

ANGLO EUROPEAN SCHOOL



ATTENDANCE AND PUNCTUALITY POLICY Main School

The name and contact details of the Senior Attendance Champion – the senior leader responsible for the strategic approach to attendance in our school, is:

Mr R. Marshall (Assistant Headteacher)
enquiries@aesessex.co.uk

The name and contact details of the school staff member students and parents should contact about attendance on a day-to-day basis is:

Mrs H. Knightbridge (Attendance Officer)
attendance@aesessex.co.uk

The name and contact details of the school staff member students and parents should contact for more individual support with attendance (Attendance Officer/Pastoral Support Worker/Head of Year etc):

Mrs A. Edwards, Mrs J. Templeman, Mrs M. McGovern (Pastoral Managers on behalf of the Student Welfare and Inclusion Manager)
attendance@aesessex.co.uk

The name of our linked Governor with responsibility for monitoring attendance is: Nikki Chatha

ATTENDANCE AND PUNCTUALITY POLICY

At the Anglo European School (AES), we expect that all students attend school every day available to them. We expect them to arrive on time to school and be ready to learn.

Context:

High levels of attendance ensure that:

- every student has access to the full-time education to which they are entitled;
- students succeed whilst at school;
- students have access to the widest possible range of opportunities when they leave school;
- students' safeguarding, protection and welfare is promoted.

The Law

Under Section 7 of the Education Act 1996, parents are responsible for making sure that their children of compulsory school age receive full-time education. Parents 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, then the parent is guilty of an offence under Section 444(1) of the Education Act 1996.

Since March 2001 there has been a further offence where a parent, knowing that his/her child is failing to attend regularly at school, fails without reasonable justification, to cause him/her to attend (Education Act 1996, section 444(1A) as amended by the Criminal Justice and Court Service Act 2000). Any absence should be considered unauthorised unless there is a valid reason otherwise. Unauthorised absence at any level is considered unacceptable.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly, 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 a leave of absence in advance from the Headteacher.

The Department for Education (DfE) has produced statutory guidance "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.

This policy is written with the above guidance in mind and underpins our school ethos to:

- Improve students' achievements by ensuring high levels of attendance and punctuality.
- Create an ethos in which good attendance and punctuality are recognised as the norm and are seen to be valued by the school.
- Raise awareness of parents, carers and students of the importance of uninterrupted attendance and punctuality at every stage of a student's education.
- Work in partnership with students, parents, staff and the Local Authority that all students realise their potential, unhindered by unnecessary or persistent absence.
- Promote a positive and welcoming atmosphere in which students feel safe, secure and valued and encourage a sense of belonging so they want to attend school
- Establish an effective system of monitoring attendance to ensure no student slips through the attendance net, compromising their safeguarding and well-being

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

It has been developed in consultation with school governors, teachers, local Headteacher Associations, the Local Authority and parents and carers. 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 student attendance.

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>

Promoting Regular Attendance

We believe in developing good patterns of attendance and setting high expectations for the attendance and punctuality for all our students from the outset. It is a central part of our school's vision, values, ethos and inclusion strategy. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

The name and contact details of the Senior Attendance Champion (the senior leader responsible for the strategic approach to attendance) is:

Mr R. Marshall – Assistant Headteacher

Email: enquiries@aessex.co.uk

The governor with responsibility for monitoring attendance is Nikki Chatha.

Helping to create a pattern of regular attendance is the responsibility of parents, students and all members of school staff. To help promote regular attendance:

The school will:

- provide a positive learning environment, which values, challenges and supports every student through providing opportunities for them to achieve as their own individuals
- encourage good attendance by ensuring lessons are challenging, stimulating and rewarding for students, thereby leading to students wishing to attend
- promote the fact that parents/carers have the legal responsibility for ensuring their child's good attendance and punctuality
- work together with parents, other professionals and agencies to ensure that all students are encouraged and supported to develop good attendance habits
- recognise that parents have a vital role and that there is a need to establish strong home-school links and communication systems that can be utilised whenever there are concerns surrounding attendance
- examine attendance figures and set targets annually, reviewing these termly
- regularly review its system for improving attendance and punctuality and take account of changes in the Education Law

- endeavour to reduce the number of students with persistent absence, (10% or above), as required by the Department for Education (DfE). The school will actively work with parents/carers and students, along with outside agencies and professionals to achieve the school targets in this regard. All PA students and their parents will be subject to a school-based attendance meeting where a plan will be written to support an improvement.
- The Attendance Manager, Year Leader and Assistant Headteacher (Behaviour and Attendance) will monitor the attendance of all students from the registers, identify patterns of absence and intervene appropriately to address concerns, liaising with parents as the first point of contact on the first and subsequent days of absence
- submit a daily attendance return to the Department of Education, in line with the legal expectations placed on all schools
- build strong relationships and work jointly with families
- give parents/carers support and guidance on attendance in our newsletters and website
- promote the benefits of high attendance
- accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence as required by law
- acknowledge and celebrate excellent attendance by displaying and reporting individual and class achievements and reward good or improving attendance
- report to parents/carers regularly on their child's attendance and the impact on their progress;
- contact parents/carers should their child's attendance fall below the school's target for attendance.

Parents/Carers Responsibilities:

- Ensure their child/children regularly and punctually attends school, properly dressed, equipped and in an appropriate condition to learn.
- Inform the school of the reason for any absence before 8:55 am each day by e-mail attendance@aesessex.co.uk (or using the Arbor app) citing the student's name, tutor group and the reason for absence
- Work actively with school staff and the Attendance Manager to solve any barriers to good attendance or punctuality
- Provide the school with medical evidence, when the school requires it, when their child is ill/having treatment e.g. appointment card, prescription, letter from a doctor, which the school will photocopy for their records. The school may usually only request medical evidence when the student's attendance percentage falls at 90% or below
- Make application for a leave of absence at least two weeks in advance to the school via the "Application for Leave of Absence from school during Term Time" form on the website for each student, knowing this will only be granted in exceptional circumstances

Understanding Types of Absence

Any student absence affects the routine of schooling and regular absence will seriously affect their learning journey and ability to progress. Any student's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. **Ensuring 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.**

Every half-day absence from school has to 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'.

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.

At AES, we interpret 'exceptional circumstances' as being of unique and significant emotional, educational or spiritual value to the student which outweighs the loss of teaching time (as determined by the Headteacher). The fundamental principles for defining 'exceptional' are events that are 'rare, significant, unavoidable (an event that could not reasonably be scheduled at another time) and short'. Examples may include the death of a close relative, attendance at a funeral, respite care of a looked after child or a housing crisis.

Parents who apply for leave of absence

Taking holidays in term time affects student's schooling as much as any other absence and we expect parents not to take students away in school time. Parents should not take their children out of school (other than for medical reasons) in term time. The Headteacher, in line with the law and DFE Guidance, will decide whether there are exceptional circumstances and only consider each case on its individual merits. This is not a legal right and the headteacher is highly unlikely to be able to authorise requests. In making decisions whether to authorise such absences, the Headteacher will give consideration to the following:

- The child's attendance record
- The child's academic progress and the nature of the activities the child will miss
- The impact of the absence of the child's education
- Whether the absence could reasonably take place during the 175 days in the year that the school is closed.

The nature of education at Anglo European School means that children are required to be out of school because of our international visits programme and other activities. The Headteacher is, therefore, reluctant to authorise additional absence because of this unless there are deemed to be highly exceptional circumstances. We require 10 school days' notice for leave of absence.

A Leave of absence will **not** be authorised if:

- It has already occurred and application is made retrospectively
- A child's overall attendance is less than 95%
- Requested during an examination or test session
- The absence means that a child will have taken more than 10 days' absence
- It is for a holiday that could reasonably be taken during school closure
- It is for the purposes of gaining cheaper travel arrangements
- There are any concerns over a child's effort, behaviour or progress
- It is for spectating at music or sporting events

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, (although this list is not exhaustive):

- parents/carers 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
- absences which have never been properly explained
- 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

- shopping trips
- over sleeping
- looking after other children or children accompanying siblings or parents to medical appointments
- their own or family birthdays/ family celebrations
- holidays taken during term time, not deemed 'for exceptional purposes' by the headteacher, including any arranged by other family members or friends
- day trips
- other leave of absence in term time which has not been agreed

Leave of Absence: Accepted Exceptional Circumstances:

The fundamental principles for defining 'exceptional' are events that are "rare, 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.

The Headteacher/school may discuss the leave of absence request with other education settings and/or the Local Authority to determine any exceptional circumstances. This may include a sibling's school if they are not at Anglo European School.

If leave of absence is authorised, the school will not provide work for children to do during their absence.

The Headteacher will consider authorising absence in such exceptional cases as:

- Bereavement: Sudden or terminal illness or a funeral of a family member
- Service Personnel: Families of armed forces where, due to operational tours, holidays cannot be taken during standard holiday times
- Family weddings: 1 day in the UK and no more than 3 days if abroad.
- Medical Recovery: If recommended by a health professional in the light of an injury of medical issue that requires rehabilitation
- Official duties or unforeseen travel delays beyond a parent's control, which they can provide evidence of, which make attendance entirely unavoidable.
- Sporting/ Arts events where a child is competing at regional, national or international levels

Exceptional Circumstances do not include:

- Cheaper flights, holidays or accommodation
- Parent or carer work commitments or shift patterns
- Family celebrations such as birthdays
- Sports matches, hobbies or related events
- Travel time to attend an authorised event

Persistent Absenteeism (PA) and Severe Absenteeism (SA)

A student 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 student's education and we need the full support and co-operation of parents to resolve this. All students who have attendance levels of 90% or below are considered to be a persistent absentee.

A student who has missed 50% or more schooling is defined by the Government as '**severely absent**'. Students 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.

Absence Procedures

The name and contact details that Students and parents should contact about attendance on a day-to-day basis is:

Mrs H. Knightbridge (Attendance Officer)

Email: attendance@aessex.co.uk

We monitor and review all students' absence, and the reasons that are given, thoroughly.

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

- Contact the school on the first day of absence before 9:30 am via Arbor or email attendance@aessex.co.uk
- Contact the school on every further day of absence, again before 9:30 am
- 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 and Essex County Council Guidance on School Absence and Childhood Illness: <https://assets.publishing.service.gov.uk/media/626669cb8fa8f523b7221b98/UKHSA-should-I-keep-my-child-off-school-guidance-A3-poster.pdf>

If your child is absent:

- We will telephone, text or email you on the first, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us
- If we are unable to make contact with parents by telephone, we will telephone emergency contact numbers, send letters home and a home visit may be made. In the interests of safeguarding, consultation with police may be undertaken if we do not hear from parents (see appendix E)
- A referral will be made to Local Authority if no contact has been made with parents by the 10th day of absence (or sooner if deemed appropriate), at which point your child will be considered to be "missing from education"

If absence continues we will:

- write to you if your child's attendance is below 95%, and/or where punctuality is a concern
- arrange a meeting so that you may discuss the situation with our Attendance Champion, Student Welfare and Inclusion Manager, Pastoral Manager or Year Leader
- create a personalised action/support plan, such as an attendance contract, to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child
- offer signposting support to other agencies or services, if appropriate
- refer the matter to the Local Authority for relevant legal sanctions, which may include the issuing of "A Notice to Improve" Letter if attendance deteriorates, following the above actions.

Monitoring Absence and Procedures to enforce attendance (see Appendix B)

The Attendance Officer will monitor all absence daily. They will record details of students who are absent, arrive late to school or go home early.

If an absence message has not been received by the school by 9.30am, the Attendance Manager will then contact the parents via 'Truancy Call' (an automated text service) to inform the parent of the absence and to establish the reason the student is not in school. Parents will receive a truancy call by 12:00 noon.

For each day a child is not in school the parent must inform the school of the child's absence. For each day that the school does not receive notification of a child's absence a truancy call text will be sent to the parent.

If student absence is becoming a concern, the Year Leader will consult with the Form Tutor and will agree on who is best to speak to both the child and the parent/carer. If the problem persists the Attendance Manager, in liaison with the Year Leader will send out a letter regarding poor attendance and punctuality. (Letter 1). This letter will be agreed with Assistant Headteacher (Behaviour and Attendance) using PAUL report data and data from Arbor.

The Year Leader, in liaison with the Assistant Headteacher (Behaviour and Attendance) will follow up any unexplained or unexpected absences and establish a reason, with evidence for the students' absence with the parents and student.

If a student's attendance has been identified as a continued cause for concern, the Year Leader will ask the parents/carers to provide the school with appropriate medical evidence for absences, in the form of either of the following:

- Appointment card/letter (for absence of part or a whole day)
- Photocopy of prescription from GP or pharmacy
- Letter from GP or medical practitioner

If there is an extensive period of absence due to medical reasons, the Year Leader may ask for the permission of the parent to contact the student's GP to confirm that the medical condition prevents the student from attending school and to establish a possible return date for the student.

If no further progress is made, Letter 2 is issued inviting parents to attend a School Attendance Meeting (SAM) to discuss the issue further and set agreed target for progress with identified support to achieve this. If the parent fails to attend the meeting, the meeting will be rescheduled to enable parents to attend. An online meeting may take place to support parents attending.

Year Leaders meet each cycle to review attendance with the AHT (Behaviour and Attendance) to monitor individual students' attendance data and record actions implemented to promote better attendance.

Lateness

Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good time-keeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Students 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 class teacher.

The times of the start and close of the school day for all students at The Anglo European School are:

Gates open from 8:00 am

Registration starts at 8:55 am

Registration closes at 9:10 am

School finishes at 3:30 pm

Managing Registration:

An electronic registration system is used. School staff will complete accurate registers at the beginning of each registration and lesson. AM registration begins at 8.55am each school day and the Period 6 lesson after lunch is used as PM registration. Registers close 30 minutes after these times.

Senior staff and Year Leaders will attend the school gate to monitor latecomers after registration has started. If a student arrives after the student entrance is closed at 8.55am, they must sign in at Student Services or with staff at the gate and will be recorded as being late. The Attendance Manager will then enter them into the electronic registration system.

Students who are late will be placed in lunchtime detention, which, where possible, will be held on the same day. Students arriving after the register has closed at 9.30am, without a valid reason provided by parents/carers, will be marked as an “unauthorised” late. Any student who arrives late to school three times in a cycle, will subsequently be expected to attend a 40 minute after school detention. Parents receive an email - ‘punctuality letter 1’ (see appendix D) to inform them of this. For students identified as persistently late, on their arrival, they can be given a same day after-school detention, with the parents’ prior knowledge of this system.

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 Year Leader, Student Welfare and Inclusion Manager/Pastoral Manager or the Attendance Champion, but 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.

Lateness is closely monitored by the Achievement Team using Arbor and the PAUL (Punctuality, Attendance, Uniform and Low-Level Behaviour) report. The PAUL report is shared with the Achievement Team, Heads of Department and SLT on a fortnightly basis. This report indicates lateness both to AM registration and to lessons. Those students who are a concern regarding lateness will be placed on a punctuality report. If this is unsuccessful the Year leader will meet with parents to share concerns and share support strategies and engage with external professionals as necessary. The student will have to sign in with the Achievement Team each day until a noticeable improvement has been made (See Appendix B).

Understanding Barriers to Attendance

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, a Child and Family Support 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.

Some students face greater barriers to attendance than their peers. These can include students who suffer from long-term medical conditions, young carers or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain in place for these students; however, we will work with families and students 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.

Under the DfE's statutory guidance, schools are required to submit a sickness return to the Local Authority for all students who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.

See Annex A for summary tables of responsibilities for school attendance.

The names and contact details of the school staff member students and parents should contact for more detailed support on attendance:

Mrs A. Edwards, Mrs J. Templeman, Mrs M. McGovern (Pastoral Managers)

Email: attendance@aessex.co.uk

or

Relevant Year Leader

Email: enquiries@aessex.co.uk

LONG TERM ABSENCE AND RETURN TO SCHOOL

Where appropriate, teachers may arrange for work to be sent home during the absence period, where medical evidence is supplied to confirm that the student cannot attend school but is well enough to complete work from home.

This will be organised by the Assistant Headteacher responsible for attendance and/or the relevant Year Leader. Students who have enforced long periods of absence from school, for whatever reason, need their return to school managed carefully. A re-integration period may be required, and the Year Leader may meet with parents and the student before the student returns to discuss any worries they may have about returning to school.

A Part-Time timetable may be considered under exceptional circumstances. This will be supported by regular review meetings and will be time limited. See Appendix F for Reintegration Timetable documentation for reintegration programmes.

A phased return may be agreed but only with the agreement of the Headteacher and will be supported by the Assistant Headteacher responsible for attendance.

Local Authority Attendance Support Services

Local Authority Attendance Specialists work strategically by offering support to schools, to reduce persistent absence and improve overall attendance.

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. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken in the form of a Penalty Notice (see Annex B for the Essex Code of Conduct) or prosecution in the Magistrates Court.

School Attendance and the Law

In 2024, new legislation, The School Attendance (Student Registration) (England) Regulations 2024 was 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.

Parents may be recognised differently under education law, than under 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.

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.

National Framework for Penalty Notices

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.

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.

See Annex B for the Essex Code of Conduct.

There is no entitlement in law for students 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. In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school."

The School Attendance (Student 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 headteachers may not grant any leave of absence during term time unless there are "exceptional circumstances".

A leave of absence shall not be granted in term time at Anglo European School unless there are reasons considered to be exceptional by the Headteacher, irrespective of the child's overall attendance. Only the Headteacher or, in her absence, her deputies 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 also allowing the leave of absence.

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 Essex Code of Conduct, in respect of each parent believed to have allowed the absence.

REMOVAL FROM THE SCHOOL ROLL

This will be instigated by the Admissions Officer with the Headteacher's approval, in liaison with the Attendance Manager and the Assistant Headteacher, in the following circumstances:

- The school has received confirmation from another school that the student has transferred to them.

- The student's parents have advised in writing that they are withdrawing their child from the school roll in order to home educate them or as a result of them moving home/school
- The student has ceased to attend the school and no longer lives or boards within travelling distance of the school. They can reapply for a place, but it would be subject to places being available.
- A certified Medical Officer has confirmed that the student's health means they will not return to the school before reaching the end of their compulsory school age.
- Permanent Exclusion: The LA will be made aware of such a removal from roll.

For any student leaving Anglo European School, other than at the end of Year 11, parents/carers are required to inform Anglo European School in writing. This must provide the 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 of our students, even those who leave us. The Admissions Officer will complete an on-line form (Statutory Notification of Admission/Deletion to/from LA School Roll) and send a copy to the Attendance Manager, Designated Safeguarding Lead and Headteacher.

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 student 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 student, and in any event no later than the time at which the student's name is deleted from the register. This duty does not apply when a student's name is removed from the admission register at a standard transition point – when the student has completed the final year of education normally provided by that school.

Absence data

We use data to monitor, identify and support individual students or groups of students when their attendance needs to improve, and schools are required to submit student attendance data to the Department for Education on a daily basis under the Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024. Persistent and severely absent students are tracked and monitored carefully. This information is shared to Governors termly in the Headteachers Report to Governors. We also combine this with academic tracking, as increased absence affects attainment.

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

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Ensure their child attends every day the school is open except when a statutory reason applies. Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). Only request leave of absence in exceptional circumstances and do so in advance. Book any medical appointments around the school day where possible.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers. Have robust daily processes to follow up absence. Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on. Have a dedicated senior leader with overall responsibility for championing and improving attendance.	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. Ensure school leaders fulfil expectations and statutory duties. Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed. Ensure school staff receive training on attendance.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services. Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance. Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice. Offer opportunities for all schools in the area to share effective practice.

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of persistent absence. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for pupils at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. Where there are safeguarding concerns, intensify support through a referral to statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for pupils at risk of becoming persistently absent and: Work jointly with the school to provide formal support options including attendance contracts and education supervision orders. Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners. Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for persistently absent pupils and: All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision. Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families. Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort. Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes. Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Ensure that all Children's Social Care practitioners understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it. Through the work of Virtual School Heads, they should: • Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. • Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance. Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school - wherever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Schools regularly update parents on their child's attendance. (If parents feel the school and or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)	The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures. The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance. Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils. Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.	DfE Regions Group monitors local authority efforts as part of regular interaction. Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services. Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.

Annex B

ESSEX CODE OF CONDUCT: PENALTY NOTICES FOR PARENTS OF TRUANTS AND PARENTS OF STUDENTS EXCLUDED FROM SCHOOL ANTI-SOCIAL BEHAVIOUR ACT 2003 SECTION 23

<https://www.essex.gov.uk/schools-and-learning/schools/attendance-and-absence/penalty-notices>



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 Penalty Notice Fines issued for unauthorised holidays recorded by schools after 19th 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 days 22-28.

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 can result in criminal records and fines of up to £2,500.

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

Annex D – Illness Absence Guidance

<https://seureschools.essex.gov.uk/DisplayDocument.aspx?DocID=276>

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

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

Appendix A

Roles to Ensure Attendance:

Student

1. To come to school each day and be punctual.

Parent/s

1. To ensure students attend school unless there is a valid reason.
2. To inform the school on the first day and subsequent days of their child's absence.
3. To provide the necessary evidence as to why their child cannot attend school.
4. To inform the school at least ten days in advance of any requested absence (e.g. Leave of absence, medical appointments etc).
5. To attend meetings about their child's attendance.

Form Tutor

1. To ensure familiarity with the attendance procedure by reading the policy, the staff handbook and speaking with the Year Leader.
2. To keep an up-to-date, accurate register on Arbor.
3. To ensure that students maintain a good punctuality record by making reference to the PAUL report and the Year Leader.
4. To identify patterns of absence and having the initial dialogue with the student and parents.
5. To support attendance and punctuality through the Form Tutor report.
6. To support students' re-integration back into school after absence.

Subject Teacher

1. To ensure that attendance is monitored in lessons by taking an electronic class register on Arbor.
2. To provide work for absentees if requested.
3. To ensure that work is copied up on a student's return to school.

Pastoral Manger/Attendance Manager

1. To ensure late students are recorded as such on the register.
2. To record onto the register the communications from parents regarding reasons for absence and to make the Year Leader (in the first instance) aware of any absences which might not be authorised.
4. To process leave of absence forms, passing them to Year Leaders who then pass them to the Headteacher.
5. To confirm the absence of any students who are not on the register and for whom we have received no notification of absence from parents.
6. To manage Truancy Call and contact parents of such students to ascertain the reason for absence / make them aware of the absence.
7. To chase up students who were absent or have missing marks for the PM session.
8. To identify any patterns of absence during the day (e.g. students missing from any individual lessons).
9. To send messages on Arbor to teachers who haven't taken registers.
10. To make SLT aware of any member of staff who persistently fail to take registers.
11. To make reference to the PAUL report and liaise with the Year Leader about concerns.

Year Leader

1. To ensure AM registers are taken by tutors.
2. To review attendance and punctuality data using the PAUL report with Assistant Headteacher (Achievement).
3. To make appropriate interventions to ensure high attendance including sharing attendance data with tutors, identifying students to receive attendance letters, having meetings with parents and students with repeatedly low attendance.
4. To gather additional information from parents to be put on leave of absence forms if necessary.
5. To recommend to the Headteacher, whether leave of absence forms should be approved or not approved, and to give reasons.

Assistant Headteacher

1. To review attendance data with Year Leaders and SLT using Arbor and the PAUL report.
2. To make appropriate interventions to ensure high attendance including sharing attendance data with Year Leaders, identifying students to have school-based meetings, attending school-based meetings and working in conjunction with Year Leaders with students who are persistent absentees and with their parents.
3. To make and manage referrals to the Essex LA Attendance Specialist Team.

Role of the Headteacher

1. To monitor attendance levels and take such remedial action as may be necessary.
2. To report attendance figures to the DFE.
3. To authorise absence following requests for leave.

Appendix B

Interventions

Punctuality and Attendance

Concern	Action
1 st Punctuality concerns raised during YL/AHT meeting.	Punctuality report to FT. YL contacts parent to share concern.
2 nd Punctuality concerns raised during YL/AHT meeting.	Punctuality report and parent letter 1. Student signs in each morning in Student Services.
3 rd Punctuality concerns raised during YL/AHT meeting.	YL/FT and/or AHT parent meeting. Punctuality report.
4 th Punctuality concerns raised during YL/AHT meeting.	Referral made to Essex LA Attendance Specialist Team. Punctuality report.
1 st Attendance concerns raised during YL/AHT meeting.	YL or FT contacts parent to share concern
2 nd Attendance concerns raised during YL/AHT meeting.	Attendance letter 1 sent to parents.
3 rd Attendance concerns raised during YL/AHT meeting.	Attendance letter 2 sent to parents. YL/FT conduct School Attendance meeting (SAM) and report is given to parent supporting attendance.
4 th Attendance concerns raised during YL/AHT meeting.	Essex LA Attendance Specialist Team template warning letter sent to parents regarding O codes and fixed penalty fine.
5 th Attendance concerns raised during YL/AHT meeting.	Referral made to Essex LA Attendance Specialist Team. Alternative provision/intervention/use of School Attendance specialist at LA is considered.

Appendix C: Key to Codes used in registers

Code	Meaning	Type
/ \	Present at the school / morning \ afternoon	Present Mark
B	Attending any other approved educational activity - Alternative Provision not arranged through the approved framework	Present Mark
C	Authorised Circumstance (see next page for breakdown)	Authorised Absence
D	Dual registered at another school - Attending Sheffield Inclusion Centre - Attending Alternative Provision at another school site - Chapel House / Becton Outreach / CAMHS Lodges - Hospital education - Education at a secure / residential site - Off-site direction / managed move	Present Mark
E	Suspended or permanently excluded and no alternative provision made	Authorised Absence
G	Holiday not granted by the school or Term Time Leave not granted by the school	Unauthorised Absence
I	Illness (not medical or dental appointment)	Authorised Absence
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution	Authorised Absence
K	Attending education provision arranged by the Local Authority - Home Tutoring - Approved Framework for Alternative Provision - Blended Learning	Present Mark
L	Late arrival before the registers have closed	Present Mark
M	Attended a medical appointment	Authorised Absence
N	Reason for absence not yet established	Unauthorised Mark
O	Absent in other or unknown circumstances	Unauthorised Absence
P	Participating in a sporting activity	Present Mark
Q	Unable to attend the school because of a lack of access arrangements	Not expected to attend
R	Religious Observance	Authorised Absence
S	Leave of absence for the purpose of studying for a public examination. Must be used sparingly with revision opportunities in school.	Authorised Absence
T	Parent travelling for occupational purposes, and the student has attended for at least 200 sessions in preceding 12 months.	Authorised Absence
U	Arrived in school after registration closed	Unauthorised Absence
V	Attending an Educational Trip or Visit	Present Mark
W	Attending Work Experience	Present Mark
X	Non-compulsory school age student not required to attend school	Not expected to attend
Y	Unable to attend school because of unavoidable cause (see next page for breakdown)	Not expected to attend
Z	Prospective or previous student not on admission register	Not expected to attend

Code	Meaning	Type
The Y code: Unable to attend school because of unavoidable cause, is broken down into the following sub codes to provide better differentiation of the reason:		
Y1	Unable to attend due to transport normally provided not being available	Not expected to attend
Y2	Unable to attend due to widespread disruption to travel	Not expected to attend
Y3	Unable to attend due to part of the school premises being closed. For example, this may be due to damage or teacher strikes.	Not expected to attend
Y4	Unable to attend due to the whole school site being unexpectedly closed. For example, extreme weather, damage, no hot water, or heating.	Not expected to attend
Y5	Unable to attend as student is in criminal justice detention. For example, in police detention, remanded to youth detention, awaiting trial or sentencing, or detained under a sentence of detention.	Not expected to attend
Y6	Unable to attend in accordance with public health guidance or law. contrary to or prohibited by any guidance relating to the incidence or transmission of infection or disease.	Not expected to attend
Y7	Unable to attend because of any other unavoidable cause. For example, an emergency has prevented the student from attending. The unavoidable cause must be something that affects the student, not just the parent.	Not expected to attend
The C code: Authorised Absence is broken down into the following sub codes to provide better differentiation of the reason:		
C	Leave of absence for exceptional circumstances. Where a leave of absence is granted, the school will determine the number of days a student can be absent from school. A leave of absence is granted entirely at the school's discretion.	Authorised Absence
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.	Authorised Absence
C2	Leave of absence for a compulsory school age student subject to a part-time timetable.	Authorised Absence

Appendix D

Letter 1 – Punctuality Letter 1 :

Dear Parent/Carer

Re: Student Name DOB:

It has come to my attention that XXXX has been late to school xxx times this academic year. All students are expected to arrive to school before 8.55am.

I would be grateful if you could discuss this with XXXX and the importance of arriving to school on time. I look forward to seeing an immediate improvement in XXXX's punctuality.

We also have a duty to remind you that parents/carers have a responsibility to ensure their children receive efficient, full-time education under section 7 of the 1996 Education Act. Failure to do so can lead to prosecution by the Local Authority in the Magistrates Court under section 444 of the 1996 Education Act. Should you require any support or help with this matter, please contact:

Please find enclosed XXXX attendance certificate for your information and a copy of our attendance policy as available on our website for your reference.

Yours sincerely,

Year Leader

Letter 2 – Punctuality Letter 2 :

Dear Parent/Carer

Re: Student Name DOB:

We are writing in connection with XXXX's punctuality. XXXX has been late on XXX occasions, equating to approximately xxx hours of school time. Should their punctuality not improve, it will have a negative impact on XXXXX's attainment.

All students on roll at our school are expected to arrive at school no later than 8.55am ready to start the school day. Children arriving after 8.55am are marked using a 'L' code which marks them as present for safeguarding purposes. Should they arrive after 9.30am, they are marked with a 'U' code which is recorded as unauthorised absence for that session. Should a child receive 10 U codes in 10 weeks, the parents of that child can be fined by the local authority.

Furthermore, students arriving late to school cause disruption to their learning as well as others, the teacher and their teaching, which is unacceptable and can be upsetting for them and their classmates.

As such, we are writing to inform you that we will be monitoring XXXX's punctuality and expect to see an improvement in the coming weeks. If XXXX's punctuality fails to improve, a meeting will be arranged, which you will be expected to attend either on line or by prior arrangement. At this meeting, the reasons and any concerns will be discussed to establish if there is any support that can be put in place.

We also have a duty to remind you that parents/carers have a responsibility to ensure their children receive efficient, full-time education under section 7 of the 1996 Education Act. Failure to do so can lead to prosecution by the Local Authority in the Magistrates Court under section 444 of the 1996 Education Act.

We want to work collaboratively with parents/carers to ensure the best outcomes for our children and are appreciative of your support on this matter. If you do have any concerns, or wish to discuss this letter further, please do not hesitate to contact the school to arrange a meeting.

Please find enclosed XXXX attendance certificate for your information and a copy of our attendance policy as available on our website for your reference.

Yours sincerely

Year Leader

Attendance concern – Letter 1

Dear Salutation

Re: Student Name - DOB

We are writing in connection with xxxx attendance. He/She has had xxxx sessions, equating to xxxx days absence this academic year. His/Her attendance is therefore xxxx. As a result, he/she has lost xxxx of hours learning. XXXX attendance is therefore a concern.

We expect children to attend every session available to them in order to benefit from the educational opportunities provided. As such, we are writing to inform you that we will be monitoring XXXX attendance and expect to see an improvement. We also have a duty to inform you that should your child miss 10% or more of the sessions available to them (attendance of 90% or below), they are classed by DFE as a persistent absentee.

Should XXXX attendance not improve, a school attendance meeting will be arranged which you will be expected to attend. At this meeting, we will discuss together any concerns and establish if there is any support that can be put in place.

I would like to remind you that parents/carers have a responsibility to ensure their children receive efficient, full-time education under section 7 of the 1996 Education Act. Failure to do so could result in prosecution by the Local Authority in the Magistrates Court under section 444 of the 1996 Education Act for failing to ensure regular school attendance at school.

We want to work collaboratively with parents/carers to ensure the best outcomes for our children and are appreciative of your support on this matter. If you do have any concerns, or wish to discuss this letter further, please do not hesitate to contact the school to arrange a meeting.

Please find enclosed XXXX attendance certificate for your information and a copy of our attendance policy as available on our website for your reference.

Yours sincerely

Year Leader Name

School Attendance meeting – Letter 2

Dear Salutation

Re. Student Name – DOB:

School Attendance meeting

Further to our earlier correspondence (date), whereby we informed you that xxx attendance had fallen below the school's expectations, it has been noted he/she has had a further xxx sessions absence. Please find enclosed a copy of his/her attendance record.

Attendance at this level is a significant concern, and as such a meeting has been arranged for XXXXXX at 8.15am to discuss this with you. If you are unable to attend on this date, please contact the school as a matter of urgency to arrange a mutually convenient time. This meeting is an opportunity to discuss any concerns, look at support and develop an action plan in order to encourage improved attendance.

I must remind you that parents/carers have a responsibility to ensure their children receive efficient, full time education under section 7 of the 1996 Education Act. Failure to do so could result in prosecution by the Local Authority in the Magistrates Court under section 444 of the 1996 Education Act for failing to ensure regular school attendance.

We want to work collaboratively with parents/carers to ensure the best outcomes for our students and appreciate your support in this matter. Our aim is to ascertain how we can best support you as a parent and support your child in achieving their potential in our school. Our meeting will ensure that we can continue to work together to achieve those aims.

Please find enclosed XXXX attendance certificate for your information and a copy of our attendance policy as available on our website for your reference.

We look forward to meeting with you and thank you for your anticipated support.

Yours sincerely

Year Leader

Student Attendance Contract: Visits

Dear Salutation

Re. Student Name – DOB:

The Anglo European School is extremely proud of its unique visits programme and firmly believes in the transformative power of these visits for all students. We are pleased that your child has expressed an interest in this year's visits programme. However, with this privilege comes the expectation to maintain acceptable attendance levels.

Currently, there are some concerns regarding [student name's] low attendance levels, [Comment about recent levels e.g. but we are pleased to have seen a successful improvement in recent weeks with regards to this]. We have a duty to safeguard all students on visits, and it is essential that all students that participate with the visits programme demonstrate the ability to attend school regularly. The [visit name] visit has a packed programme of activities for the students, with long tiring days following a [long] travel period from the UK to [location]. If any child is unable to [leave the hotel or engage (delete as appropriate)] on a particular day, it makes it very difficult to manage for the staff on the visit and potentially compromises the safety of other students as it can affect staff/student ratios.

As of the date of this contract, we are supportive of [student name's] participation with this visit, but we must see [his/her] attendance to school continuing to improve. Consequently, we will continue to monitor the attendance, which we expect to be above 95% for the [time period of monitoring e.g. Spring and Summer terms]. If this is not honoured, we may have to withdraw the opportunity to go on the visit. As outlined previously, in the online application form that you have already completed, if we have to withdraw [student name], it will not be possible to refund the cost of this visit where financial commitments have already been made.

We sincerely hope that you will honour the agreement that you make by following the conditions of this contract and will enjoy the great benefits of the visits programme that makes our school so unique.

Yours sincerely,

Mrs Gee
Headteacher

Mr T Marshall
International Co-ordinator

I accept that if the place on the visit is rescinded, there is no recourse to a refund of money paid.

Student name: _____
Signature of student: _____
Date: _____

Name of Parent: _____
Signature of Parent: _____
Date: _____

Safeguarding and Attendance



Appendix F – Reintegration Planning and Agreement for Part-Time timetables

Student details:

Student surname:			
Student forename:			
Hometown		Mode of travel to commute to school	
Date of Birth		Date of meeting	
Form		Current attendance (%)	
UPN:			
Is student LAC or Pre LAC	Y/N	Responsible Local Authority	Y/N
Is student on the SEND Register	Y/N	Is student on a PSP	Y/N
Is student PPG	Y/N	Is student present for meeting	
Is student in receipt of FSM	Y/N	If yes, what provision for lunch is available?	
School Lead Teacher			

Agency support:

Agency	Start date	Details

Rationale and objectives for reduced timetable:

To access full time education by increasing presence in school by using a gradual and supportive approach.
--

School's View:

--

Parents' views:

--

Student's views:

--

Reintegration plan:

Week	DATE (w/c)	Time/periods student to attend school				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1						
2						
Review						
3						
4						
Review						
5						
6						
Review						

Morning Registration. 08:55 – 09:10 P1. 09:10 – 10:10 P2. 10:10 – 11:10
P3. 11:30 – 12:30 P4. 12:30 – 13:30 P5. 13:30 – 14:30 P6. 14:30 – 15:30

Has a copy of the normal timetable been provided for the parents and student? YES/NO

Review meeting date(s):

Individual Pupil Harm Assessment

IDENTIFICATION OF HARM	
Describe the harm.	While not in school there is a risk of exposure to other people, either online or in-person, who may influence XXXX to make bad choices, leading to risk of grooming or involvement in crime.
Is the harm potential or actual?	Potential
Who is affected by the harm?	XXXX and XXXX's family, friends of XXXX
ASSESSMENT OF HARM	
In which situation does the harm usually occur?	This risk is most present for young people not in school, as identified in previous case reviews young people not in education during school hours are at increased risk from predatory behaviour online and in-person.
How likely is it that the child will suffer harm?	Low/Moderate/High
If the harm arises who is likely to be injured/hurt?	XXXX and XXXX's family
HARM REDUCTION / PREVENTION	
Proactive interventions to reduce / prevent harm	XXXX must be under the supervision of a parent during the times that XXXX is not in school for the re-integration period.
Early interventions to respond to harm	Identify immediate response if school staff are aware of harm: - AES staff will refer to Mrs Wootton as Designated Safeguarding Lead or follow AES safeguarding protocol if Mrs Wootton is not available Identify immediate response if the harm is reported to them by a child: - AES staff will refer to Mrs Wootton as Designated Safeguarding Lead or follow AES safeguarding protocol if Mrs Wootton is not available
Interventions to respond to adverse outcomes	Any incidents to be logged, dated and signed according to Incident/Safeguarding protocols;

	- designated School adult to support XXXX; - Contact parents; - Contact other child's parents (if required)
COMMUNICATION OF ASSESSING, UNDERSTANDING AND MANAGING HARM PLAN	
Who has the plan and strategies been shared with?	Designated Safeguarding Leader (Deputy Headteacher), Assistant Headteacher, Year Leader, Pastoral Managers and Student Welfare and Inclusion Manager.
	Communication method and date: Via School Safeguarding system
STAFF TRAINING	
Identified training needs	None
Training provided to meet needs	
Date training completed	

Student declaration:

I agree to engage with this reintegration programme with the aim of returning to full-time education as soon as reasonably possible.

Student name:

Student signature: _____

Parent Declaration:

I agree to _____ being placed on a part time timetable and am

able to get _____ into school as per the times agreed.

I understand that during the times when _____ is not in school that I am responsible for their safety and whereabouts.

_____ will not be in a public place and will not undertake any work

or work experience that is not agreed, and risk assessed as part of their formal timetable during the school day.

Parent/Guardian Name: _____

Signed (Parent/Guardian): _____

Date: _____

School Agreement:

Name: Richard Marshall Position: Assistant Headteacher

Signature:



Date:

- Parent and school to receive a copy of this agreement-

Review Meeting – Notes

Date of Meeting:	
Present:	
Is the student on track to return to full time? Yes/No	
Notes:	
Actions:	

REVIEW OF HARM ASSESSMENT PLAN		
Measures set out	Effectiveness in supporting the child	Impact on harm
Agreed proactive interventions to prevent harm		
Early interventions to respond to harm		
Interventions to respond to adverse outcomes		

Does the Risk Assessment need to continue: Yes/No

Are there any additions/alterations to the Plan: Yes/No

If 'YES' list these here and parents/guardian to sign new agreement:

Risk Assessment reviewed on:

Parent(s)/Carer(s) agreement:

Name: _____ Date: _____

Signature: _____

Name: _____ Date: _____

Signature: _____

School agreement:

Name: _____ Position: _____

Signature: _____ Date: _____

Is a further Review required: YES/NO?

Agreed Date: