Peacehaven Community School

Attendance & Punctuality

Policy Date	November 2025 (to be ratified by Governors)
Date for Review	November 2026
Reviewed by Headteacher	Rachel Henocq James Broadbent
Chair of Governors	Patricia Metham

Contents

Useful contacts

Senior Leader: behaviour and attendance	James Broadbent james.broadbent@swale.at
Attendance and inclusion officer	Marie Wootten pcs-attendance@swale.at
To report daily absence due to illness	**01273 575832** pcs-attendance@swale.at

1. Principles

Peacehaven Community School encourages 100% attendance and punctuality for all students. The school expects all students to attend regularly and arrive at lessons on time, in order to take full advantage and access the full-time educational opportunities they are entitled to. Regular and punctual attendance demonstrates that the students of PCS have a strong sense of identity and value the learning community they belong to. Their attendance reflects their pride in PCS and the value they place on their learning. The rigorous and continuous drive to improve our attendance illustrates how we all recognise and understand the importance of regular and punctual attendance.
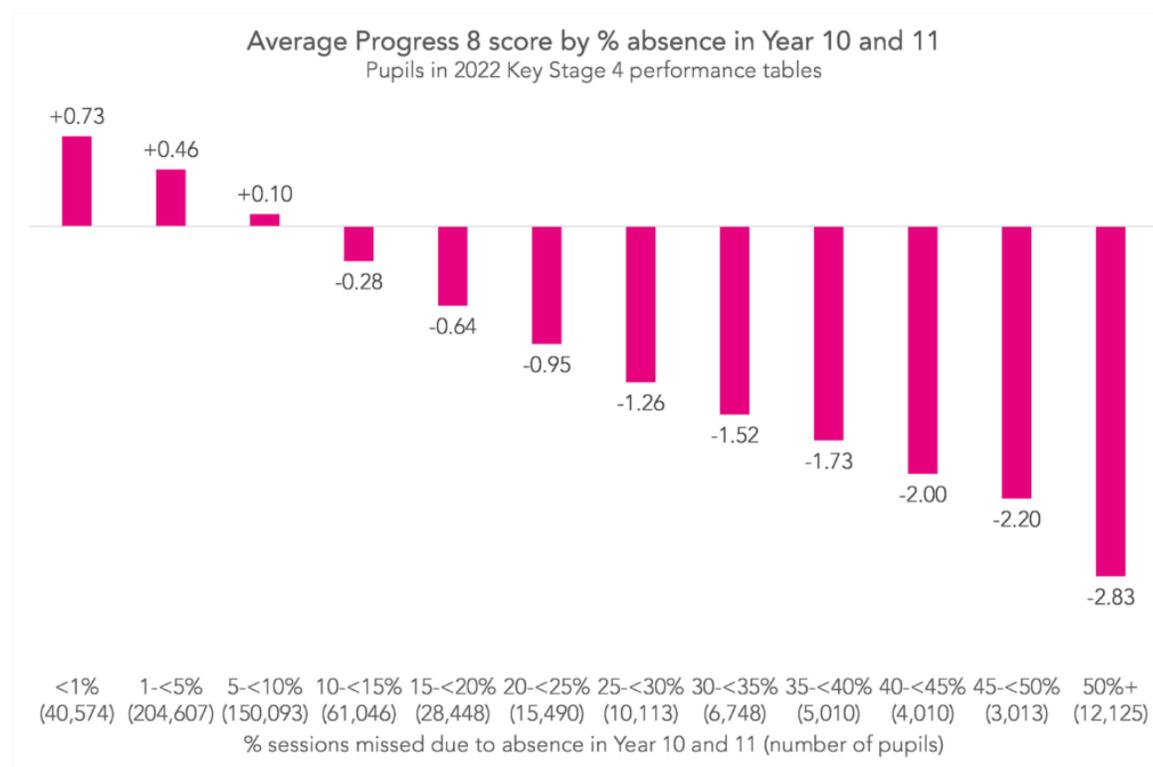
- Regular and punctual attendance is of paramount importance in ensuring that all children have full access to the curriculum. Valuable learning time is lost when children are absent or late.
- Children should be at school on time, every day the school is open, unless the reason for the absence is unavoidable.
- Children are sometimes reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents or carers and the child. If a child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and may make things worse.

2. Why regular attendance is important

2.1 Learning and Achievement:
There is a clear link between high attendance and high achievement. Students with higher rates of attainment have higher attendance levels in comparison to students with lower levels of attendance. We expect all students and parents/carers to know their attendance/absence rates from school.

The current national picture emphasis the correlation between attendance categories across KS4 and the impact they have on the average student's progress measure (P8):

Average Progress 8 score by % absence in Year 10 and 11
Pupils in 2022 Key Stage 4 performance tables

+0.73
+0.46
+0.10
-0.28
-0.64
-0.95
-1.26
-1.52
-1.73
-2.00
-2.20
-2.83

| <1% | 1-<5% | 5-<10% | 10-<15% | 15-<20% | 20-<25% | 25-<30% | 30-<35% | 35-<40% | 40-<45% | 45-<50% | 50%+ |
| (40,574) | (204,607) | (150,093) | (61,046) | (28,448) | (15,490) | (10,113) | (6,748) | (5,010) | (4,010) | (3,013) | (12,125) |

% sessions missed due to absence in Year 10 and 11 (number of pupils)

In addition, further support between the correlation from attendance to achievement is shown within our internal data on Bromcom - MCAS and the Student Portal.
Evidence suggests that:
● students with an overall absence rate of 8.8% or more have a much higher chance of not achieving grades 9 to 4 in English and maths
● students with an absence rate of 5.2% achieved a grade 4
● the overall absence rate of students not achieving grades 9 to 4 was twice as high as those achieving grades 9 to 5 (8.8% absence rate in comparison to 3.7% absence rate)
● for the most vulnerable students 90% of young offenders had been persistently absent from school - attendance less than 90%

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● 83% of knife possession offenders had been persistently absent from school.

2.2 Safeguarding
A child may be at risk of harm if they do not attend school regularly. Safeguarding the interests of each student is everyone's responsibility. Within the context of our school, promoting the welfare and life opportunities for a child encompasses seven key elements.
● Attendance
● Behaviour Management
● Health and Safety
● Access to the Curriculum
● Anti-bullying
● Mental Health and Wellbeing
● SEND

Failing to attend our school on a regular basis will be considered as a safeguarding matter. This may result in a welfare check, Team Around the School and Setting (TASS) involvement or Police check being carried out. If persistent absence continues, this can result in a referral to the TASS or referral to external agencies (Social Services).

The Designated Safeguarding Lead at Peacehaven Community School is Mr Verniol; if there are concerns about student wellbeing and safety, he can be contacted by email mat.verniol@swale.at

3. Legal framework

Parents/Carers have a legal responsibility to ensure their child's regular attendance at the school where they are registered.

If a child of compulsory school age, who is registered at a school, fails to attend regularly at the school, the parent is guilty of an offence under Section 444(1) of the Education Act 1996.

This policy has been created following the recent government guidance issued in August 2024. (Working together to Improve School Attendance August 2024).

The law on school attendance entitles every student to attend a full-time educational provision suitable for their age, ability and SEN need. Parents have a legal obligation to make sure their child receives that education by attending a school. Where parents decide to register their child at school, it is the additional responsibility of the parent to ensure their child attends that school every day, 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 school.

4. Rewards and incentives

Excellent and regular attendance is acknowledged by the school in assemblies and through our school rewards system (see table below). Students will receive recognition for achieving excellent attendance each term. The Pastoral team and Senior Leaders may also use extra-curricular school events and activities or trips to incentivise attendance.

0 lates in a week	A positive letter home, an email home praising the student for arriving to every lesson on time and stating how they were entered into our weekly draw for students who arrived on time to every lesson.
Weekly: 100% Attendance & 0 Lates	Named in a year group wheel and 1 winner per year receives a £5 Amazon voucher.
5 achievement points	100% attendance in a week. Students will be rewarded with 5 achievement points.
Weekly reward for being on time	Weekly rewards: students will be entered into a prize draw based on having 0 lates to all lessons.
Reward assemblies	Year group assemblies to reward students for attendance and punctuality.
Attendance badges - Bronze, Silver and Gold	Students will receive a Bronze badge for two terms of consistent full attendance, a Silver badge for four terms of consistent full attendance and a Gold badge for a full academic year of 100% attendance.
Termly: Attendance Ambassadors	Attendance ambassadors are identified as role models within each house and tutor group. These students collect student voice on supporting attendance and have a termly meeting on their year group's attendance incentive.

5. Roles and responsibilities

Parents and carers have a legal duty to ensure that students attend school regularly and are punctual. This will help to ensure that every student achieves their potential.

The Senior Leadership Team (SLT). James Broadbent is the SLT member with responsibility for the strategic approach to attendance in school. The Attendance team will work to develop effective systems for tracking, monitoring and improving whole-school attendance.

The Attendance team coordinates the recording of accurate attendance registers and supports intervention for students and families where attendance is a concern. Members of the team will support SLT in creating and maintaining systems to improve attendance and punctuality and will provide key attendance data. They will work to create an ethos where attendance and punctuality are valued by all stakeholders of the school.

Subject teachers and cover staff take a register within the first 5 minutes of every lesson. If the electronic register is unavailable, a paper register will be used and delivered promptly to the Attendance Office. If a student arrives to a lesson after the register has been taken, the teacher amends the register with how many minutes late the student is.

Personal Development Mentors monitor the attendance and punctuality of their students, noticing and taking action when a student's attendance is reduced or inconsistent. They are required to raise any concerns with the Attendance team and Pastoral Leader for their year group. They make supportive phone calls home on the first day of any period of absence to check in with the student and enquire if there is any information that the school ought to be made aware of.

Pastoral Leaders (PLs)
The PLs will support the Attendance team in their role. They will regularly meet with and mentor the persistent absentees as identified by the Attendance team. The PLs monitor the attendance and punctuality for the year group to which they are attached and work with the Attendance team to support students for whom attendance and punctuality are issues.

Pastoral Support Managers (PSMs)
The PSMs will support the PLs to mentor students who are persistently absent. They will support the Attendance team by following up on absences within their year group on a regular basis.

6. Attendance procedures for individual absence

Parents/carers must inform the school by telephone on the first day of absence, and on each subsequent day.

This should be done by either calling the absence line **01273 575832** or by email to the attendance team pcs-attendance@swale.at at the earliest opportunity but not later than 8:30am, providing;

- student's full name and Year Group
- specific and detailed reason for absence (not just 'unwell' or 'ill')
- expected date of child's return to school

Every half-day absence has to be classified by the school, not by the parents/carers, as either AUTHORISED or UNAUTHORISED. This is why information about the cause of each absence is required every day of absence.

Authorised absences are mornings or afternoons away from school for a reason such as genuine illness or other unavoidable cause. Unauthorised absences are those which the school does not consider reasonable and for which no "leave" has been given. This includes:

- parents keeping children off school unnecessarily
- truancy before or during the school day
- absences which have never been properly explained
- children who arrive at school too late to get a mark (e.g. after registers have closed).

If a parent/carer has concerns over issues that might affect their child's attendance, they should seek support as soon as possible by contacting either the Attendance team or the relevant member of the Pastoral team so that the school and parents can work together.

Lateness to school

The school day begins at **8.40am** and ends at **3.10pm.** Morning registration takes place at **8.40am** each day and all children are expected to be in school and ready to begin their first lesson at 8.40am in order to secure a registration mark. After this time, they will be recorded as late, including if they are on the school premises but have failed to attend the start of lesson one without permission from a member of staff.

Any student who arrives after 8.40am will hand in their electronic device and this will be stored in the attendance office until 3.10pm. This allows us to monitor students' lateness and have supportive conversations around the barriers to arriving on time and reducing these in the future.

The morning registration is open for 30 minutes, closing at **9.10am** after which a student will be marked with a **'U' code** signifying unauthorised absence.
1st U-Code: the Pastoral Support Manager contacts the home to inform families that their child has received a 'U' Code; this is a supportive measure to understand the context of the absence.
2nd U-Code: a letter will be sent home informing parents/carers of the next steps, including the '10 in 10' process and the use of the fixed term penalty notice.
3rd U-Code: the Attendance officer will arrange a meeting in school as their child will now be placed on the 10 in 10 programme, which if they fail will lead to a fixed term penalty notice.
All further U-Codes: all further 'U' codes will be monitored through the '10 in 10' programme.

Truancy calls, texts or emails are sent out each day to alert parents/carers if their child is not in school and no absence message/communication has been left. This system ensures that we know the whereabouts of the students in our care. In line with our safeguarding policy, a priority call list of students is in place for those who fall into a vulnerable group category. In the case of any of these students being absent they are contacted before the register closes and, where needed, appropriate external agencies are informed.

Any truancy of any lesson will mean students have time to make up at the end of the school day. Communication is shared with parents/carers at 12.30pm later truancy after 12.30pm is logged the following day.

7. Lateness to lesson

The number of minutes a student is late to lesson is recorded by the class teacher for each lesson of the day. A report for the accumulation of minutes late to lessons is run once a week and students and their parents/carers are notified of the total amount of time a student has been late. Students will be set a detention on Friday, from 3.10pm, with the length of time set according to the amount of lost learning time accumulated during the week.

The senior leader responsible for the strategic approach to attendance will ensure data is analysed and triangulated with other members of the strategic leadership team and school, including those responsible for safeguarding, behaviour and teaching and learning, so that a targeted approach is used for support. Support may be from school staff or external agencies and students and families are always involved in the process.

8. Persistent/Severe absenteeism

8.1 Persistent Absenteeism (PA) definition

A student becomes a 'persistent absentee' when their attendance falls to 90% or below for whatever reason. Absence at this level will cause considerable damage to any child's or young person's educational prospects and the fullest support and cooperation is needed from parents/carers to tackle this.

A student who misses 10% of their education will miss approximately 120 lessons per year or 600 lessons over the course of their compulsory secondary education. Any case that is seen to have reached the PA mark or at risk of moving towards that mark is given priority; parents/carers will be informed of this immediately and remedial action will be taken. Action will likely mean working with Team Around the School and Setting to put support in place before legal action is discussed.

8.2 Severe Absenteeism (SA) definition

A student becomes a 'severely absentee' when their attendance falls to 50% or below for whatever reason. Absence at this level will cause considerable damage to any child's or young person's educational prospects and the fullest support and cooperation are needed from parents/carers to tackle this.

A student who misses 50% of their education will miss approximately 600 lessons per year or 3,000 lessons over the course of their compulsory secondary education. Any case that is seen to have reached the SA mark or at risk of moving towards that mark is given priority; parents/carers will be informed of this immediately and remedial action will be taken. Action will likely mean working with Team Around the School and Setting to put support in place before legal action is discussed.

The school will:
- use attendance data to find patterns and trends of persistent and severe absence
- consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- hold regular meetings with the parents of students whom the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
- discuss attendance and engagement at school
- listen, and understand barriers to attendance
- explain the help that is available
- explain the potential consequences of, and sanctions for, persistent and severe absence

- review any existing actions or interventions
- provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- implement sanctions, where necessary

8.3 Staged Intervention Process

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Tiered Attendance Intervention

Tier / %	Staff	Response	Rewards / Success	Daily Actions	Weekly Actions	Termly Actions (6 terms per year)
Tier 1 100% To 95%	Tutor Elevate SEND SSC PSM PL AT SLT Lead SLT Link	Tutor check in Positive call home Tutor to track and celebrate improvement Students to be aware of their attendance Calls home for 1st day absence	Student entered for the wheel 100% badge Termly Assembly celebration Postcard home Personalised Year group rewards Heads Tea party Ice cream van	Tutor to be aware of who is absent in PDI Tutor to raise the profile of attendance & inter Tutor competitions Tutor to highlight any concerns with the AT Tutor to adopt a 'we missed you' culture for absent students AT completes registers & 1st day absence sheet by 12PM & PSM/PL/SEND/SSC/Elevate call home AT sends 3/5 day message where appropriate PSM/PL/SEND/SSC/ Elevate call home AT to alert Social Worker if allocated SLT Lead present in SLT on strategy for the day SLT Lead oversee daily operations of attendance across all roles SLT Link to check in on Pastoral team daily	Tutor to make 3 positive phone calls and 1 postcard AT Review U-codes and assign to staff Tutor to logon to the Wheel during PDI each Friday Tutor to read through the lates Year Team Highlight concerns to AT PL To track and monitor tutor calls AT to send dashboard reminder to tutors AT to update LIVE attendance google sheet Attendance ambassadors to collect tutor % from AO on Monday SLT Lead to run the wheel (Friday) SLT Lead coordinate late detentions SLT Lead present on strategy in SLT meetings SLT Lead meet PSM to review students SLT Lead Bi Weekly Safeguarding and SEND meetings SLT Link review 1st day absence calls &	Tutor to participate in Tutor Competitions **Year Teams** End of term celebration assemblies,/badges/certificates for 100% and most improved AT to confirm Long Term- badges given in assemblies AT to Appropriate attendance letter to be sent PL & Tutor teams to meet & include attendance in discussions twice per short term SLT Lead to attend 1 PL & Tutor session for each year group SLT Lead/SLTLink Collaborative feedback

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| Tier 2 94.9% To 90% | Tutor Elevate SEND SSC PSM PL AT SLT Lead SLT Link | Focus students to be identified

Contact home offering support

Contact parents of students whose attendance is at risk of falling below 90% & invite in for meeting

Letter to parents/carers | As above &

Improvement postcard to student

Acknowledgement letter to parent carer

Focus student weekly PSM reward | As above &

PSM Daily check in for focus students

PSM Call home if focus student not in school | As above &

PSM Focus students-postcards/call home/booster card completion

Year Team Highlight concerns to AT

SLT Lead - Bi-Weekly SLT Lead to liaise with SEND/Safeguarding team to discuss concerns

AT & SLT Lead to meet during attendance impact

AT to call home for students who have dropped to 91%

PL & AT or SLT Lead to meet with families at risk of PA to implement Attendance Support Plan (ASP) or Attendance Contract 10/10 (AC)
If a child has SEND needs then a member of the SEND team must attend.
If a child is under Safeguarding then a member of the Safeguarding team must attend
Meeting notes kept and added to CPOMS
Student voice completed & uploaded to CPOMS
Parent voice completed & uploaded to CPOMS
Agree review date (max 3 weeks) | As above &

SLT Lead to contact home for 3 students in each year who have significantly improved

AT Appropriate attendance letter to be sent (TBC)

AT allocate focus students and update sheet

AT/PSM Rewards for focus students

PL & Tutor teams to meet & include attendance in discussions twice per short term

SLT Lead to attend 1 PL & Tutor session for each year group |

| Tier 3 89.9% To 80% | Elevate SEND SSC PSM PL AT SLT Lead SLT Link | Focus students to be identified (AO)

Meetings with families AO, SLT Lead, PL & SLT Link

Minibus pickups

Letter to parents/carers

EBSA officer engagement

Solution Focused Hypnotherapy referral

PL to contact home to celebrate improvements or who are at risk of falling below 80% | As above &

Focus student weekly PL reward | PL Daily check in for focus students

PL Call home if focus student not in school

Minibus pickup (LTH/JBU) | As above &

Year Team Highlight concerns to AT

PL Call home for focus student and complete booster cards

SLT Lead - Bi-Weekly SLT Lead to liaise with SEND/Safeguarding team to discuss concerns

AT & SLT link to meet during attendance impact time

PL & AT or SLT Lead to meet with families at risk of PA to implement Attendance Support Plan (ASP) or Attendance Contract 10/10 (AC) If a child has SEND needs then a member of the SEND team must attend. If a child is under Safeguarding then a member of the Safeguarding team must attend
Meeting notes kept and added to CPOMS
Student voice completed & uploaded to CPOMS
Parent voice completed & uploaded to CPOMS
Agree review date (max 3 weeks) | As above &

AT & SLT Link to meet with SPOC (long term) |

Tier 4 - 80% To 50%

Tiered Approach	Description of Tier	Actionable Outcome
• Before starting this process the child must not have any known medical conditions that they are under treatment for and there must be evidence provided for these extreme circumstances. • Before starting this process if the child is SEND E or K the SEND team must be involved and happy needs are being met fully within the school before this process. • Before starting this process the head of attendance and head attendance officer must be informed. • Before starting the process there needs to be a reasonable level of prior intervention amongst waves 1, 2 and 3.		

Listen & Understand	Tier 4 Letter 1
	
	• Students are identified as having less than 80%.
	• There is clear evidence that prior to the students' attendance dropping the HOY team have spoken with home and informed parents/carers of their concern.
	• The student is not being treated for known medical issues
		1. Meet parents/carer to implement attendance support plan or attendance contract (10 in 10) whichever is the most appropriate for the individual situation
		  • If a child has SEND needs then a member of the SEND team must attend.
		  • If a child is under Safeguarding then a member of the Safeguarding team must attend.
		2. Meeting notes kept and added to CPOMS
		3. Student voice completed & uploaded to CPOMS
		4. Parent voice completed & uploaded to CPOMS
		4. Agree review date (max 3 weeks)

• If there are no safeguarding concerns and attendance continues to drop then progress to next tier		

Facilitate/Formalise Support 1	Tier 4 Letter 2
	
	• Send a letter to parents/carers informing them that a further meeting is needed as attendance has not improved.
		1. Meet parents/carer to implement attendance support plan or attendance contract (10 in 10) whichever is the most appropriate for the individual situation
		  • If a child has SEND needs then a member of the SEND team must attend.
		  • If a child is under Safeguarding then a member of the Safeguarding team must attend.
		2. Meeting notes kept and added to CPOMS
		3. Agree review date (max 3 weeks)

• If attendance remains below a 6 session absence threshold follow 'Facilitate/Formalise Review 2'. • If 6 sessions or more of absence occur within the 5 week period progress to 'Enforce 1'.		

Facilitate/Formalise Review 2	• Students on 10 in 10 currently have less than 5 sessions of absence within the first 5 weeks.
	• HOY & Attendance review support and ensure the right intervention is in place.
		1. Meet parents/carers to review support plans and ensure barriers to attendance are correct.
		  • If a child has SEND needs then a member of the SEND team must attend.
		  • If a child is under Safeguarding then a member of the Safeguarding team must attend.
		2. Meeting notes kept and added to CPOMS
		3. Agree review date (max 3 weeks)

• If within the 10 week period attendance has not improved or a further 10 sessions (5 days) have occurred then progress to next tier		
Enforce 1	Tier 4 Letter 3 • Once 6 sessions within the 10 weeks occur 'Formal letter 3' will be sent informing the parent/carer of the number of absences and reinforcing the need for engagement with the support plan. A request for supporting medical proof may be included. Tier 4 Letter 4 • Once 10 sessions within 10 weeks occur 'Formal letter 4' informing the parent/carer that the 10 session limit has been reached. A request for supporting medical proof may be included along with an explanation that a referral will be made to the LA for legal intervention.	1. Letter 2 is sent. 2. Evidence of this is uploaded to CPOMS 3. Letter 3 is sent 4. Evidence of this is uploaded to CPOMS 5. All communication logs are sent to legal interventions to be reviewed at triage. 6. Follow guidance from legal intervention.

Tier 5 - 49% To 0%

Tiered Approach	Description of Tier	Actionable Outcome
• If students attendance has been below 50% for 2 terms progress to next tier		
Enforce 2	• Students is below 50% • There is clear evidence that the Family are not engaging in Attendance contract • The student is at risk of educational neglect due to non attendance • If SEN K at least 1 review of the ANP	1. Referral via SPOA to EHKW level or alert current social worker / EHKW 2. If SEN K - CLA - ANP and review to be included 3. If EHCP - EHCP to be included 4. A copy of the referral to be uploaded to CPOMS

A letter from the Attendance office and/or phone call home by the Pastoral team/Attendance team will be sent for any student that is falling below 97% attendance, with an offer of an open discussion around the barriers students or families may have to attending school.

Pastoral Leaders & Attendance team meet with those who have fallen into the 96.9 – 90% category to discuss any support that can be offered (internal and external) and the student is put on a target card. If the meeting is not attended by parent/carer, the meeting goes ahead with targets set and this is communicated through a letter and a phone call by either the PLS or Attendance team.

After two weeks on a target card, a review meeting is held. If the targets for attendance have not been met, new targets are set within a clear time frame and parents/carers informed that they could be issued with a Fixed Penalty Notice if there is no improvement.

If there is no improvement and there is enough evidence then there will be a move to pursue prosecution or Fixed Penalty Notice.

Throughout any stage it may be appropriate to engage with outside agencies to support students and families with attendance. Students with poor, inconsistent or decreasing attendance are discussed in triangulation with other leaders in the school as part of our safeguarding process.

8.4 Teachers can use these tips to improve attendance to their lessons:

- welcome all students – make them feel safe and valued
- use praise, emphasising the importance of attendance for learning
- follow up punctuality issues at the end of the lesson using an appropriate sanction where relevant
- give students "the big picture" about the unit of work
- integrate returning students and inconsistent attenders by considering key tools such as differentiation, peer support, seating plans and catchup material
- know who is attending and who isn't - find out why
- include in the plenary a taster to hook students in for the next lesson
- use one-to-one opportunities to acknowledge and praise individual improvements in attendance and relate to improved learning
- use the school's reward system to promote the link between good attendance and effective learning
- ensure the student has access to any work missed during the time of absence.
- give positive feedback upon absentees returning to support future attendance.

9. Leave of Absence (holidays)

The Headteacher is no longer able to grant leave of absence for the purpose of a family holiday during term time. The headteacher may not grant any leave of absence unless there are exceptional circumstances. It is at the discretion of the Headteacher to authorise the absence, though government guidelines are followed.

Any student absent during term time, unless granted by the headteacher because of exceptional circumstances, will be recorded as 'unauthorised' absence.

Parents/carers must apply through the Leave of Absence form (requested from pcs-attendance@swale.at) to take a student out of school for a holiday a minimum of 14 days before the start of the absence. The Attendance Team will notify the parent in writing of the decision to refuse/grant permission and will code accordingly.

A fixed Penalty Notice may be issued by the local authority where 'a student has been taken on a holiday during term time and the absence has not been authorised by the school.

Where Penalty Notices are imposed, the regulations state that the first penalty notice issued to the parent for that pupil will be charged at £160 if paid within 28 days, reducing to £80 if paid within 21 days. Penalty Notices are issued to each parent of each child. A second penalty notice to the same parent for the same pupil within 3 years of the first notice will be at a flat rate of £160 if paid within 28 days. Failure to pay the penalty in full by the end of the 28 day period will result in prosecution by the Local Authority.

The Department for Education guidance regarding taking holidays in term time is very clear and we as a school follow this closely. Consequently, if you book your child out of school for a holiday of less than 5 days and subsequently your child is off sick either immediately before the holiday is due to start or has extra days off after the holiday finishes, we will ask for a copy of the holiday booking or a doctor's certificate, to confirm either the holiday dates or the child's sickness. Failure to produce this evidence may result in the school requesting the local authority to issue a fixed Penalty Notice.

New Penalty pathway

5 consecutive days of absence during term time
Penalty Notice Fines will be issued for Term Time Leave of 5 or more consecutive days.
Inset training days are school days and can be included in the 5 or more consecutive days where there was intent to be absent for term time leave.

10 sessions of unauthorised absence in a 10-week period
Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10 week period.

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

Per Parent, Per Child
Penalty Notice Fines will now be issued to each parent, for each child that was absent. For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

First Offence
The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be: £160 per parent, per child paid within 28 days. Reduced to £80 per parent, per child if paid within 21 days.

Second Offence (within 3 years) The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be: £160 per parent, per child paid within 28 days.

Third Offence and Any Further Offences (within 3 years)
The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child.

10.   Legislation and guidance

This policy meets the requirements of the School Attendance Guidance from the Department for Education (DfE) with the most recent publication being issued in May 2022, the DfE's Statutory Guidance on School Attendance Parental Responsibility Measures, and refers to the DfE's Guidance on the School Census which explains the persistent absence threshold. These are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- The Education Act 1996 The Children Act 1989
- The Crime and Disorder Act 1998
- The Education Act 2002
- The Education and Inspections Act 2006
- The Anti-social behaviour Act 2003
- The Education (Student Registration) (England) Regulations 2006
- The Education (Student Registration) (England) (Amendment) Regulations 2010
- The Education (Student Registration) (England) (Amendment) Regulations 2011
- The Education (Student Registration) (England) (Amendment) Regulations 2013
- The Education (Student Registration) (England) (Amendment) Regulations 2016
- The Education (Parenting Contract and Parenting Orders) (England) Regulations 2007
- The Sentencing Act (2020) The Education (Penalty Notices) (England) (2007)
- The Equality Act 2010 and the UN Convention on the Rights of the Child
- The Education (Working Together to Improve School Attendance) February 2024

Appendices

Appendix 1 - Department for Education Attendance codes

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment

S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances

Absent – other authorised reasons

T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made

Absent – unable to attend school because of unavoidable cause

Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)

Y5	Criminal justice detention	Pupil is unable to attend as they are: ● In police detention ● Remanded to youth detention, awaiting trial or sentencing, or ● Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes

Absent – unauthorised absence

G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session

Administrative codes

Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays