Ratified by Trustees

The Crossley Heath School

Savile Park, Halifax, West Yorkshire HX3 0HG

Tel: 01422 360272 • Email: attendance@crossleyheath.org.uk

Attendance Policy

Years 7 - 13

Sept 2026

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST

8225755

Date: Sept 2026

Responsibility: DH Pastoral

Date for Review: Sept 2027

Version Control

Version Number	Purpose/Change	Author	Date
1	Update 25-26 policy	Claire Heaton	Sept 26
2	Final policy – Ratified by Trustees	Claire Heaton	Nov 26

Table of Contents

Vision Statement		1 2
1.	Aims	2
2.	Legislation and guidance	2
3.	Roles and responsibilities	2-6
4.	Recording attendance	7-10
5.	Authorised and unauthorised absence	10-16
6.	Strategies for promoting attendance	17
7.	Supporting students who are absent or returning to school	17
8.	Attendance monitoring	18-21
9.	Monitoring arrangements	21
10.	Links with other policies	21
A1	Attendance codes	22-23
A2	First day calling procedure	24-25
A3	Internal truancy	26
A4	6th form attendance policy	27-30
A5	Local Authority guide to penalty notices	31-32
A6	SOL Attendance groups	33

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST

8225755

Vision Statement

At Crossley Heath School, attendance is everyone's responsibility. We recognise that attending school regularly is fundamental to academic achievement, wellbeing, safeguarding and future life chances. It underpins our vision to be **"The leading school for educational excellence, where we nurture happy students with strong values so they all contribute positively to society".** We are committed to working collaboratively with students, families and external agencies to remove barriers and ensure every child can access their education.

1. Aims

This policy aims to show our commitment to meeting our obligations about school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance through our whole-school culture and ethos that values good attendance, including:

1. Setting high expectations for the attendance and punctuality of all students
2. Promoting good attendance and the benefits of good attendance
3. Reducing absence, including persistent and severe absence
4. Ensuring every student has access to the full-time education to which they are entitled
5. Acting early to address patterns of absence
6. Building strong relationships with families to make sure students have the support in place to attend school
7. Promoting and supporting punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance [https://www.gov.uk/government/publications/working-together-to-improve-school-attendance] and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

1. Part 6 of the Education Act 1996
2. Part 3 of the Education Act 2002
3. Part 7 of the Education and Inspections Act 2006
4. The Education (Student Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
5. https://www.gov.uk/school-attendance-absence
6. https://www.legislation.gov.uk/uksi/2013/757/regulation/2/madeIt also refers to:
7. School census guidance

8. Keeping Children Safe in Education
9. Mental health issues affecting a student's attendance: guidance for schools
10. https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

3. Roles and responsibilities

3.1 The Trustees

The Trustees are responsible for:

1. Setting high expectations of all school leaders, staff, students and parents
2. Making sure school leaders fulfil expectations and statutory duties, including:
    1. Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
    2. Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate
3. Recognising and promoting the importance of school attendance across the school's policies and ethos
4. Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources
5. Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
6. Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most
7. Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
8. Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students' needs
9. Where the school needs to further improve attendance, working with school leaders to develop a comprehensive action plan to improve attendance
10. Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
    1. The importance of good attendance
    2. That absence is almost always a symptom of wider issues
    3. The school's legal requirements for keeping registers

4. The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific students, where appropriate

11. Making sure dedicated training is provided to staff with a specific attendance function in their role, including interpreting and analysing attendance data

12. Holding the Head Teacher to account for the implementation of this policy via questioning at trustee meetings

3.2 The Head Teacher

The Head Teacher is responsible for:

1. The implementation of this policy at the school

2. Monitoring school-level absence data and reporting it to Trustees

3. Ensuring the designated senior leader responsible for attendance is supporting staff with monitoring the attendance of individual students

4. Monitoring the impact of any implemented attendance strategies

5. Issuing fixed-penalty notices, where necessary, and/or authorising the Attendance Officer (AO) to be able to do so

6. Working with the SENCO to support parents of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers

7. Ensuring the SENCO is communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs

3.3 The designated senior leader responsible for attendance

The Deputy Head Teacher (Pastoral), Lee Chesters, is the designated senior leader with strategic responsibility for attendance and is responsible for:

1. Leading, championing and improving attendance across the school

2. Setting a clear vision for improving and maintaining good attendance and punctuality

3. Evaluating and monitoring expectations and processes

4. Having a strong grasp of absence data and oversight of absence data analysis

5. Regularly monitoring and evaluating progress in attendance and punctuality

6. Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff

7. Liaising with students, parents/carers and external agencies, where needed
8. Building close and productive relationships with parents to discuss and tackle attendance issues
9. Creating intervention or reintegration plans in partnership with students and their parents/carers
10. Delivering targeted intervention and support to students and families
11. Communicating the school's high expectations for attendance and punctuality regularly to students and parents through all available channels

The designated senior leader responsible for attendance is Lee Chesters and can be contacted via l.chesters@crossleyheath.org.uk

3.4 The Attendance Officer (AO)

The school Attendance Officer is responsible for:

1. Monitoring and analysing attendance data (see section 7)
2. Benchmarking attendance data to identify areas of focus for improvement
3. Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the Head Teacher
4. Working with education welfare officers to tackle persistent absence
5. Advising the Senior Leadership Team (authorised by the Head Teacher) when a fixed-penalty notice is issued by the LA
6. Liaising with students, parents/carers and external agencies, where needed
7. Building close and productive relationships with parents to discuss and tackle attendance issues
8. Creating intervention or reintegration plans in partnership with students and their parents/carers
9. Delivering targeted intervention and support to students and families

The Attendance Officer is Claire Heaton and can be contacted via c.heaton@crossleyheath.org.uk. KS5 Attendance and Safeguarding Officer is the contact for all Post 16 attendance-related issues.

3.5 Teachers

Teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information correctly via our Management Information System (MIS).

3.6 Administrative staff

Administrative staff (Receptionist) will:

1. Take calls/Voicemail and e-mails from parents/carers about absence on a day-to-day basis and record it on the school system, using the correct code as detailed in the DfE attendance guidelines.

2. Transfer calls from parents/carers to the Attendance Officer/KS5 Attendance and Safeguarding Officer where appropriate, to provide them with more detailed support on attendance.

3.7 Parents (including for 6th form students)

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

1. All natural parents, whether they are married or not
2. All those who have parental responsibility for a child or young person
3. Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

1. Make sure their child attends every day on time (before 8:25am)
2. Call the school on 01422 360 272 to report their child's absence before 8:30 am on the day of the absence (and each subsequent day of absence), and advise when they are expected to return. This is to be done on **every day of a child's absence. Please e-mail Attendance@crossleyheath.org.uk.**
3. Provide the school with at least 2 emergency contact numbers for their child
4. Ensure that, where possible, appointments for their child are made outside of the school day
5. Keep to any attendance contracts that they make with the school and/or local authority
6. Seek support, where necessary, for maintaining good attendance by contacting Claire Heaton (Attendance Officer) on c.heaton@crossleyheath.org.uk as soon as attendance becomes a concern. For Post 16 attendance issues, please contact our KS5 Attendance & Safeguarding Officer.
7. Ensure that all interventions, such as video calls, home visits and meetings, are fully engaged with.
8. Do not book holidays in term time or take any periods of absence without contacting the school first [via the Admin office, attendance@crossleyheath.org.uk or the relevant Attendance Officer [c.heaton@crossleyheath.org.uk]. KS5 Attendance & Safeguarding Officer for Post 16. **Holidays are not permitted during term time.**

3.8 Students (including 6th form students)

Students are expected to:

1. Attend school every day, on time (onsite **before 8:25am**)
2. Attend every timetabled session, on time (including study periods)

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register and record all students on it.

We will take our attendance register at the start of each lesson, taking note of punctuality. Roll call sessions are recorded on the first session of each school day (am, P1) and the second session in the afternoon (pm, P4). Registers will be marked using the appropriate national attendance and absence codes from the School Attendance (Student Registration) (England) Regulations 2024, whether every student is:

1. Present
2. Attending an approved off-site educational activity
3. Absent
4. Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

1. The original entry
2. The amended entry
3. The reason for the amendment
4. The date on which the amendment was made
5. The name and position of the person who made the amendment

Members of staff permitted to change codes are Deputy Head for Pastoral Care, Attendance Officer, Receptionist, Healthcare Officer, Director of Sixth Form, KS5 Attendance and Safeguarding Officer.

See Appendix 1 for the DfE attendance codes.

We will also record:

1. Whether the absence is authorised or not. Although this is only a requirement for Years 7-11, we will also do this for our 6th form students. 6th form students will be marked as B code if accessing education at another institution and an "X", if they are not required to be in school.
2. The nature of the activity, where a student is attending an approved educational activity
3. The nature of circumstances, where a student is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

4.2 Unplanned absence

Parents must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by 8.30am or as soon as practically possible (see also section 8). This

needs to be done via telephoning the school office on 01422 360 272, or e-mailing via [attendance@crossleyheath.org.uk]. Parents are expected to call the school in the morning if their child is going to be absent due to ill health. This should occur on every day the child is absent. If a parent wishes a student to leave school unexpectedly before the end of the school day, they must be collected by a parent or person named as a contact in our system. If that is impossible, we must receive written consent (email is satisfactory) giving consent and detailing how that student will get home before we allow that child to leave our duty of care.

Absence due to illness will be authorised unless the school has a genuine concern about the authenticity of the illness.

If a student is absent from school for several days over separate weeks, or if a clear pattern of absence emerges, the absence will be classed as unauthorised, and we will seek medical evidence before approving the leave of absence.

If the authenticity of the illness is in doubt on the balance of probability, the school may ask parents to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

Where absence occurs immediately before or after a holiday period, and there is reason to doubt the authenticity of the illness, medical evidence may be requested.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents will be notified of this in advance.

4.3 Planned absence

Missing registration for a medical or dental appointment is counted as an authorised absence; however, the absence will have a negative impact on the student's overall attendance %. Written advance notice is required for authorising these absences, as well as evidence of the appointment (a screenshot of the appointment is acceptable). Whilst these absences are approved, they will have a negative impact on your child's attendance figure if the student is absent P1 (8.30-9.30 am) or P4 (1.10-2.10pm), during the roll call mark periods.

We encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary. Including registering for the morning session (8.30am) and then attending their appointment before returning to school where possible.

Parents should email the Attendance Officer (Claire Heaton) c.heaton@crossleyheath.org.uk, KS5 Attendance & Safeguarding Officer and attendance@crossleyheath.org.uk concerning advance appointments. If advance appointments have not been advised, our Reception team will ask for evidence upon collection of a student in order for the appointment to be approved.

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 during term-time. No warning will be issued prior to a penalty notice being issued in this respect.

Applications for other types of absence in term time must also be made in advance and via writing to the Head Teacher, d.jones@crossleyheath.org.uk and Attendance Officer, c.heaton@crossleyheath.org.uk. KS5 Attendance & Safeguarding Officer for Post 16. Information relating to whether the school can authorise such absences can be found in section 5, and Annex 3 for Post 16.

4.4 Lateness and punctuality

We expect students to arrive at school **before** 8:25am. Arriving after this time will be considered late. This is to ensure a prompt start to learning at 8:30am. Students that are late, will be marked as L. If a student arrives after 8:40am they must sign in at Reception. They will be marked as L until 9:00am after which they will be marked as U (late after register has closed unless there is another reason for an authorised absence such as a medical appointment). U marks will have a negative impact on students' attendance and are classed as unauthorised periods of absence. Standard detentions will be issued for lateness unless there is a justifiable reason for being late.

4.5 Following up unexplained absence

We follow our first day calling procedure. Please see annex 2. Please also see section 4.6 for more detailed strategies.

1. Where appropriate, offer support to the student and/or their parents to improve attendance
2. Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals
3. Where relevant, report the unexplained absence to the student's youth offending team officer
4. Where support is not appropriate, not successful, or not engaged, we will seek LA support, including the issuing of fines

4.6 Reporting attendance to parents (7-11)

1. The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels via termly electronic reports. Parents can also view their child's attendance at any time by viewing the Arbor app. Students are celebrated for positive attendance via house points, star boards and badges.
2. We recognise that some students will be absent from school due to unavoidable circumstances.
3. Parents of students whose attendance falls below certain trigger points will receive additional updates (see below).
4. The school's ambition is that all pupils achieve attendance of at least 97%, with every pupil attending whenever they can do so – every day matters.
5. **Students with 95-96.9% attendance** will be monitored to ensure their attendance levels increase. During the monitoring period of 4 weeks, there is an expectation that their attendance will increase and remain above 96.9% (up to a half-term in duration). You will receive a letter home advising that your child's attendance has fallen into this category and we will work together to improve their attendance moving forward.

6. **Students with 93-94.9% attendance** may be placed on a **SESP Stage 1 (Student Engagement Support Plan)** to allow us to provide and monitor any support needed to ensure their attendance in school increases. Parents/carers will be invited to a meeting with the Attendance Officer and relevant Pastoral Leader to discuss their child's attendance and support. There will be a period of monitoring where we hope you can work with us to ensure your child takes no further unavoidable absences, and their attendance improves as we progress through the term. Students will be praised and rewarded as their attendance figure increases.
7. **Students with 90-92.9% attendance** who have failed to increase their attendance following their Stage 1 monitoring period will proceed to **Stage 2 SESP.** Parents/Carers will be invited to attend an escalation meeting with their child's Progress Leader (Head of Year) and the Attendance Officer to discuss further support needed to improve their child's attendance. The Local Authority are automatically alerted to your child's attendance level and may also implement interventions to ensure your child's attendance increases. There will be a monitoring period where we hope to see an increase in their attendance. Should their attendance fail to improve, you are at risk of prosecution.
8. **Students with sub-89.9% attendance** students and parents/carer who fail to improve their attendance following SESP 1 and SESP 2 intervention will be invited to a meeting with a member of the SLT team to initialise a SESP 3 support plan.

   If, after the monitoring period, a student/parent continues to fail to improve or does not engage in strategies to improve attendance, you will be invited to a pre-court meeting with the LA, the Head Teacher and the Attendance Officer and will be subject to a notice of intended prosecution. This could result in the case being presented to the Magistrates' Court. You may also be subject to a fine of up to £1,000 per child.

5. Authorised and unauthorised absence 7-11 and Post 16

5.1 Approval for term-time absence

All periods of absence, whether subsequently authorised or unauthorised, should be notified to the school by email. If a period of absence can be foreseen, parent(s)/carer(s) should apply for leave of absence in advance by putting the request in writing to the Attendance Officer (c.heaton@crossleyheath.org.uk), and their child's Progress Leader. Fro Post 16 , the KS5 Attendance & Safeguarding Officer and Director of 6th form should be contacted. For a leave of absence of 5 days or more, please also send it to the Head Teacher (in addition to the AO and PL).

Term time absences are not permitted; however, we appreciate that at times there may be an exceptional and unavoidable reason why your child is unable to attend school. Where a term-time absence is requested, we will require evidence of the circumstances and a valid reason why the leave is required. **Please note term-time holidays will not be approved** and may result in a fine or prosecution from the local authority (see annex 4).

Where a term-time absence is taken, you may be invited to a meeting with a member of SLT to further discuss the reasons behind the absence.

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. No warning will be issued prior to a penalty notice being issued in this respect.

The Head Teacher will only grant a **leave of absence** to a student during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are detailed in the list below:

Absence	**Authorised?**	**Procedure**
Mild Illness The school will normally expect students to attend where symptoms are manageable.	(O code)	Authorisation decisions will be considered on a case-by-case basis. Students should try to come into school. Our Healthcare professional can, with your permission, issue paracetamol to help with the symptoms of a headache, period pain or similar. Please note painkillers will not be issued until after break time (10:30 am).
More serious illness/contagious (e.g. vomiting, diarrhoea)	Yes (I code)	Parents / Carers should inform the school by email or phone **before 8.30am** on the day of absence. They must give a clear reason for the absence. On the second day, this must be done by phone. We may request medical evidence to approve the absence. The school may request medical evidence where absence is prolonged, frequent or where concerns regarding authenticity exist.
Tiredness/fatigue Including recovery from DfE expeditions.	No (O code)	Tiredness and fatigue will not be approved as reasons for not attending school.
Close family bereavement Mother, father, sister, brother, Grandfather or Grandma	Yes (C code)	It should be noted that the structure of school can help a child in such circumstances. Bereavement requests will be considered on an individual basis, taking account of family circumstances.
Taking part in a regulated performance, or regulated employment abroad (with official performance licenses sent to school as evidence).	Yes (C1 code)	The school has the right to withdraw the authorised leave if they feel that it is having a negative impact on the student's education and learning. A limit may be imposed on the number of days approved depending on the part the student plays and whether tutoring is given by the production team during the period of absence. Approval will also be subject to the student's attendance figure. Poor attenders will not be given

		approval to take leave for the purposes of filming as an extra in any production. An absence request beyond 5 days per academic year, would be considered as exceptional and will require SLT approval.
Attending an interview (for college/to attend post 16 further education establishments).	Yes (Code J1)	School will seek evidence prior to approving.
Study leave	Yes (Code S)	At the discretion of the Head Teacher.
A temporary, time-limited part-time timetable	Yes (Code C2)	Pre-agreed with the Head Teacher, DSL or SENCO and in conjunction with the LA.
Religious observance (RO)	Yes (R code)	Religious observance – **where the day is exclusively set apart for religious observance by the religious body to which the student's parent(s) belong(s).** If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart. We allow a **maximum of 1 day authorised absence per religious celebration with a maximum of 2 in any academic year** for religious observance if the days of prayer fall on a school day. (Note that family weddings/funerals, religious pilgrimages and Umrah are not categorised as RO). Religious Observation days cannot be "banked" and taken on a non-religious observance day. **Where an inset day is set to coincide with a religious day, no other days will be permitted.**
Unavoidable medical/dental/personal appointment that cannot be made for after school (e.g. orthodontist, counselling, doctor, hospital)	Yes (M code)	We prefer medical appointments to be after school hours; parents should try to rearrange such appointments to minimise absence. If this is not possible, then parents should email evidence of such absence. **It will not be authorised until evidence is received.** Medical appointments, whilst they may be approved, will have a negative impact on student attendance records.
Parent(s) travelling for occupational purposes	Yes	This covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and

	(T code)	circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the student is attending educational provision
Birthdays or similar celebrations	No (O code)	They will get a priority lunch queue pass!
Looking after a sibling	No (O code)	
Awaiting delivery or maintenance work on behalf of a Parent or carer	No (O code)	
Holiday	No (G code)	School will not approve holidays during term time. The LA may issue a penalty notice if a holiday is taken during term time.

For Additional points relevant to 6th Form only, please see Annex 3.

5.2 Rewards and Sanctions

We aim to promote and reward our students for high attendance. Students will receive positive house points for attendance; this increases their chances of being awarded a star award. In addition, we will promote positive attendance via our attendance displays and attendance badges. We will also hold a reward event at the end of each term.

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Students may receive detentions, isolations or may go on a SESP monitoring report.

Students are expected to catch up on any work learned in class or set for homework when absent from school.

5.3 Removal from roll

In line with The Education (Student Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)

The Crossley Heath School reserve the right to remove a student from roll by informing Calderdale admissions and possibly CME if:

Ground A – The student is registered at another school (non-dual roll).

Ground F – A parent provides written notification that the child is being withdrawn for Elective Home Education (EHE).

Ground G – the student no longer lives a reasonable distance from school and cannot be compelled to attend.

Ground H & I – Extended absence (eg, 20 school days under Ground I) where joint reasonable inquiries with the local authority fail to locate the child or confirm they have moved abroad with no intent to return.

Ground K – Confirmed notification of the student's death.

Ground O – Permanent exclusion has been finalised and processed.

We expect all students to attend all lessons unless they have an authorised reason to be absent, such as;

1. The student has completed a managed move and has been taken on roll at that school.
2. The student is certified by the school medical officer/medical needs team (LA) as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither the student nor their parent has indicated to us the intention to continue to attend the school after ceasing to be of compulsory school age.
3. The student has been detained as a result of a final court order or order of recall for 4 months, and there are no reasonable grounds to believe that the student will return to school at the end of that period.
4. The student will cease to be of compulsory school age before CHS next meets and either:

    - They've indicated that they will cease to attend our school, or
    - They don't meet the academic entry requirements for admission to our school's sixth form

5. Are registered at CHS school because of a school attendance order, and another school is substituted for it, or the attendance order is revoked by the local authority (LA) because arrangements have been made for the student to receive full-time education otherwise than at CHS.

5.4. CAE/CME (Child Absent in Education/Child Missing Education)

The school will follow current DfE Children Missing Education guidance and Local Authority procedures before any deletion from roll.

A student will be reported to the L.A. as CAE/CME if:

1. They have failed to attend school; no reason has been given for absence, and there are concerns that the child may be vulnerable.
2. They have failed to attend school for 10 days or more, and no reason has been given for the absence.
3. They have failed to return from a 'Term-time leave of absence'.

The school will make reasonable attempts to locate the student before contacting the L.A.

5.5 Penalty notices (7-11)

The Head Teacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a Penalty Notice (PN).

The local authority EWO (Education Welfare Officer) will work with the Attendance Officer to help manage student absences and is the body that issues PNs. Before issuing a PN, the school will consider the individual case, including:

1. Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks or 5 days consecutive absence which could include an absence taken on an Inset day or including an Inset day)
2. Whether a penalty notice is the best available tool to improve attendance for that student
3. Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
4. Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the student must not be present in a public place on that day).

Each parent who is liable for the student's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice. Please note that school does not receive any part of the penalty notice monies collected by the LA.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same student, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

5.6 Notices to improve

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

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

They will include:

1. Details of the student's attendance record and of the offences
2. The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
3. Details of the support provided so far
4. Opportunities for further support, or to access previously provided support that was not engaged with
5. A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
6. A clear timeframe of between 3 and 6 weeks for the improvement period
7. The grounds on which a penalty notice may be issued before the end of the improvement period

6. Promoting attendance

6.1 Attendance and Safeguarding

Poor attendance may be an indicator of neglect, exploitation, child criminal exploitation, child sexual exploitation, domestic abuse, mental health difficulties, bullying or unmet SEND need.

This reflects current safeguarding themes inspectors are likely to explore.

Attendance data is routinely reviewed alongside information to ensure vulnerable students receive timely support.

The school will monitor attendance and vulnerable groups including disadvantaged students, students with SEND, young carers, pupils open to social care and other identified cohorts.

6.2 Strategies for promoting attendance

We will aim to promote positive attendance by recognising;

- Improved attendance
- Excellent punctuality
- Overcoming barriers
- High attendance (100%)

Students receive house points for every lesson they attend.

We will promote the benefits of perfect attendance to students and parents via assemblies, information events and newsletters.

We will provide feedback on attendance rates regularly and ensure that early intervention take place when a student's attendance starts to slip. Regular analysis of individual and cohorts' attendance rates and trends will support our intervention.

7. Supporting students who are absent or returning to school

7.1 Students absent due to complex barriers to attendance

We will take a supportive approach with parents/carers to identify the issues/barriers to high attendance. This may include home visits. A support plan may be put into place (SESP).

7.2 Students absent due to mental or physical ill health or SEND

The school recognises that some students face additional barriers due to SEND, medical, anxiety, mental health needs or disabilities. In these circumstances, the school will consider appropriate reasonable adjustments, phased returns, support plans and referrals to external agencies before considering enforcement action.

Following a prolonged absence, the school will work with pupils, parents and relevant professionals to provide a structured reintegration plan. This may include phased returns, pastoral support, timetable adjustments, mentoring, wellbeing support and regular review meetings.

Where a student has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that are related to the student's needs, the school will inform the local authority.

8.1 Attendance monitoring

Leadership attendance reviews will monitor:

- Whole school attendance
- Persistent absence
- Severe absence
- Disadvantaged and Pupil Premium attendance
- SEND attendance
- EAL attendance
- Child in Need attendance
- Child Protection attendance (Known or Previously Known to Social Services)
- Young Carers
- Year group trends
- Punctuality

We recognise the importance of robust and rigorous monitoring procedures.

All periods of absence, whether subsequently authorised or unauthorised, should be notified to the school in writing by email. If a period of absence can be foreseen, parent(s)/carer(s) should apply for leave of absence in advance by putting the request in writing/email to the Attendance Officer (c.heaton@crossleyheath.org.uk), their child's Progress Leader, and also to the Head Teacher for any planned absence over 5 days. For Post 16, please contact the Key Stage 5 Attendance & Safeguarding Officer and also the Director of 6th form.

The school may intervene where emerging patterns of absence are identified, regardless of overall attendance percentage.

1. Any student **who has not arrived at school** and whose parents have not advised the school of the reasons will receive a phone call that day.
2. Any student **absent for 3 consecutive days** must have had parents/carers and the student themselves spoken to by phone.
3. Any student **absent for 5 consecutive days** must have had a visual visit (unless abroad or in hospital).
4. Any student **absent for 10 consecutive days** must have had parents/carers brought into school for an attendance/pastoral staff meeting.
5. Any student **absent for 15 consecutive days** must have had parents/carers brought into school for a SLT/Head Teacher meeting.

6. Any student **absent for 20 consecutive days or more may be removed from the school roll and reported to the LA as Child Missing in Education (CME)**

Other reasons the school may allow a student to be absent from the school site, which are not classified as absences, include (but are not limited to):

1. Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
2. Attending another school at which the student is also registered (dual registration)
3. Attending provision arranged by the local authority
4. Attending work experience (organised via school)
5. Is subject to a child performance licence and is receiving tutor sessions whilst on set, as long as the student's academic attainment is not faltering
6. If there is any other unavoidable cause for the student not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school, monitoring individual students, year group and cohort level.

Specific student information will be shared with the Department for Education (DfE) on request. We have granted the DfE access to our attendance MIS.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the Trustees. We use our own tracker on FFT Aspire and SOL Attendance to allow us to benchmark against national standards.

8.2 Analysing attendance

The school will:

1. Analyse attendance and absence data regularly to identify students, groups or cohorts that need additional support with their attendance.
2. Identify students whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence.
3. Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends.
4. Look at historic and emerging patterns of attendance and absence and then develop strategies to address these patterns.

8.3 Using data to improve attendance

The school will:

1. Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis.
2. Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below).
3. Provide regular attendance reports to Form Tutors to facilitate discussions with students and families, and to the Trustees, school leaders and Progress Leaders.
4. Use data to monitor and evaluate the impact of any interventions put in place to modify them and inform future strategies.
5. Share information and work collaboratively with other schools in the area, local authorities and other partners where a student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate.

8.4 Reducing persistent and severe absence

Persistent absence is when a student's overall attendance falls below 90%. Severe absence is when a student's overall attendance falls below 50%. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

1. Use attendance data to find patterns and trends of persistent and severe absence (See SOL Attendance chart attached at Annex 5)
2. Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
3. Hold regular meetings with the parents of students who 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 available help
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions
4. Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant.

5. Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence.
6. Implement sanctions, where necessary.
7. Follow our early intervention strategies.

9. Monitoring arrangements

This policy will be reviewed annually or sooner if statutory guidance changes, by our Attendance Officer and Pastoral senior lead, as guidance from the local authority and/or DfE is updated. At every review, the policy will be approved by the Trustees.

10. Attendance Governance

Trustees will receive:

1. Persistent absence data
2. Severe absence data
3. Disadvantaged attendance data
4. SEND attendance data
5. Year group trends
6. Effectiveness of interventions

11. Links with other policies

This policy links to the following policies:

1. Child protection and safeguarding policy
2. Behaviour policy

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Attending school
/ \	Present at school / = morning session \ = afternoon session
L	Late arrival before the register closed
U	Late arrival after the register is closed
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending other approved educational activity
D	Dual registered at another school
	Absent – Leave of absence
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
S	Leave of absence for the purpose of studying for a public examination
X	Non-compulsory school age pupil not required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
C	Leave of absence for exceptional circumstances
	Absent – other authorised reasons
T	Parent travelling for occupational purposes
R	Religious observance (where the day is calendared by the religious body and falls outside of an Inset day)
I	Illness (not a medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made

Absent – unable to attend school because of unavoidable causes

Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause

Absent – unauthorised absence

G	Unauthorised term time leave of absence/holiday
N	Reason for absence not yet established
O	Absent from school after registration closed

Administrative Codes

Z	Prospective pupil not on admission register
#	Planned whole school closure

Appendix 2: First day calling procedure

IT IS OF VITAL IMPORTANCE THAT THE FOLLOWING PROCEDURE IS COMPLETED EVERY DAY

STAGE 1

On arrival, the Receptionist completes a check of school systems for absence notifications from parents (Via voicemail/school email/Arbor App messages) and updates the system with the correct code for the time of absence and a comment to explain the absence where necessary.

Class Teachers complete registers by 08:40 – late arrivals are updated by the Attendance Officer if they arrived via late gate or by reception if late gate has closed. Reception will U-code after 9:00am.

The Attendance Officer checks with reception and the rest of the admin team to confirm that registers are up to date by 09:45. The Attendance Officer will run an absence report for period 1 and 2.

STAGE 2

The Attendance Officer will check the classrooms and gain a visual/confirm the accuracy of the register with the class teacher.

After a visual check, the accuracy of the register will be confirmed.

By 10:15 the Attendance Officer will send a text out to the first and second contact (where appropriate).

STAGE 3

Reception/The Attendance Officer will update the system with a comment if they receive a response from parents. By 11:30 the Attendance Officer will check with reception that registers are up to date and send a second text out to the first contact and second contact (where appropriate) and will also email anyone still N coded without a known reason.

By 12:10 the Attendance Officer will repeat the check and attempt to make contact with parents/carers via the telephone with a home contact of any student still absent without a known reason.

STAGE 4 (PM PROCEDURE)

Class Teachers complete registers by 13:20 - late arrivals are updated on entry, and the register is saved.

The Attendance Officer checks with reception and the rest of the admin team to confirm that registers are up to date by 13:35. The Attendance Officer will run an absence report for period 4.

STAGE 5

The Attendance Officer will check the classrooms for the students and gain a visual/confirm the accuracy of the register with the class teacher. The accuracy of the report will be confirmed by 13:50.

OTHER DETAILS

The Attendance Officer will inform Pastoral Leaders and LCH of any students (from the AM or PM session) still absent from school without reason by 2:30pm.

The Attendance Officer/KS5 Attendance Officer & Safeguarding Officer will telephone all contacts, including the student themselves if the number is known. Home visits/101 may be considered if the child is perceived to be at risk at this point.

If this process is repeated for a child on the following day (including Monday from a Friday) the DSL will be informed and the next steps, which may include a home visit or a call to 101.

In the absence of the Attendance Officer, the Healthcare and Wellbeing Assistant will provide cover.

IF AT ANY POINT IT IS THOUGHT THAT A STUDENT MAY BE IN A SITUATION OF HARM THEN THE DSL MUST BE INFORMED IMMEDIATELY.

Appendix 3 - INTERNAL TRUANCY/MISSING STUDENT IN SCHOOL

This procedure should be followed if a child has been marked as present for registration/previous lesson but fails to arrive at their next lesson without a known reason.

1. The teacher should mark the student as absent via the N code.
2. After 15 minutes if the student still has not arrived to class, the teacher should email 'pastoral' to alert them.
3. If the student(s) arrive(s) after this point the register must be updated immediately with a late mark and a standards detention issued if there is no acceptable reason for absence.
4. Key staff in order of contact are, the Attendance Officer/KS5 Attendance & Safeguarding Officer, Pastoral Leaders, Progress Leaders, Deputy Head Pastoral Care, any other member of SLT.
5. The alerted member of staff will attempt to locate the student.
6. If the student cannot be located, the Head Teacher will be alerted.

If a student does not arrive for an alternative curriculum lesson/meeting etc. The adult who is expecting them will contact reception if the student does not arrive for their class. If they subsequently arrive, reception will again be informed and amend the register.

ANNEX 4: 6th Form Attendance & Punctuality

All the below will be communicated to parents and students and are in addition to the authorised and unauthorised absence table in section 5.

Emails from parents/carers will only be accepted on the first day of a student's absence. All emails must go to attendance@crossleyheath.org.uk. Parents must give a clear reason for students not attending. Absence should be limited to reasons such as real illness, unavoidable appointments or exceptional family circumstances (e.g., bereavement, days of religious observance). Staff will refer to the grid below.		
All lessons missed will result in a text home. If this doesn't trigger a response, parents of all students with N's are phoned on the same day.		
Absence	Authorised?	Procedure
Driving lesson	No	It should be possible to book these for after school or weekends.
Theory test	No	It should be possible to book these for after school, weekends or holidays.
Job interview for part-time job	No	It should be possible to book these for after school or weekends.
Holiday	No	Term time absences for holidays will not be authorised.
University open days, summer schools, University interviews or apprenticeship interviews	At the discretion of the Director of Sixth Form	We encourage students to prepare for university life or for apprenticeships and consider these to be good preparation.
Volunteering	At the discretion of the Director of Sixth Form	This is authorised for Wednesday afternoons or non-contact times, or if a study period is rearranged with prior notice.
Work Experience	At the discretion of the Director of Sixth Form	Work experience is a vital part of your post-16 experience. We encourage you to find placements that do not interfere with lessons, but we can authorise other times. Ideally, if you miss lessons, it should be using the designated work experience week in summer term.

Students will be expected to attend all lessons, form time, assemblies, study periods and support sessions on their timetable. Students may leave site during non-contact time unless they are on a full timetable (8:30am – 3:15pm) as a result of a support plan agreement, or their freedom has been revoked due to a persistent behavioural issue.

There may be times when students will be needed in school at short notice; therefore, booking driving lessons and/or part-time work during school hours is at a student's own risk.

Students are advised not to work part-time jobs for more than 8 hours a week.

Sixth Form attendance: Daily cumulative absence responses	• **First day contact:** C Heaton (Attendance Officer) sends a text home to Sixth Form parents/carers. • **Second day calling to parent and student:** If off for a second day (even if we know the reason), a member of the Sixth Form Team will make a call home and speak with both the student and parent. The aim is that it will speed up the time a student will return back to Sixth Form. • Any student **absent for 5 days** must have had a home visit (unless abroad or in hospital). If no contact is made, an attendance card is posted through the family home door. • Any student **absent for 8 days** must have had parents/carers brought into school for an attendance/pastoral staff meeting. • Any student **absent for 15 days** must have had parents/carers brought into school for a SLT/Head Teacher meeting. • Any student **absent for 20 days** – formal attendance contract put in place or taken off role.
Responding to Persistent Absenteeism	• Students who achieve 100% attendance will be rewarded as per the behaviour policy. • Any student falling below 97% attendance will have a discussion with their form tutor in the first instance to address the issues. • If the student's absence continues to fall and drops below 93% attendance (the expectation set out on the Sixth Form Partnership Agreement), this triggers a SESP 1 (Student Engagement Support Plan – see details later in this document). • Targets are agreed as part of the SESP process; however, if a student fails to meet these targets, they will progress through SESP stages 2, 3 and 4 where increasingly more senior staff become involved in reviewing the SESP and setting new targets.
Truanting from lessons (including study periods, assemblies, tutor time or any timetables subject intervention)	• Any student who misses a lesson without authorisation from parents/carers is breaking Sixth Form expectations and is deemed to be a serious misbehaviour. As a result, they will automatically receive an after-school detention (3:15pm – 4:00pm).
Sixth Form Punctuality: Lates to lessons	• Subject teachers will log lateness to lesson on Arbor indicating the number of minutes the student arrived late. • Occasions 1 and 2: Their name and date are logged on the *Sixth Form behaviour monitoring spreadsheet.* • Occasion 3: If a student is late to lesson for a 3rd time in a half-term, the incident is logged on Arbor as: 6 3L - 3 Lates in a half-term • The student is issued with an additional study period (AHU sets this and emails the student) • Occasion 5: If a student is late to lesson for a 5th time in a half-term, the incident is logged on Arbor as: 6 5L - 5 Lates in a half-term • The student is issued with an after-hours detention (3:15pm – 4:00pm) via Arbor. The email detail below is used on Arbor when issuing the detention. • Any further occasions: A phone call home is made to address this issue with parents/carers. After ten lates in a half term, the students' right to leave site between lessons will be revoked for the remainder of the half-term.

SESP initiation	When students are unable to meet the requirements set out in our Sixth Form Partnership Agreement, we will work to re-engage them through positive encouragement and manageable target setting. This is in line with our values of *kindness*, *courage* and *excellence*. This policy has been written to support students who have shown a lack of satisfactory engagement. A lack of satisfactory engagement is defined at the discretion of the Head Teacher and may be because of, but is not limited to, these aspects: 1. An attendance record of less than 93% 2. Accumulating 10 negative incidents in a 5-week period 3. Being placed on 2 or more PACts (Personalised Academic Contract) 4. One or more *serious misbehaviours* as defined in our Student Support and Behaviour Policy 5. An average learning attitude grade higher than a 2.0 on a progress report In some cases, it may be necessary to move to a SESP2 or SESP3 straightaway, or move quicker through the stages depending on the severity of the reason the student is on the support plan, the commitment to reengage or clear failure of a target set on a SESP.
SESP 1	Upon 1 or more of the engagement aspects being triggered, a meeting will take place between the student and their Form Tutor to discuss the barriers, concerns and possible support/reasonable adjustments. SMART (Specific, Measurable, Achievable, Realistic, Time Bound) targets will be set to cover the next 4 weeks of school. Other staff may also be present in the meeting such as the KS5 Pastoral Leader and/or Learning Support Assistant (LSA) for example. The SESP1 document will be emailed to the student and their parents/carers to make them aware of the targets in place. If, at the end of the 4 school-based weeks, the targets have not been met and therefore a lack of satisfactory engagement persists, the student will be escalated to SESP2.
SESP 2	When a SESP1 is escalated to SESP2, the Head of Year will lead the next stage of the process. The student and their parents/carers will be invited to attend a formal meeting to discuss the outcome of the SESP1, reasons for failure, and the ongoing issues, barriers, and concerns preventing their child from fully engaging with the requirements and expectations of the Sixth Form. Other staff may also be present in the meeting such as the KS5 Pastoral Leader, Form Tutor and LSA for example. At this meeting, similar or new targets will be set to cover the next 4 weeks of school. Once again, if at the end of the 4 school-based weeks, the targets are not met and therefore a lack of satisfactory engagement persists and is now becoming a serious concern, the student will be escalated to SESP3.
SESP 3	The next stage of escalation will be led by the Director of Sixth Form (or the Executive Director of Sixth Form, if required). At this stage however, the Director and/or Executive Director of Sixth Form have the authority to take direct action and move to the next stage if the situation is severe enough. If they feel this stage can be successful, another formal meeting will be arranged with the student and their parents/carers to discuss the outcome of the SESP2, reasons for failure, and the ongoing issues, barriers, and concerns preventing their child from fully engaging with the requirements and expectations of the Sixth Form. Other staff may also be present in the meeting such as the KS5 Pastoral Leader, Head of Year and SENCo for example. A final set of targets will be set to cover the next 4 weeks of school. As before, if at the end of the 4 school-based weeks, the targets are not met and there is a significant indication that the student is not able, nor willing, to engage satisfactorily with the Sixth Form expectations, then the student will be escalated to SESP4 and the final *Engagement Review Meeting*.

SESP 4 – Engagement Review Meeting	After three unsuccessful SESP stages where targets have not been convincingly met, the SESP4 Engagement Review Meeting will take place. The Head Teacher, or Associate Head Teacher, and Executive Director of Sixth Form will formally meet with the student and their parents/carers to discuss the outcome of the SESP3, looking at the evidence collated to substantiate the reasons for failure. The purpose of the Engagement Review Meeting is to address the significant concerns that have accrued over time and ultimately, to agree on an outcome which is in the best interest of the student. The following outcomes are possible: 1. Continue support plans 2. Change of subject (due to poor academic performance) 3. Discontinuation of a subject to improve results in others 4. Repeating Yr12 to mitigate impact of absence (may also include change in subjects) 5. Committing to full timetable (8:30 am – 3:15pm) 6. Discontinuing A-levels at Crossley Heath Sixth Form to pursue an alternative pathway and provider Where it is deemed best, and agreed, that the individual should pursue their education with another post-16 provider, careers/next steps advice and guidance will be signposted to the family to support them in making this positive move. A student will only be taken off roll following a 10-day period of reflection and in agreement with parents/carers. During this time, a significant change of circumstances may result in this outcome not being possible and another one needing to be discussed with school leaders.
<u>Withdrawal of place procedure</u> Sixth Form withdrawal of place system during year	We will need to be informed in writing by the parent/carer or student themselves if over the age of 18 that they wish to be removed from the roll. They will then be withdrawn with immediate effect. We will confirm this in writing to the student/parent and social worker should they have one.
<u>Repeating a year system</u> Procedure for a student repeating a year	The decision to allow a student to repeat a year is not one that is taken lightly, and it is only agreed in exceptional circumstances, such as: to mitigate significant absence caused by factors outside of a student's control (e.g., medical issues, physical/mental health conditions, etc.), or at the end of a failed SESP process. The process is as follows: 1. Student and parent/carer meet the Executive Director and Director of Sixth Form to provide valid reasons for consideration and confirm their desire to retake the year. 2. Approval is given by the trio of the Executive Director of Sixth Form, Director of Sixth Form and either Head Teacher or Associate Head Teacher. 3. A letter is sent home to confirm the decision by the Executive Director or Director of Sixth Form, asking Sixth Form admin (Vicky Pennington) to send the letter, log on CPOMS, and log on to Arbour under *Academic Notes*. 4. The Director of Sixth Form informs the data team (Elaine Masters) and the teachers of the student, as well as the SEN team if appropriate.

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST

8225755

Annex 5: LOCAL AUTHORITY GUIDE TO PENALTY NOTICES

A Fixed Penalty Notice is an alternative to prosecution under s444, Education Act 1996. Enabling parents to discharge potential liability for conviction for failing to secure regular attendance during a specific period by paying a penalty.

Five Consecutive days of term time leave, or more.

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 from school during term time.

Absences of 15 days or more will not receive a Penalty Notice, but the case will be presented to the Magistrates Court for prosecution. Magistrates' fines can be up to £2,500 per parent, per child.

Cases proven in court may show on the parent's future DBS Certificate, as this is a criminal conviction – 'failure to safeguard a child's education'.

Penalty Notice fines will be issued to each parent (per parent, per child) for each child that was absent.

For example: Three siblings absent for term time leave (5 or more days consecutive absence), would result in each parent receiving 3 separate fines.

10 sessions of unauthorised leave in a 10-week period.

Penalty notice fines will be considered when there have been 10 sessions of unauthorised absence in a 10 week period. A Notice to Improve warning will be issued prior to any Penalty Notice issued in this respect and will be considered when there have been 8 sessions of unauthorised in a preceding 8-week period. This warning will give parents/carers 6 weeks to improve their child's school attendance. This includes late marks given when a student arrives after the register closes (U code).

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 of issue.

Full payment is required; there are no part payments accepted and no repayment plan options available.

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.

There is no reduced early repayment offer for a second offence.

Full payment is required; there are no part payments accepted and no repayment plan options available.

Third Offence and Any Further Offences (within 3 years)

The third time [or any further subsequent times] an offence is committed for Term Time Leave or Irregular Attendance, a Fixed Penalty Notice will not be issued. The case will be presented to the Magistrates Court.

Magistrates' fines can be up to £2,500 per parent, per child.

Cases proven in court may show on the parent's future DBS Certificate, as this is a criminal conviction – 'failure to safeguard a child's education'.

Annex 6 - Sol Attendance Diamond

