



The HENRY
BEAUFORT *School*

Attendance Policy

Policy Amended by:	E Colebourn	September 2026
Consultation by:	S. Watt/ H.Briggs	September 2026
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1.0 Aims

Aims

For a child to reach their full educational achievement, a high level of school attendance is essential.

We are committed to providing an education of the highest quality for all our students and endeavour to provide an environment where all students feel safe, valued, and supported. Parents and students play a part in making our school successful. Every child has a right to access the education to which he/she is entitled. Parents and teachers share the responsibility for supporting and promoting excellent school attendance and punctuality for all and working together to remove any barriers to attendance.

The law relating to school attendance states in Section 7 of the Education Act 1996 that the parent of every child of compulsory age shall cause him/her to receive fulltime Education suitable to: age, ability and aptitude, and any special educational needs he/she may have either by regular attendance at school or otherwise.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

It is our duty to consistently strive to achieve a goal of 100% attendance for all children. Every opportunity will be used to convey to students and their parents or carers the importance of regular attendance.

For our students to take full advantage of the educational opportunities offered it is vital that each student is at school, on time, every day the school is open unless the reason for the absence is unavoidable. The routines students develop around attendance and punctuality at school are the same as the expectations of any future employer in the world of work. High attainment, confidence with peers and staff, and future aspirations depend on good attendance.

Good attendance is important because:

- Statistics show a direct link between underachievement and attendance below 95%
- Regular attenders make better progress both socially and academically
- Regular attenders find school routines, schoolwork, and friendships easier to cope with
- Regular attenders find learning more satisfying
- Regular attenders are more successful in transferring between primary school, secondary school, higher education, employment or training.

2.0 Legislation and Guidance

This policy meets the requirements of the working together to improve school attendance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

Part 6 of the [Education Act 1996](#)

Maintain schools: Part 3 of the [Education Act 2002](#)

Part 7 of the [Education and Inspections Act 2006](#)

[The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)

[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

The [Equality Act 2010](#)

This policy will also refer to:

[School census guidance](#)

[Keeping Children Safe in Education](#)

[Mental health issues affecting a pupil's attendance: guidance for schools](#)

[Ofsted's 2025 framework toolkit](#)

[Working together to improve school attendance: July 2026](#)

3.0 Roles and Responsibilities

A member of the Senior Leadership Team will oversee, direct and co-ordinate the school's work in promoting regular and improved attendance and will ensure the Attendance Policy is consistently applied throughout the school. This person will also ensure that attendance is recorded accurately and analysed. (S)he will work alongside the Admin Attendance Team to ensure that attendance issues are identified at an early stage and that support is put in place to deal with any difficulties.

Miss Colebourn, Assistant Headteacher, is responsible for the school's strategic approach to attendance and is the 'senior attendance champion' on the leadership team.

If absence is frequent or continuous, except where a child is clearly unwell, staff will discuss with parent/carers the need and reasons for their child's absence and will encourage them to keep absences to a minimum. A note or explanation from a student's home does not mean an absence becomes authorised. The decision whether or not to authorise an absence **will always rest with the school**.

The Governing board

The Welfare Committee is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations and statutory duties, and comply with the law on school attendance, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- 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 pupils' needs
- Where attendance data does not demonstrate a sustained positive trend across the whole school, among persistently absent or severely absent students, or within identified key groups, school leaders, with the support and challenge of governors, will develop, implement and monitor a comprehensive attendance improvement plan. Where appropriate, attendance data will be benchmarked against national averages and the performance of similar schools to inform attendance concerns
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance

- That absence is almost always a symptom of wider issues
- The school's legal requirements for keeping registers
- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy

Responsibility of designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

Responsibilities of Admin Attendance Team

The school admin attendance team is responsible for:

- Taking calls/tracking Arbor messages from parents/carers about absence on a day-to-day basis, and recording it on the school system using the correct code and re-coding the reason for absence
- Sending first day absent messages to students who are absent, and making phone calls to absent Disadvantaged students or students who are deemed as 'vulnerable'
- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and HOY's
- Collating all leave of absence request forms, and informing parents of the school's decision to make the absence authorised or unauthorised, via letter or email
- Identifying and intervening where patterns of absence occur, and alert the relevant members of the pastoral team
- Following up unexplained absences, and keeping register codes updated – the correct absence code must be recorded within 5 working days of the session
- Collating interventions on absence, keeping a record of letters sent and penalty notices issued
- Liaising with the HOY and Attendance Mentor where attendance is causing concern, to ensure all the information is provided so that a Notice to Improve Attendance meeting is held, and an Attendance Contract created
- Advising the headteacher/[deputy headteacher/assistant headteacher] (authorised by the headteacher) when to issue fixed-penalty notices

- Recording all relevant information on the Hampshire County Council Mendix Platform
- Ensuring all students on Reduced Hours Provision are recorded and updated accordingly on Arbor

Responsibilities of Tutors

- Ensure that all students are registered accurately, daily, before registration closes (9.00am)
- Promote and reward good attendance of students at every appropriate opportunity
- Reward with an extra stamp for every week of full attendance
- Support students to track their attendance by looking at Arbor
- Liaise with the Head of Year, Attendance Mentor and Attendance Leader on matters of attendance and punctuality
- Refer a child through the 'Safeguarding referral' if a child is absent for 3 days consecutively, without any communication with home
- Contact a parent if a child has been absent from school for 3 consecutive days for an authorised absence to ensure a smooth transition back to school. Record and log on Arbor.
- Communicate any concerns or underlying problems that may account for a student's absence
- Support absent students to engage with their learning once they are back in school and refer any student to HOY or the Attendance Mentor for additional support and guidance
- Follow up unexplained absences and keep register codes updated – the correct absence code must be recorded within 5 working days of the session – all N codes to be discussed with the student.

Responsibilities of Head of Year

- Liaise with the Attendance Team and SLT on matters of attendance and punctuality in Pastoral Meetings and meetings with SLT
- Track and monitor fortnightly the students in their year group who had poor attendance the previous academic year and were persistently absent
- Promote and reward good attendance at every appropriate opportunity
- Communicate any concerns or underlying problems that may account for a student's absence, and monitor any safeguarding issues
- Support students and parents to overcome barriers to attendance, arrange meetings with parents and students. Signpost appropriate support including the use of The Learning Hub, Inclusion and Engagement Manager, Attendance Mentor, Assistant HOYs, Behaviour and Support Manager, Student Support and Guidance Manager, LSP for oversight of Emotional Based School Avoidance.

Responsibilities of Parents

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:

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

Ensuring your child's regular attendance at school is a parent/carer's legal responsibility (section 444

of the 1996 Education Act), and permitting absence from school that is not authorised by the school creates an offence in law. Parents will:

- Make sure their child attends school every day
- Inform the school before the start of the school day if their child is absent. If not, at 9.00am the first day of absence contact will be made. This will be repeated on all subsequent days, unless the school has indicated otherwise.
- Provide the school with more than 1 emergency contact number for their child.
- Support the school in aiming for 100% attendance each year for their child. The DFE have shared this guidance for parents to consider what is appropriate illness from school [Is my child too ill for school? - NHS \(www.nhs.uk\)](#)
- Make sure that any absence is clearly accounted for by:
 - reporting any absence through the Arbor app, or email or contact Student Support if you do not have access to this.
- Avoid taking their child out of school for non-urgent medical, opticians or dental appointments during school time.
- Only request leave of absence if it is for an exceptional circumstance. Requests (that do not include medical appointments or illness) must be made in writing and sent to the Headteacher on 'Request to authorise absence from school due to exceptional circumstances' form, available from Reception, the Student Support office, or from the school website [The Henry Beaufort School - Absence & Attendance](#)
- Attend meetings based on attendance and keep to any attendance contracts that they make with the school
- Seek support, where necessary, for maintaining good attendance, by contacting their child's HOY

Responsibilities of Students

Students are expected to:

- Attend school every day, on time
- Attend every timetabled session, on time

4.0: Recording Attendance

School registers are legal documents. We will ensure compliance with attendance regulations by keeping attendance records for at least 6 years. Computer registers will be preserved as electronic back-ups.

Attendance register

Recording Attendance

Legally the register must be marked twice daily. This is once at the start of the school day and again for the afternoon tutor session. Tutors should mark students as present only if they have physically seen them. At Henry Beaufort we will share your child's attendance certificate with you during key meetings. Parents can also view a live attendance certificate in Arbor through the parent app.

It will record if a student is:

- Present
- Attending a place other than school
- Absent
- Absent – unable to attend due to unavoidable causes

AM Registration

When a student arrives at tutor time between 8:25am and 8:35am the attendance mark will be recorded by the tutor.

A student arriving after 8.35am must register with the Attendance Monitor at the school Student reception. Students arriving before 9.00am will be recorded as L (Late). After 9.00am will be registered as U (late after register closes).

PM Registration

If a student arrives late to tutor time the attendance will be registered as L for that session

Unplanned absence

The student's parent must notify the school of the reason for the absence on the first day of an unplanned absence, by 9.00am, or as soon as practically possible.

Our preferred method is to contact via the Arbor App. Or the absence can be reported through email to absence@beaufort.hants.sch.uk. Parents need to contact the school before 9am and each day thereafter if their child is absent,

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where there are doubts about the authenticity of the illness, the school will ask for 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.

Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the student's parent notifies the school in advance of the appointment and where possible present the appointment confirmation.

This can be completed in the Arbor app under planned absence. Or the absence can be reported through email to absence@beaufort.hants.sch.uk.

However, we encourage parents to make medical, optician 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.

The student's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence.

Lateness /Punctuality

It is important to be on time at the start of the morning and afternoon tutor sessions and to lessons. If a child is late he/she can miss key vital information from the class teacher and cause disruption to the lesson for others.

The school day begins at 8:25am and all students are expected to be in school before this time. Morning registration is at 8:25am.. Late code (L) will be used after 8.25am. Officially the register closes at 9.00am and after this students are coded as unauthorised (U).

Arrival after the close of registration at 9.00am will be marked as unauthorised absence code 'U' in line with county and DfE guidance. This mark shows him/her to be on site, but legally recorded as an absence.

Following up unexplained absence

Where any student we expect to attend school does not attend, or stops attending, without reason, the school will:

- Contact the parents via a SMS message on the first day of absence if we have not heard from them
- Call the students parent they are vulnerable, in addition to the text message on the morning of the first day of unexplained absence to ascertain the reason.
- Identify whether the absence is authorised or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary

- Where relevant, report the unexplained absence to the pupil's social worker and/or youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with, issue a notice to improve, penalty notice or other legal intervention

Reporting to parents

Parents have access to their child's attendance figures via the Arbor app. Half termly attendance emails will be sent to parents to report their child's attendance.

5.0 Understanding types of absence – Authorised & Unauthorised:

Students are expected to attend school every day for the entire duration of the academic year, unless there is an exceptional reason for the absence. There are two main categories of absences:

Authorised Absence: occurs when the school has accepted the explanation offered as satisfactory justification for the absence, or given approval in advance for such an absence. If no explanation is received, absences cannot be authorised.

Unauthorised Absence: occurs when the school has not received a reason for absence or has not approved a child's leave of absence from school after a parent's request. This includes: parents giving their children permission to be off school unnecessarily such as for shopping, birthdays, to look after siblings, truancy before or during the school day, absences which have not been explained.

A school can, if needed, change an authorised absence to an unauthorised absence and vice versa if new information is presented. Any changes will be communicated to parents/carers. An example of this would be where a parent states a child is unwell but on return to school there is evidence that he/she has been on holiday.

Further Guidance

Hampshire County Council Guidance for schools and other education providers – promoting student attendance and recording absence.

Attendance codes:

Present at School	Registration Code /	Present in school
	Code L:	Late arrival to tutor but arriving before the register closes
	Code U:	A student arriving after the register has closed should be marked absent with code U, or with another absence code if that is more appropriate. Arriving after 9.00am
Attendance codes for when pupils are present and attending a place other than school	Code B:	Off-site educational activity eg attending college transition days
	Code K:	Attending education provision arranged by the local authority Eg attending courses at college; unregistered alternative provision
	Code P:	Participating in a supervised sporting activity
	Code V:	Educational visit or trip
	Code W:	Work experience
	Code D:	Dual Registered – absent with leave to attend another school which they are registered
Absent – leave of absent	Code C:	Leave of absence for exceptional circumstances
	Code C1:	Leave of absence for the purpose of participating in a regulated performance
	Code C2:	Leave of absence for a student with a part time timetable
	Code X:	Non-compulsory school age pupil not required to attend school
	Code M:	Medical or dental appointments
	Code J1:	Leave of absence for the purpose of attending an interview
	Code S:	Study leave
Absent – other authorised reasons	Code T:	Gypsy, Roma and Traveller absence
	Code R:	Religious observance
	Code I:	Illness (not medical or dental appointments)
	Code E:	Suspended or excluded
Absent – unable to attend school because of unavoidable cause	Code Q:	Unable to attend school because of lack of access arrangements (transport arranged by the LA)
	Code Y1:	Unable to attend due transport normally provided not being available
	Code Y2:	Unable to attend due to widespread disruption to travel
	Code Y3:	Unable to attend due to part of the school site being unexpectedly closed
	Code Y4:	Unable to attend due to the whole school site being unexpectedly closed
	Code Y5:	Unable to attend as pupil is in criminal justice detention
	Code Y6:	Unable to attend in accordance with public

Absent - Unauthorised Absence from school		health guidance or law
	Code Y7:	Unable to attend because of any other unavoidable cause
	Code G:	Holiday not authorised by the school or in excess of the period determined by the head teacher.
	Code N:	Reason for absence not yet provided
	Code O:	Absent from school without authorisation
Administrative Code	Code U:	Arrived in school after registration closed (9.00am)
	Code Z:	Pupil not on admission register
	Code #:	Planned whole or partial school closure

Authorised Absence

The headteacher will only grant a leave of absence to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview for employment or for admission to another educational institution
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

Rare and unexpected circumstances which are unlikely to reoccur. Examples include:

- Medical emergencies
- Family emergencies (e.g. death of a relative)

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via [Request to authorise absence form](#). The headteacher may require evidence to support any request for leave of absence.

Other Reasons for authorised absence

Other valid reasons for authorised absence include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the

religious body to which the pupil'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 for religious observance

- Parent(s) travelling for occupational purposes – a pupil is a mobile child if their parent is travelling in the course of their trade or business and the pupil is travelling with them. In these circumstances a pupil will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Illness

The school must make a return a 'sickness return' to the local authority 'where a student has been recorded on the register as absent using code I (illness) and the school has grounds to believe that the student will be, or will have been unable to attend school because of illness for at least 15 school days during the school year, whether consecutive or not. This will happen automatically through Hampshire County Council.

Absences from the school site (which are not classified as absence)

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil 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

Request for Leave of Absence

If you wish to take your child out of school during term time please complete this absence request form. Each request form is considered on an individual basis by the Headteacher. The Henry Beaufort School - Absence & Attendance

We are unlikely to authorise absence in normal circumstances.

To ensure consistency across Winchester schools we advise you to inform us of any siblings for whom you are also requesting holiday so that we can discuss our decision with their school.

It is important that you request absence well in advance so we have time to prepare our decision. If the absence is not authorised, please take careful note that we must inform Hampshire County if you meet the thresholds for a Penalty notice.

The school is obliged to investigate any absence and will follow up on any intelligence gained that may contradict the information shared by parents.

Amendments to school attendance regulations were updated and reinforced from September 2015: (Student registration) (England) regulations state that:

Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. It is important to note that Headteachers can determine the length of the authorised absence as well as whether the absence is authorised at all. The fundamental principles for defining 'exceptional' are rare, significant, or unavoidable, which means the event could not reasonably be scheduled at another time. There are no rules on this as circumstances vary from school to school and family to family. There is, however, no legal entitlement for time off in school time to go on holiday and in the majority of cases holiday will not be authorised.

Parents/Carers wishing to apply for leave of absence need to write to the Headteacher in advance and before making any travel arrangements. If term time leave is taken without prior permission from the school, the absence will be unauthorised. If the number of sessions absent hits the thresholds set down in Hampshire's Code of Conduct then parent/carers will be issued with a fixed-penalty fine, or other legal action in accordance the code. Taking holidays in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not taking children out during school time.

6.0 Strategies for promoting attendance (see Appendix 2)

We want our students to succeed and develop their skills. To do this, students need to avoid missing lessons and days of school as much as possible. As a school, we want to reward high attendance and not just penalise pupils for poor attendance.

We have an 'attendance strategy' that outlines all the rewards and proactive attempts made to improve attendance.

6.1 Support with Attendance

[My child is trying to avoid coming to school. What should I do?](#)

Children are sometimes reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents and the child. If a child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter, and may make things worse. Guidance from the Children's Commissioner can be found here [Back into School | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](#)

Contact your child's Vertical Tutor immediately and openly discuss your worries. Your child could be avoiding school for a number of reasons, such as difficulties with school work, bullying, friendship problems and family difficulties. It is important that we identify the reason for your child's reluctance to attend school and work together to tackle the problem. In some cases you may find it helpful to discuss the circumstances of your child's difficulties with another professional.

At The Henry Beaufort School, the relevant staff are:

Vertical tutor
Lead Tutor
Head of Year and Assistant Head of Year
Inclusion and Engagement Manager
Service Family Co-ordinator
Pastoral Support Workers
SENDCo and EBSA LSP
Student Support
Attendance Mentor

We have a clear 'Henry Beaufort Attendance Support Structure' in place to support students with poor attendance. [Attendance Intervention Table.docx](#)

Personalised Support Plan

We use Personalised Support Plans (PSP) which act as a contract as a form of attendance support.

A PSP is a formal written agreement between a parent and the school to address irregular attendance at school. An attendance contract is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Parents cannot be compelled to enter this plan, and the school cannot agree an attendance contract in a parent's absence.

Where a PSP would be an appropriate form of support, the school will arrange a meeting with the parent and the students to discuss how we can work in partnership to improve the student's attendance.

Where parents fail to comply with an agreed plan the school may seek an alternative course of action. In the first instance, this will include discussions with the parents to seek explanations and determine whether the attendance contract remains useful. Where there is further non-compliance following these discussions, the school may take further action.

Notice 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.

A notice to improve will be issued in line with processes set out in the local code of conduct for the local authority area.

It will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued, or prosecution considered, 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
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

Where it is clear that improvement is not being made, it may be appropriate to issue a penalty notice before the improvement period has ended. For example, a 'Notice to Improve' stated there should be no further unauthorised absences in a 3 – 6 week period but the pupil is absent for unauthorised reasons in the first week.

In more complex cases there may be a referral to the Legal Intervention Team (LIT) who will decide on the best course of action either through intervention or legal measures. They are also responsible for following up fines. The school only reports to Hampshire County Council with all information and it does not collect fines. It is advised you share all information with the school in order to ensure an appropriate decision with the LIT.

7.0 Penalty Notices

Aims of Penalty Notices

The use of a Penalty Notice is an intervention to improve attendance.

Fixed penalty notices are intended to prevent the need for court action and should be used where a fixed penalty notice is deemed likely to change parental behaviour and support to secure regular attendance has been provided and has not worked or been engaged with, or would not have been appropriate in the circumstances of the offence (e.g. an unauthorised holiday in term time).

Before issuing Penalty Notices

Schools should take all reasonable steps to ensure good attendance without the use of Penalty Notices.

When a child has become a concern the school will issue a Notice to Improve and if there is no improvement the school will start the Penalty Notice process.

Penalty Notices for non-attendance and other legal measures

In education law, parents/carers are committing an offence if they fail to ensure the regular attendance of their child of compulsory school age at the school at which the child is registered, unless the absence has been authorised by the school.

The *Code of conduct* states that schools or Hampshire County Council will consider issuing a Penalty Notice if:

- the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a 10 week rolling period of school weeks – these do not need to be consecutive or persistently late after the register has closed (coded U) for up to 10 sessions)
- Under national school attendance regulations, INSET days are counted as school days for the purposes of attendance enforcement. If your child is absent due to an unauthorised term-time holiday, any INSET days that fall within that period may be included when calculating the five or more consecutive days of unauthorised absence that can trigger a Fixed Penalty Notice. They may also contribute towards the national threshold of 10 unauthorised sessions (equivalent to 5 school days) within a rolling 10-school-week period. Please note that even if an unauthorised holiday is for fewer than 10 sessions, any other unauthorised absences may be taken into account when determining whether the national threshold has been reached. In addition, where a student is on a reduced timetable or reduced-hours provision, this arrangement will be suspended for the duration of any unauthorised holiday. The student's attendance will be recorded against their full timetable during this period.
- a penalty notice is the best available tool to improve attendance for that pupil
- further support, a notice to improve or another legal intervention would be a more appropriate solution
- any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil'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.

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 pupil, 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.

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 pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process. In these cases, the parent must pay £60 within 21 days, or £120.

The Process of Penalty Notices

At The Henry Beaufort School the authorised persons who can action a Penalty Notice is The Headteacher

Other appropriate adults involved in your child's attendance will pass necessary information to the authorised person who will then pass this on to the Legal Intervention Team. In cases where an authorised person has concerns about a student's attendance, he/she must ensure that contact has been made with the parent/carer in order to try to resolve any difficulties.

If the issuing of a Penalty Notice is under consideration the authorised person should communicate with the parent A Notice to Improve. This is the final opportunity for a parent to engage in support and improve attendance, before a Penalty Notice is issued.

In more complex cases there may be a referral to the Legal Intervention Team (LIT) who will decide on the best course of action either through intervention or legal measures. They are also responsible for following up fines. The school only reports to Hampshire County Council with all information and it does not collect fines. It is advised you share all information with the school in order to ensure an appropriate decision with the LIT.

Leavers

If your child is transferring to another school, parents are asked to:

Give the Head of Year comprehensive information about their plans, including any date of a move and their new address and telephone numbers, their child's new education provider and the start date when known. This should be submitted to our school in writing.

If your child transfers and we do not have the above information, then he/she is considered to be a 'Child Missing in Education'. This requires schools and Local Authorities to carry out investigations to

try to locate your child, which includes liaising with Children's Services, the police and other agencies. By giving us the above information, these investigations can be avoided.

8.0 Supporting students who are absent or returning to school

If a student has complex barriers to attendance will have a meeting with the pastoral support team, alongside parent to discuss barriers. The barriers could include physical or mental ill health, have a SEND need, are disadvantaged, young carer or are known to social services.

Fortnightly, the pastoral support team will meet to discuss the individual needs of each student. Within the Attendance Support structure, possible adaptations could include, though not an exhaustive list:

- Additional pastoral or academic support
- Timetable adaptations including use of Learning Hub/ Twilight Provision
- Mental Health Support Team referral
- Early Help Hub referral
- Reduced hours provision - only considered in serious cases.
- Inclusion Support Services Referral - Medical

The local authority – Attendance and Inclusion team will be informed via the Mendix platform to seek additional support and advice when required.

9.0 Attendance Monitoring

9.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) weekly, half-termly, termly and yearly across the school and at an individual student (where attendance is a concern) year group and cohort level.

The school will benchmark its 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 governors.

9.2 Analysing attendance

The school will:

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

9.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families
- Provide regular attendance reports to vertical tutors to facilitate discussions with students
- Use data to monitor and evaluate the impact of any interventions put in place, in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

9.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of students 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 help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary

Letters will be sent to parents to highlight concerns over a student's attendance once attendance reaches the following points:

- 10 sessions authorised absence
- 6 sessions unauthorised absence

11.0 Links with other policies

- › Child protection and safeguarding policy
- › Positive Behaviour policy
- › SEND policy
- › Medication Conditions policy

Appendix 1-

Summary table of responsibilities for school attendance (applies from 19 August 2024)
(publishing.service.gov.uk)

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. 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. 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.

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.	Continued 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 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.	Continued support as for pupils at risk of becoming persistently absent and: Work jointly with the school to provide formal support options including parenting 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).

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 poor attendance. 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. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act 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 termly 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, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where 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.

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.

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.	Continued 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.	Continued 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 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.	Inform 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.	Regularly monitor the attendance of children with a social worker in their area. Put in place personal education plans for looked-after children. Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.

