice** - There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10-school week period can span different terms, school years or education settings.

**11.5** Sanctions may include issuing each parent (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three-year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction.

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

**11.7** Notices to improve will be issued in line with processes set out in the Sefton code of conduct for the local authority area in which the pupil attends school.

They will include:

**11.7.1** Details of the pupil's attendance record and of the offences.

**11.7.2** The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996.

**11.7.3** Details of the support provided to date.

**11.7.4** Opportunities for further support, or to access previously provided support that was not engaged with.

**11.7.5** A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis.

**11.7.6** A clear timeframe of between 3 and 6 weeks for the improvement period.

**11.7.7** The grounds on which a penalty notice may be issued before the end of the improvement period.

**"There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours."**

**11.8** In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school."

**11.9** The School Attendance (Pupil Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. The amendments specify that Principals may not grant any leave of absence during term time unless there are "exceptional circumstances" and they do not have any discretion to authorise up to ten days of absence each academic year.

**11.10** It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the Principal, irrespective of the child's overall attendance. Only the Principal or her designate (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the prescribed form provided by the school. The school will usually consider that the parent who has made the application is therefore allowing the leave of absence, and also that all parents who are on the holiday are allowing the leave. Where a parent removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is likely that penalty notices will be requested, in line with the National Framework and Sefton Code of Conduct, in respect of each parent believed to have allowed the absence.

**11.11** **At Hillside High School 'exceptional circumstances' will be interpreted as:** being of unique and significant emotional, educational or spiritual value to the child which outweighs the loss of teaching time (as determined by the Principal). The fundamental principles for defining 'exceptional' are events that are "rare, significant, unavoidable and short." By 'unavoidable' we mean an event that could not reasonably be scheduled at another time, outside of school term time, regardless of who has planned or paid for the holiday or absence (including grandparents or other family or friends).

**11.12** The Principal/school may discuss the leave of absence request with other education settings and/or the Local Authority to determine any exceptional circumstances.

## **12 Deletion from Roll**

**12.1** For any pupil leaving Hillside High School secondary school other than at the end of Year 11, parents/guardians are required to complete a 'Pupils moving from school' form which can be obtained from the school office. This provides school with the following information: Child's name, class, current address, date of leaving, new home address, name of new school, address of new school. This information is essential to ensure that we know the whereabouts and may appropriately safeguard all our pupils, even those who leave us.

**12.2** It is crucial that parents keep school updated with current addresses and contact details for the pupil and key family members, in case of emergency.

**12.3** Under Pupil Regulations 2006, all schools are now **legally required** to notify their Local Authority of **every new entry** to the admission register **within five days** of the pupil being enrolled. In addition to this, **every deletion** from the school register must also be notified to the Local Authority, as soon as the ground for deletion has been met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register. This duty does not apply when a pupil's name is removed from the admission register at a standard transition point – when the pupil has completed the final year of education normally provided by that school.



### **13 Request to electively home educate a child**

**13.1**Our school work with the Local Authority to ensure that parents/guardians fully understand the demands and responsibilities of elective home education (EHE). We follow up-to- date guidance that is published. If a child has an Education, Health and Care Plan or is open to a social worker we work closely with the Complementary Education Service, SEND and Children's Social Care.

### **14 Absence data**

**14.1**We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education daily Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024. Persistently and severely absent pupils are tracked and monitored carefully. We also combine this with academic tracking, as increased absence affects attainment.

**14.2**We share information and collaborate with other schools in the area, local authorities, and other partners, when absence is at risk of becoming persistent or severe.

## Appendix 1

### Guidance in relation to attendance

<https://assets.publishing.service.gov.uk/media/626669cb8fa8f523b7221b98/UKHSA-should-I-keep-my-child-off-school-guidance-A3-poster.pdf>

[DfE external document template \(childrenscommissioner.gov.uk\)](#)

[Children's mental health - Every Mind Matters - NHS \(www.nhs.uk\)](#)

## Appendix 2

### Attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

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

M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend

Code	Definition	Scenario
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open

Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g., due to adverse weather)
Y5	Criminal justice detention	<p>Pupil is unable to attend as they are:</p> <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>

Code	Definition	Scenario
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school is not satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

## Appendix 3

### Helping parents to understand the changes to fines for term time holidays

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for the Penalty Notice Fines issued for unauthorised holidays recorded by schools after 19<sup>th</sup> August 2024.

#### Who may be fined?

Penalty Notice Fines are issued to each parent who allows their child to be absent from school.

For example: 3 siblings absent for term time leave, would result in each parent who allowed the holiday receiving 3 separate fines.

#### First Offence

The first time a Penalty Notice is issued for an unauthorised term time holiday the fine amount will be:

£80 per parent, per child if paid within 21 days.

Increasing to £160 if paid between 22-28 days.

#### National Threshold

There will be a single consistent national threshold for when a penalty notice must be considered by all schools in England of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period.

These sessions do not have to be consecutive and can be made up of a combination of any type of unauthorised absence, including the U code (late after registers have closed).

For example: a 5-day holiday would meet the national threshold.

The 10-school week period can span different terms or school years.

#### Second Offence

##### (Within 3 years)

The Second time a Penalty Notice is issued for unauthorised absence the amount will be:

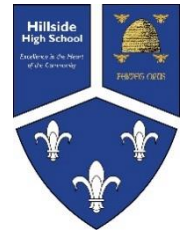
£160 per parent (who allowed the holiday) per child, payable within 28 days.

#### Third Offence and Any Further Offences (within 3 years)

The third time an offence is committed a Penalty Notice will not be issued and local authorities will need to consider other available measures to address the absence concerns. This may mean that cases are presented before a Magistrate's Court. Prosecution may result in criminal records and fines up to £2,500.

Cases found guilty in the Magistrate's Court can show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.

Appendix 4 – Attendance Support Plan Template



**Hillside High School – School Attendance Support Plan**

<b>Date of meeting:</b>		
<b>Pupil Name:</b>		
<b>DOB:</b>	<b>Reg:</b>	<b>Year Group:</b>
<b>Address:</b>		
<b>SEND:</b>		<b>PP True / False :</b>
<b>Overall Attendance:</b>	<b>Authorised Abs</b>	<b>Unauthorised Abs</b>
<b>Persistent Absence Y/N</b>		

<p><b>Details of Parents / Carers (including Absent Parent(s), Private Fostering Arrangement</b> (Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more).</p>	
<b>Name:</b>	
<b>Relationship to child:</b>	
<b>Address:</b>	
<b>Contact No.:</b>	
<b>Present at meeting: Y/N</b>	
<b>Name:</b>	
<b>Relationship to child:</b>	
<b>Address:</b>	
<b>Contact No.:</b>	
<b>Present at meeting: Y/N</b>	
<b>Discussion: - Reason for absence</b>	

**What is going well?**

<b>Views of Parent/Carer:</b>
<b>Views of the Child:</b>
<b>Views of the School:</b>

**What are we worried about?**

<b>Views of Parent/Carer:</b>
<b>Views of the Child:</b>
<b>Views of the School:</b>

**What needs to happen?**

<b>Action Plan</b>		
<b>Action</b>	<b>By Whom</b>	<b>Date to be completed</b>

**Date attendance will be reviewed:**



