



Attendance, Punctuality and Exceptional Leave Policy

In partnership with Coventry Local Authority

Responsible for policy:
Review:

Chair of Directors

CC3: Quality Provision and Performance
Annual



Contents

Definitions	3
1. Introduction	4
2. Legal Requirements and Local Authority Policy.....	4
3. What is the difference between Authorised and Unauthorised Absence?	5
4. Punctuality	6
5. Procedures	8
6. Requests For Exceptional Leave of Absence During Term Time.....	9
7. Long-term absence through accident or illness.....	9
8. Monitoring	10
9. Repeated unauthorised absences.....	10
10. Persistent Absence	10
11. Rewards for good attendance (Primary and Secondary)	11
12. Monitoring and Review	11
13. Linked Policies	11
Appendix 1 Application for Exceptional Leave of Absence	12
Appendix 2 Is my child too ill for school?	13
Appendix 3 Promoting punctuality and flow chart.....	14
Appendix 4 Intervention Model Primary	15
Appendix 5 Intervention Model Secondary	17
Appendix 6 Cardinal Wiseman Punctuality Strategy	19
Appendix 7 Attendance Ladder Poster	20
Appendix 8 Penalty Notice fines	21
Appendix 9 Summary table of responsibilities for school attendance Click here	22



Definitions

In this **Attendance, Punctuality and Exceptional Leave Policy**, unless the context otherwise requires, the following expressions shall have the following meanings:

- I. **'The Romero Catholic Academy'** means the Company named at the beginning of this **Attendance, Punctuality and Exceptional Leave Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, Blue Sky, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Team.**
- II. **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- III. **'Board'** means the board of Directors of the Romero Catholic Academy.
- IV. **'Chair'** means the Chair of the Board or the Chair of the Local Governing Body of the Academy appointed from time to time, as appropriate.
- V. **'Chief Executive Officer (CEO)'** means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.
- VI. **'Diocesan Education Service'** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- VII. **'Local Governing Body'** means the governing body of the School.
- VIII. **'Principal'** means the substantive Principal, who is the person with overall responsibility for the day to day management of the school.
- IX. **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- X. **'Family Support and Attendance Worker'** 'this role exercises expertise and best practices to increase school attendance across our Primary schools. This role works alongside external agencies and continues to build relationships with our families and children who are not able to achieve full attendance and may need support or intervention in some way.
- XI. **'Strategic Attendance Lead'** this role at Cardinal Wiseman, exercises expertise and best practices to increase school attendance across our Secondary school linking with agencies, pastoral, safeguarding, heads of year and assistant heads of year. This role works alongside external agencies and continues to build relationships with our families and children who are not able to achieve full attendance and may need support or intervention in some way.
- XII. **'Learning Mentor'** this role supports the school in tracking attendance and liaising with external agency. This role is key in building relationships with families and children.
- XIII. **'Early Help'** <https://www.coventry.gov.uk/earlyhelp> Early Help is a partnership of organisations that provide help, advice and support to children, young people and families. The aim of Early Help is to help families as soon as possible and prevent problems from getting worse by providing support, as early as possible.
- XIV. **'Attendance Register'**: a daily record of whether each pupil is present, absent, attending an approved educational activity, or unable to attend due to exceptional circumstances.
- XV. **'Session'** the attendance register has a session counted for the **morning** and **afternoon**. Therefore, a day consists of **two** sessions and there are **two** marks of attendance for one day.
- XVI. **'Persistent Absence'** when a pupil's attendance falls **below 90%** across the school year. This equates to missing around 19 days of school.
- XVII. **'Severe Absence'** when a pupil's attendance falls **below 50%**. This is a critical level of absence requiring immediate intervention.
- XVIII. **'Authorised Absence'** absences that are approved by the school, such as for illness, medical appointments, or other **exceptional** circumstances.
- XIX. **'Unauthorised Absence'** absences that are not approved by the school. This includes holidays taken during term time without permission and unexplained absences.



1. Introduction

We believe that children need to be in school for all sessions, so that they can make the best progress possible. To do this it is essential that a child's time at school is maximised and even short absences can have a detrimental effect on children's learning. Any pupil's absence or late arrival disrupts teaching routines, so, in addition to affecting your own child, it may also affect the learning of others in the same class. Early poor attendance habits follow right through from primary to secondary school and into employment.

We expect all children to be at school, and on time, every day that the school is open, as long as they are fit and healthy enough to do so. We do all we can to encourage children to attend.

At our schools, we believe that the most important factor in promoting good attendance is the development of positive attitudes towards school. To this end, we strive to make our school a happy and rewarding experience for all children. We will recognise those children whose attendance is very good. We will also make the best provision we can for those children who, for whatever reason, are prevented from coming to school.

A child's health is of paramount importance, and we want them to be well. If the school feel they are not well enough to learn in school, they will contact the parent/carers to let them recuperate at home.

Updated in this version:

- Working Together to Improve School Attendance (August 2024) included in 2.1 and 2.5
- Parenting contracts changed to Attendance contracts
- National framework for penalty notices so there is a consistency across the country
- Post 16– charges for exams if attendance falls below acceptable absence

2. Legal Requirements and Local Authority Policy

- 2.1 Ensuring your child's regular attendance at school is your legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.
- 2.2 Under the Education School Attendance (Pupil Registration) (England) Regulations 2024 there are revised codes, granting leaves of absence and access to, and sharing of attendance information. The governing body is responsible for making sure the school keeps an attendance register that records which pupils are present at the start of both the morning and the afternoon sessions of the school day. This register will also indicate whether an absence was authorised or unauthorised.
- 2.3 There is no automatic right to any leave of absence and all schools in Coventry are encouraged to adopt a policy of not authorising exceptional leave. Being mindful of this, only in very exceptional circumstances will the school grant leave of absence during term time.
- 2.4 Further guidance can be found in the Exceptional Leave section of this policy, but it should be noted that requests for leave of absence for all pupils will usually be refused.
- 2.5 **Working together to improve school attendance (August 2024)** gives greater expectations of schools, linking attendance and wider school culture.
 - 2.5.1 Regularly monitor data to identify patterns and trends.
 - 2.5.2 Act as lead practitioner if attendance is the only issue.
 - 2.5.3 Conducting Early Help assessment and leading where appropriate
 - 2.5.4 Expectations of local authorities have been updated.
 - 2.5.5 Facilitate access to early help where thresholds have been met
 - 2.5.6 Complete update on expectations to support for pupils with a social worker, looked after and previously looked after children for both schools and the local authority.



The DfE's guidance [Working together to improve school attendance](#) became **statutory** as of Monday 19 August 2024. It aims to take a 'support first' approach to attendance and encourages the rebuilding of relationships between schools, local government and families. Further guidance has been added on the use of code E, code Q, code Y6 and code Y7.

New responsibilities include:

- **School attendance policy:** Schools must have clear and understandable written attendance policies available online and aligned with the statutory guidance.
- **Senior Attendance Champion:** Schools are required to designate a Senior Attendance Champion—a senior leader responsible for championing and improving attendance across the school.
- **Electronic record keeping:** Admission and attendance registers must now be kept electronically for all pupils, whether of compulsory school age or not.
- **Enhanced data sharing:** Trusts are responsible for ensuring that schools comply with new data-sharing regulations, including providing data about individual pupils to the Secretary of State when requested and enabling local authorities to access attendance registers for all schools within their area.
- **National framework for penalty notices:** Trusts must ensure that schools adhere to the new national framework for issuing penalty notices for absences, including updated fines and limits on the number of penalties that can be issued to parents.
- **Long-term record preservation:** Attendance and admission register entries must now be preserved for six years, which is an increase from the previous three-year requirement.

3. What is the difference between Authorised and Unauthorised Absence?

3.1 Authorised absence

The absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent or guardian. The decision whether or not to authorise any absence will always rest with the school.

- 3.1.1 Only the school can make an absence authorised. Parents do not have this authority. Consequently, not all absences supported by parents will be classified as authorised. For example, if a parent takes a child out of school to go shopping during school hours or if a child is absent for their birthday, this will not make it an authorised absence.
- 3.1.2 There will be times when your child must miss school due to illness. You must contact the school before 9:30 am EACH day that your child is absent from school. Please note that 'unwell' is not acceptable and we do require the nature of illness. If your child is on their 3rd day of consecutive illness one of the Attendance or Pastoral Team, will make a wellbeing home visit on their third day of illness.
- 3.1.3 Your child's attendance is monitored on a regular basis by staff in school. We look for patterns (e.g. regularity in the day that is missed, e.g. Monday, or after a holiday period) and a member of staff will raise this with parents in addressing absence, to ascertain the reasons why this may be happening. If your child has regular periods of absence or their attendance falls below a certain level, the school may notify you that in future, absences will only be authorised where medical evidence is provided. The Family Support Worker/ Learning Mentor or member of the Attendance Team may also be asked to contact you on the school's behalf to discuss concerns about your child's attendance.
- 3.1.4 Wherever possible, the school would expect medical appointments to be arranged out of school hours. Where this is not possible, an appointment card/letter will need to be provided in order for the session to be authorised. Your child is expected to attend before and/or after the appointment when possible.
- 3.1.5 **Children who are ill can return to school as per government guidelines.**
 - [Is my child too ill for school? - NHS \(www.nhs.uk\)](#)
 - Appendix 4 is a useful chart that can be used in school
 - [ISL212 18 Pharmacy Info Card \(assets.nhs.uk\)](#)



3.2 Unauthorised absence

- 3.2.1 An absence is classified as unauthorised when a child is away from school without the permission of both the school and a parent. Furthermore, an absence is also unauthorised if a child is away from school without good reason, even with the support of a parent.
- 3.2.2 Absences will be unauthorised where no contact is made by parents to explain why their child is absent each day. Absences will also be unauthorised where medical evidence has been requested and has not been provided by parents.
- 3.2.3 At Primary, the Attendance Officer may be asked to contact you on the school's behalf to discuss concerns about your child's attendance.
- 3.2.4 In Secondary, a member of the Attendance team will contact you on behalf of the school to discuss concerns about your child's attendance.

3.3 Sixth Form

- 3.4 At Cardinal Wiseman, we expect students to aim for a minimum attendance of 95% to school and in each subject that they study. It is vital that students, parents and staff work together to achieve at least this minimum target. For any student with overall attendance below **85%**, in line with guidance from the ESFA (Education and Skills Funding Agency), the Sixth Form reserves the right to withdraw payment for all or individual subjects. Where attendance falls below, the costs that will be invoiced to the parents are as follows:

3.4.1.1 A Levels	£106 – 140 per exam (e.g. Paper 1, 2 or 3) per subject
3.4.1.2 Vocational	£40 x 4 per subject

4. Punctuality

- 4.1 Punctuality is an important life skill. It is also polite. Pupils who are consistently late are disrupting not only their education but also that of other pupils. Schools should actively discourage late arrival; staff should be alert to patterns of late arrival and seek an explanation from the parent. If lateness persists parents/guardians or carers will be invited to attend the school to discuss the problem with a school representative.
- 4.2 Parents/carers are informed and reminded of the school dates and times in a number of different ways throughout the school year. The importance of the registration time in school as a time for greetings and early morning learning is stressed to parents. All pupils who arrive late have to sign in on arrival and an accurate log of their time of arrival is made. This log can be used as evidence if a prosecution through court proceedings is initiated as a result of persistent absence or lateness.
- 4.3 The registers will be closed, and the morning session will be unauthorised and coded as 'U'. For the timings in each school please see the table below.
- 4.4 If your child (Reception to Year 11 inclusive) shows a pattern of late arrival after registers close, then a fine may be applied. A Penalty notice Fine will be considered when there have been 10 sessions of lateness after registers closed in a rolling 10-week period. This can span different terms and academic years, and the fines are as follows:
- On the first occurrence **£160** per parent or carer per child if paid within 28 days, which is reduced to £80 per parent per child if paid within 21 days.
 - Should there be a **second** occurrence of late arrivals after the register closes, the fine would automatically be **£160** per parent/carers per child, there is not an option of a reduced amount on the second period of absence.
 - Should there be a **third** occurrence of late arrivals after the registers close, then this would be subjected to either court action or a legal attendance intervention process. Periods of absence will be monitored over a rolling three-year period.



Timings of School Day 32.5 hours (current school day on website)

The hyperlink on each school takes you to the school website for the 'school day'

	Cardinal Wiseman	Corpus Christi	Good Shepherd	Sacred Heart	SS Peter and Paul	Saint Gregory's	St John Fisher	St Patrick's
Drift into school <i>This is not part of school day</i>	8.30am	8.40am	8.30am	8.40am	8.40am	8.40am	8.45am	8.40am
Main school Registers officially open	8.50am	8.50am	8.50am	8.50am	8.50am	8.50am	8.55am	8.50am
Registers officially close	9.20am	9.20am	9.20am	9.20am	9.20am	9.20am	9.25am	9.20am
Sixth form	8.50am							
End of day								
Main school	3.20pm	3.20pm	3.20pm	3.20pm	3.20pm	3.20pm	3.25pm	3.10pm
Notes								School has 50 minute lunch

	Corpus Christi	Good Shepherd	Sacred Heart	SS Peter and Paul	Saint Gregory's	St John Fisher	St Patrick's
Nursery	8.30am-11.30am	8.30am – 11.30am	8.30am-11.30am	NA	8.30am – 11.30am	8.30am 9 – 12pm	8.40am - 11:40am
Nursery	12.00pm 3.00pm	12:00pm - 3.30pm	12.30pm-3.30pm	NA	12.30pm-3.30pm	12.30pm – 3.30pm	12:10pm – 3:10pm

*Sacred Heart and Saint Gregory offer all day. 8:30am to 2:30pm 30 Hours Wraparound available to 3:30pm (Charges apply)

Register procedure:

Start of school day

- Registers open
- All pupils presence receive attendance code

Up to 30 minutes

- Registers close
- Any pupils arriving later after start of day in this window receive an 'L' code

After 31 minutes

- Registers close
- Any pupils arriving after the register window is closed will receive a 'U' code **will be recorded as Unauthorised and counts towards the 10 sessions as well as absence.**



5. Procedures

5.1 Registration

- 5.1.1 The school day timings are on your school website. Details of school day timings are included in Section 4 above.
- 5.1.2 The register is taken once the children have settled into class. If a child is not present when the register is taken, they are given a N mark (not present). If a child arrives at school later than the school day start time, they are given a Late mark.
- 5.1.3 In Secondary, for each period, the Office or teaching staff will record the number of minutes late on Arbor for students.
- 5.2 If your child arrives to school after the registers have closed (see Section 4), which is 30 minutes after the school day starts, in accordance with Local Authority regulations, your child will receive a 'U' mark that shows them to be on site but will impact on a student's attendance percentage. This may mean that parents could face the possibility of a Penalty Notice if the problem persists.
- 5.2.1 The sessions timings for Nursery are on the individual school website. Persistent absence in Nursery may result in your child being removed from the roll.
- 5.2.2 Persistent absence in **Post 16** will be addressed by the tutor liaising with the parent/ carer.

5.3 If a child is absent without notification

- 5.3.1 It is the responsibility of parents to notify schools before 9:30am if their child is going to be absent from school. This must be done EACH day until your child returns to school. Where no notification has been received by 9.30am a text message will be sent, or a telephone call made.
- 5.4 If there is no immediate response to the message, the absence will automatically be unauthorised, and a home visit may be carried out by our Attendance Officer (at Primary) or member of the Attendance and/or Safeguarding team (at Secondary).

5.5 Children Absent from Education

- 5.5.1 If a child is missing and their whereabouts are unknown, the school will follow the Local Authority procedures in taking immediate steps to locate that child as soon as possible. A child who is Absent in Education may be:
 - A child who is not at their last known address and:
 - has 10 or more days of continuous absence from school without explanation, or:
 - left school suddenly and their destination is unknown.
 - someone who is persistently absent without communication.

This policy does not refer to children who are missing from view or absent from Home or Care. When a child goes missing from the home, or from care, or where the school has significant safeguarding concerns for the child, the school must refer these children immediately to the Children's Advisory Support Service (CASS), and/or to the Police.

- 5.5.2 The Attendance Officer will complete the relevant **Children Absent from Education** paperwork and notify the Local Authority.
- 5.5.3 In the event of school transfer or a pupil moving to another area, a pupil will normally remain on roll until notification is received from the receiving school. Should no notification be received, the school will make every effort to locate the pupil in conjunction with the Local Authority. If unsuccessful, a missing person form must be completed and sent to the Local Authority and the pupil removed from roll after twenty days. ***The pupils who leave school and are taken off roll, will be detailed in the principal report in the second half of each term. The reason for leaving and any relevant details will be stated. The pupils should be enrolled within five days of the start of the academic year, or within five days for in year transfers.***
The details of any communications will be recorded on CPOMS in case required after the child has left the school.
- 5.5.4 In the case of unauthorised holidays, pupils' names will be removed from the roll after twenty days of absence. Parents are made aware of this before the leave of absence, and by letter when the child's name has been removed from the roll. **We would instigate our Children Absent from Education process.**



6. Requests For Exceptional Leave of Absence During Term Time

- 6.1 Leave of absence during term time will only be authorised in very exceptional and unavoidable circumstances.
- 6.2 Except in an emergency, permission for any period of leave must be sought from the school before it is due to begin and in advance of making any arrangements.
- 6.3 Any request must be made on an **Exceptional Leave of Absence Form**, which can be obtained from the school office. The appropriate information and documentation must be provided to back up the application such as;
 - The date on which the holiday was booked should be made available.
 - Travel arrangements
 - Booking reference
 - Travel arrangements ferry crossings flight times
- 6.4 Evidence of any travel bookings, if applicable, may be requested by the school. If you take your child on holiday during term time, or where your request for leave has not been granted, your child's absence will be recorded as unauthorised holiday. The fixed penalty notice are as follows:
 - 6.4.1 **£80 per parent or carer per child** if paid within 21 days, and then doubles, however if not paid within 28 days this is escalated to court.
 - 6.4.2 Should there be a second period of absence the fine would automatically be **£160 per parent/carers per child**, there is not an option of a reduced amount on the second period of absence.
 - 6.4.3 Should there be a third period of absence then this would be subjected to either court action or a legal attendance intervention process. Periods of absence will be monitored over a rolling three-year period.
- 6.5 Each request for exceptional leave of absence is considered by the principal on behalf of the Governing Body. Where necessary, a meeting will be arranged between parents and the principal to discuss the application.
- 6.6 Absence for the purpose of a family holiday does not constitute exceptional leave. There are **thirteen weeks** of the year, in which a family break can be taken. Taking holidays during term time will affect your child's learning and we expect parents to take holidays during official school closure periods.
- 6.7 If you take your child out of school for a holiday, then your child's absence will be recorded as unauthorised holiday. This may result in a Fixed Penalty Notice being issued.
- 6.8 Where the school suspects that a child is absent due to a holiday, steps will be taken to investigate further. This will involve a home visit during the absence period with a view to having direct contact with you and your child. Parents will also be required to produce evidence (for instance medical evidence) in support of the period of absence in order to avoid the issue of a Penalty Notice and / or prosecution.
- 6.9 If the pupil is female and from a Female Genital Mutilation (FGM) identified affected community, or the pupil is travelling to a country that would deem the pupil to be 'at risk', the Safeguarding Lead will arrange a meeting with the parent/carers and use direct questioning to ascertain whether 'cutting' of the girl will be undertaken during the leave of absence. The Safeguarding Lead will then take the information from this meeting and make a decision on whether to refer to local Referral and Assessment Services or the Police.
- 6.10 To enable staff to be alert to visits to countries that are 'high risk' for any safeguarding situation, the Exceptional Leave form (Appendix 1) has been updated to include a destination to be confirmed.

7. Long-term absence through accident or illness

- 7.1 If a child is under the care of a hospital Consultant and a Consultant's letter has been produced, and the absence is likely to continue for an extended period, or to be a repetitive absence, the school may liaise with the hospital education service so that arrangements can be made for the child to be given some tuition outside school.



8. Monitoring

- 8.1 Class teachers are responsible for recording attendance in their class and registers must be completed within 30 minutes of the morning and afternoon session commencing.
- 8.2 The Learning Mentor (or equivalent) and Family Support Worker and Attendance Team monitor attendance on a fortnightly basis and will issue letters, make telephone calls, arrange school meetings, request medical evidence or undertake home visits where necessary to address levels of absence observed.
- 8.3 The rates of attendance will be reported to the Local Governing Body in the principal's report. The rates of absence will also be reported in the MAC Board report completed in the second half of each term.

9. Repeated unauthorised absences

- 9.1 The Governors supported by the Local Authority, reserve the right to consider taking legal action against any parents or carers who repeatedly fail to accept their responsibility for sending their children to school on a regular basis. A 'Form A' penalty notice will be issued in respect of unauthorised absence (i.e. parentally condoned absence, persistently late arrival at school, truancy) if a child has 10 or more sessions of unauthorised absence in any 10-week period, within a rolling 10-week period. **NB** This can span different terms and academic years.
- 9.2 If a child has a repeated number of unauthorised absences, the parents or carers will be asked to visit the school and discuss the problem. Attendance Officer (at Primary) or Attendance team (at Secondary) may be asked to contact you on the school's behalf to discuss concerns about your child's attendance.

It is recognised that poor school attendance can be the result of difficulties faced by a child or family therefore a co-ordinated approach by a number of agencies can help these children and families.

10. Persistent Absence

- 10.1 Since the 1st September 2015, the Government has reduced the threshold from 15% to 10% for persistent absence. This will now class a child with attendance below 90% as a persistent absentee. This equates to 38 sessions or 19 days of absence across the year. Regular attendance at school is essential to ensure uninterrupted progress and to enable children to fulfil their potential. The attendance pattern for all children is monitored weekly with the school seeking to work actively with parents to ensure that regular attendance is maintained. The Department for Education has published data on their website that clearly shows the link between attendance and attainment. A child becomes a 'persistent absentee' (PA) when their attendance falls below 90% at any time during their school life. All children whose attendance has fallen to 90% or are at risk of becoming persistent absentees will be monitored rigorously.
- 10.2 If a child falls below 90% due to repeated illness, families may be asked to present medical evidence each time the child is off school. This could be an appointment card, an email from the GP to confirm they have seen a medical professional, hospital letter or by showing the medication.

How does your child compare? Every day missed is a missed learning opportunity

Attendance during on school year	Number of days missed from school	Which in weeks is roughly	Which in actual lessons missed adds up to
95%	9	2	50
90%	19	4	100
85%	29	6	150
80%	38	8	200

11. Rewards for good attendance (Primary and Secondary)

- 11.1 All the children who have 100 per cent attendance in any one term will receive recognition for their attendance, awarded at the last assembly of the term. There are special incentives for any child who has 100 per cent attendance for a whole year.
- 11.2 The class with the highest attendance each week will receive recognition.
- 11.3 The Romero MAC at primary, also has a trophy cup for the school with highest attendance each week.
- 11.4 All pupils who have improved with their attendance will be praised with a postcard at the end of the year.
- 11.5 **Parents/carers will be texted monthly if their child has 100% attendance. (Applicable to Cardinal Wiseman Only)**

12. Monitoring and Review

- The Board of Directors delegate the implementation of this policy to the Governing Body.
- This policy will be reviewed by CC3 Quality Provision, Performance and Standards.

13. Linked Policies

This Attendance, Punctuality and Exceptional Leave Policy is linked to our:

- TRCA Children Absent from Education
- TRCA Remote Faith and Learning Policy
- TRCA Safeguarding



Appendix 1 Application for Exceptional Leave of Absence

This application must be submitted to the Principal before the proposed period of exceptional leave. In case of emergency, this form must be completed beforehand, as far in advance as possible.

*In line with DfE guidance, the school has a strict policy on Exceptional Leave. This applies to **ALL** the pupils in the school community.*

A copy of this form and the school's Attendance Policy can be obtained from the school office and from the school's website.

Name of child(ren):		Class/ Tutor	
Address of child(ren):			
Name of person completing application:		Do you have parental responsibility?	Yes No
Name and address of person requesting leave: (if address is different to that given for children above)		Do you have parental responsibility?	Yes No
Proposed date(s) of absence	From:	To:	If applicable, date holiday was booked
Please provide the names of any other siblings who attend other schools and date of birth:			Date from evidence:
Name of school			
Reason for proposed absence (please continue on the reverse of this sheet if necessary) <i>If the proposed absence relates to travel in the UK or abroad, please ensure that you detail the destinations you plan to visit</i>			
<i>Destination (if appropriate):</i>			
Signature of parent/guardian		Name of parent/guardian	Date of request

Your application will be considered by the Principal (or equivalent). There may be circumstances where a meeting will be arranged for you to discuss your application with the Principal. Evidence of travel bookings may be required. Your child's attendance record will be taken into consideration.

If permission is refused and your child is absent for the above period, it will be recorded as unauthorised absence and you may receive a Fixed Penalty Notice. Similarly, if your child fails to return on the agreed date, the same may apply. If your child is absent for a prolonged period without agreement, your child can lose their school place and will be removed from roll.

For official use only:		
Action	Initials	Date
Seen by Principal (or equivalent)		
Principal's comments (e.g. in support or on attendance record)		
This absence is authorised _____ unauthorised _____		
Evidence provided by the parent to support the request (travel documentation if going abroad is cited)		



Appendix 2 Is my child too ill for school?



What it's called	What it's like	Going to school	Getting treatment	More advice
Chicken Pox	Rash begins as small, red, flat spots that develop into itchy fluid-filled blisters	Yellow dot	Pharmacy	Back to school 5 days after on-set of the rash
Common Cold	Runny nose, sneezing, sore throat	Green dot	Pharmacy	Ensure good hand hygiene
Conjunctivitis	Teary, red, itchy, painful eye(s)	Green dot	Pharmacy	Try not to touch eye to avoid spreading
Flu	Fever, cough, sneezing, runny nose, headache body aches and pain, exhaustion, sore throat	Yellow dot	Pharmacy	Ensure good hand hygiene
German measles	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards.	Red dot	G.P.	Back to school 6 days from on-set of rash
Glandular fever	high temperature, sore throat; usually more painful than any before and swollen glands	Green dot	G.P.	Child needs to be physically able to concentrate
Hand, foot & mouth disease	Fever, sore throat, headache, small painful blisters inside the mouth on tongue and gums (may appear on hands and feet)	Green dot	G.P.	Only need to stay off ill feeling too ill for school
Head lice	Itchy scalp (may be worse at night)	Green dot	Pharmacy	
Impetigo	Clusters of red bumps or blisters surrounded by area of redness	Red dot	G.P.	Back to school when lesions crust or 48 hours after start of antibiotics
Measles	Fever, cough, runny nose, and watery inflamed eyes. Small red spots with white or bluish white centres in the mouth, red, blotchy rash	Red dot	G.P.	Back to school 4 days from on-set of rash
Ringworm	Red ring shaped rash, may be itchy rash may be dry and scaly or wet and crusty	Green dot	G.P.	
Scabies	Intense itching, pimple-like rash Itching and rash may be all over the body but commonly between the fingers, wrists, elbows, arm	Green dot	G.P.	Back to school after first treatment
Shingles	Pain, itching, or tingling along the affected nerve pathway. Blister-type rash	Yellow dot	G.P.	Only stay off school if rash is weeping and cannot be covered
Sickness bug/ diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea	Yellow dot	Pharmacy	See GP if symptoms persist after 48 hours
Threadworms	Intense itchiness around anus	Green dot	Pharmacy	Ensure good hand hygiene
Tonsillitis	Intense Sore throat	Green dot	Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow
Whooping cough	Violent coughing, over and over, until child inhales with "whooping" sound to get air into lungs	Red dot	G.P.	Back to school after 5 days of antibiotics or 21 days from onset of illness

See www.patient.co.uk for further information on each of these conditions

This leaflet has been produced in partnership between



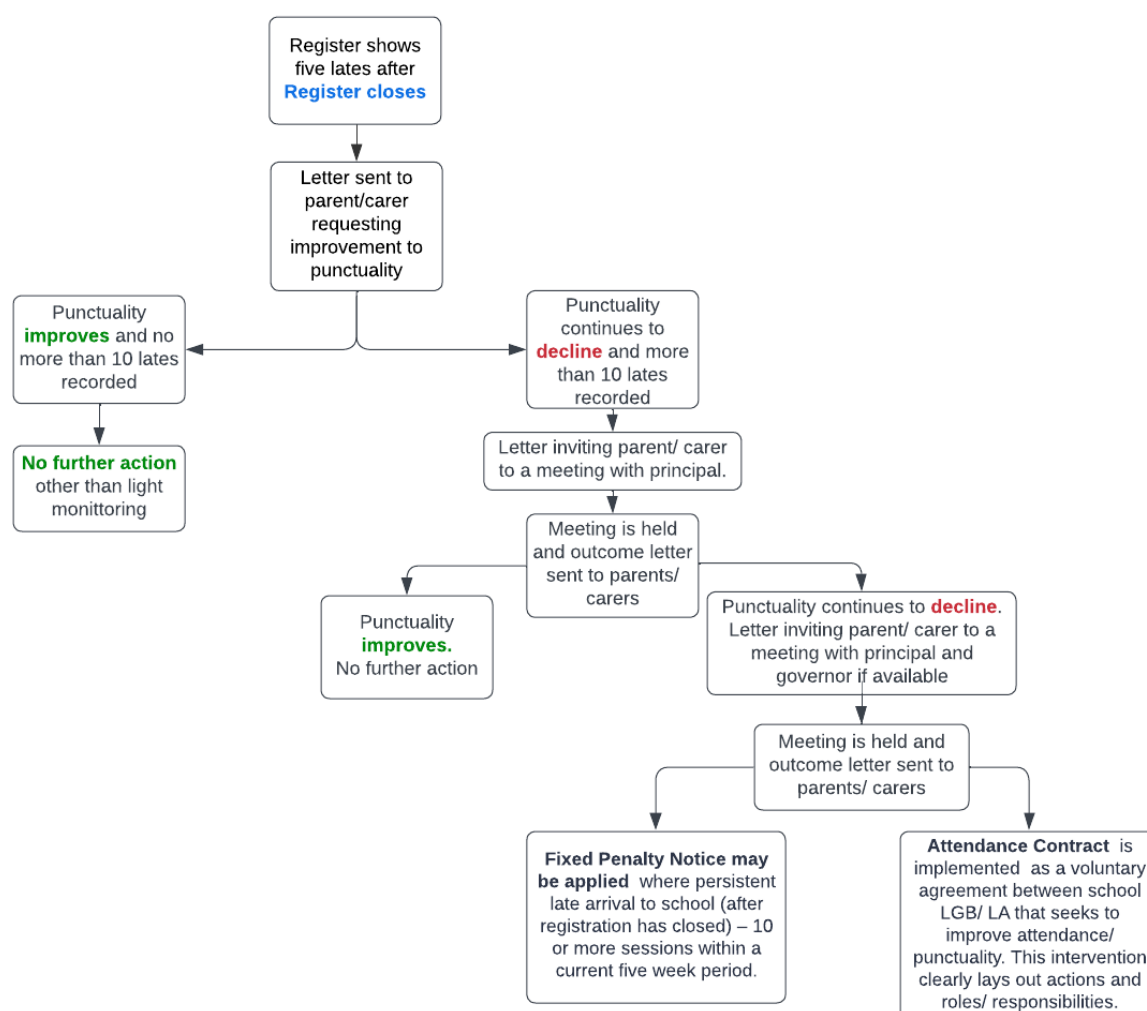
This information is a guide and has been checked by health professionals however, if you are unsure about your child's wellbeing we recommend you contact your pharmacy or GP to check.

Appendix 3 Promoting punctuality and flow chart

Promoting good punctuality

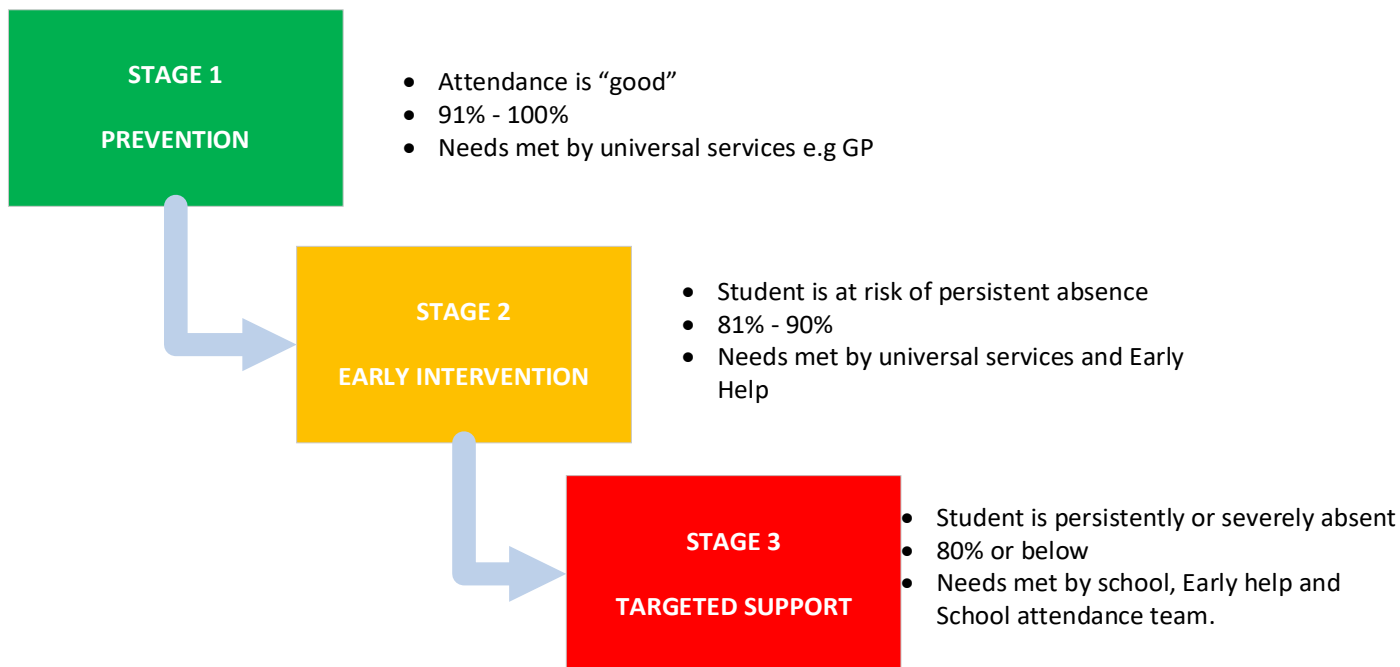
1. The Romero Catholic Multi-Academy Company, follows the policy as set out here [Attendance – Coventry City Council](#)
2. Registers open at the start of the school day and remain open for 30 minutes. The school day is shown earlier in the policy.
3. If your child arrives more than 30 minutes late than when registers open, then the register is noted with a U code. If a pupil's register shows five U codes, they will be placed onto a punctuality plan.
4. During this period of time, we will monitor closely the child's punctuality, if the situation does not improve it will result in a Fixed Penalty Notice being issued or a voluntary parental **attendance** contract.

Flow Chart

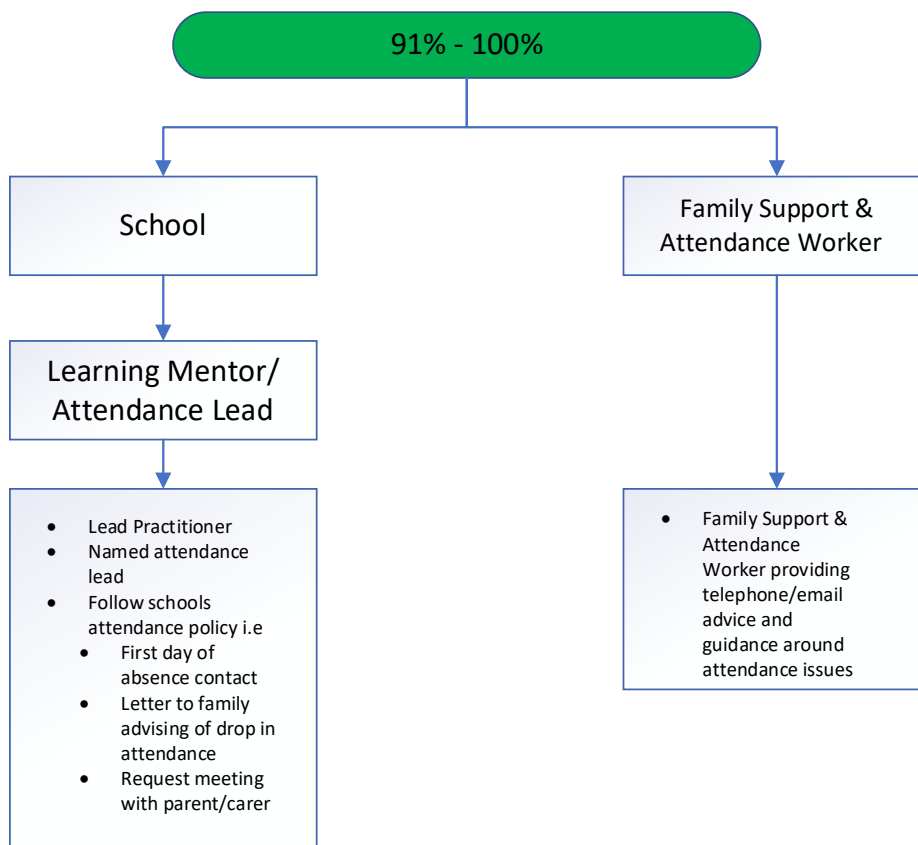


Appendix 4 Intervention Model Primary

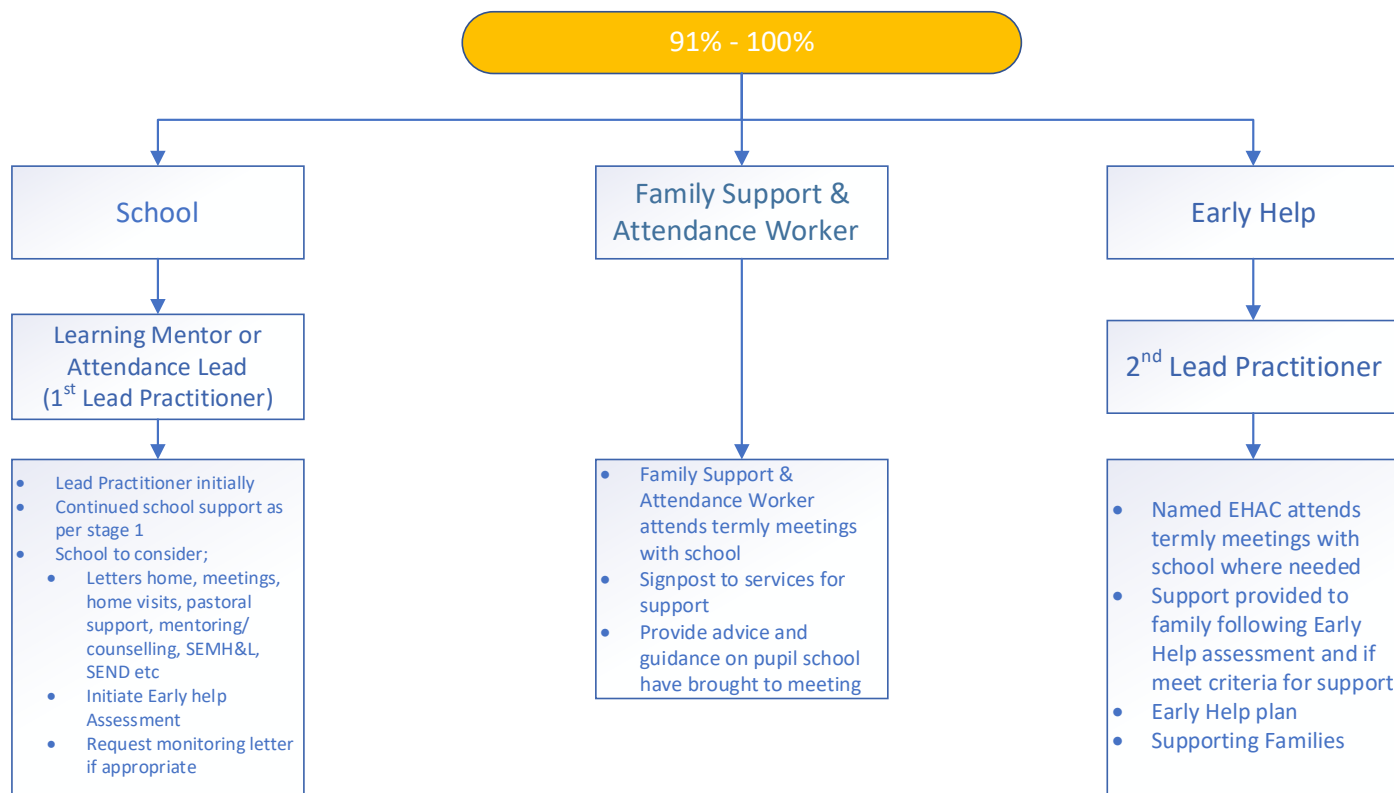
Staged Intervention Model for Primary



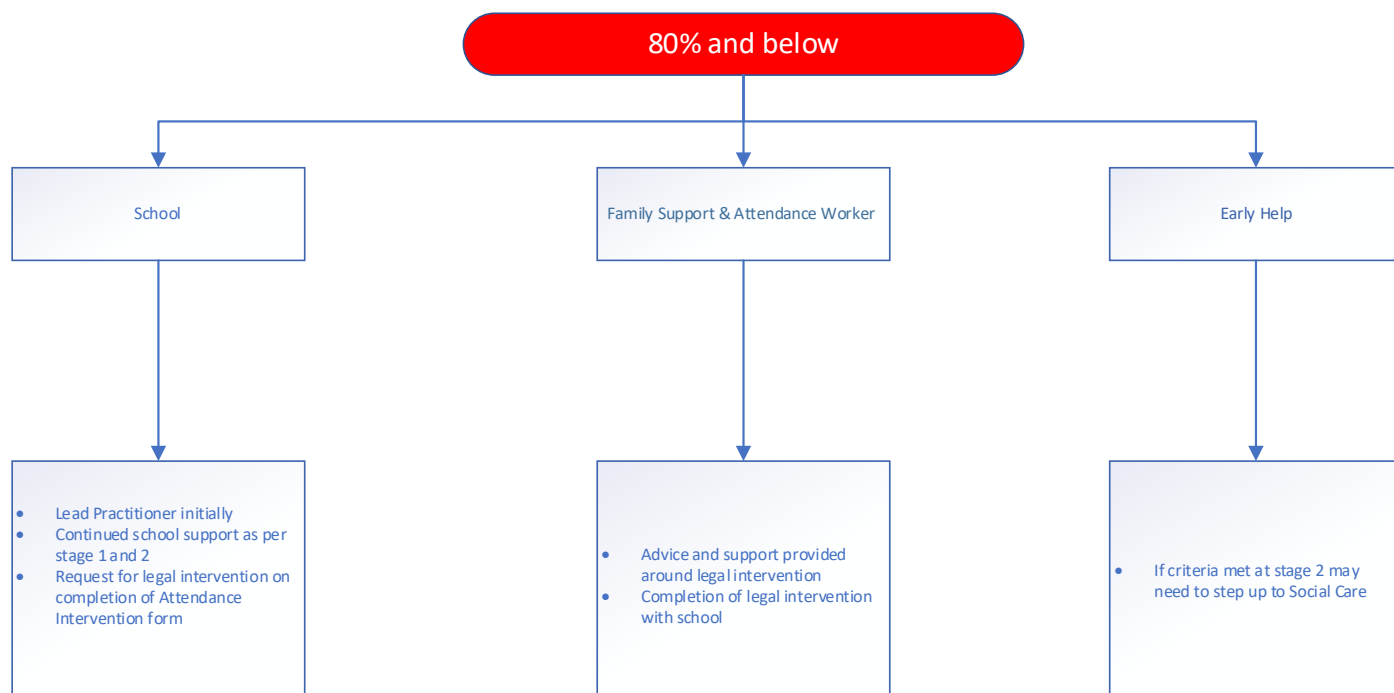
Stage 1 – Prevention



Stage 2 – Early Intervention

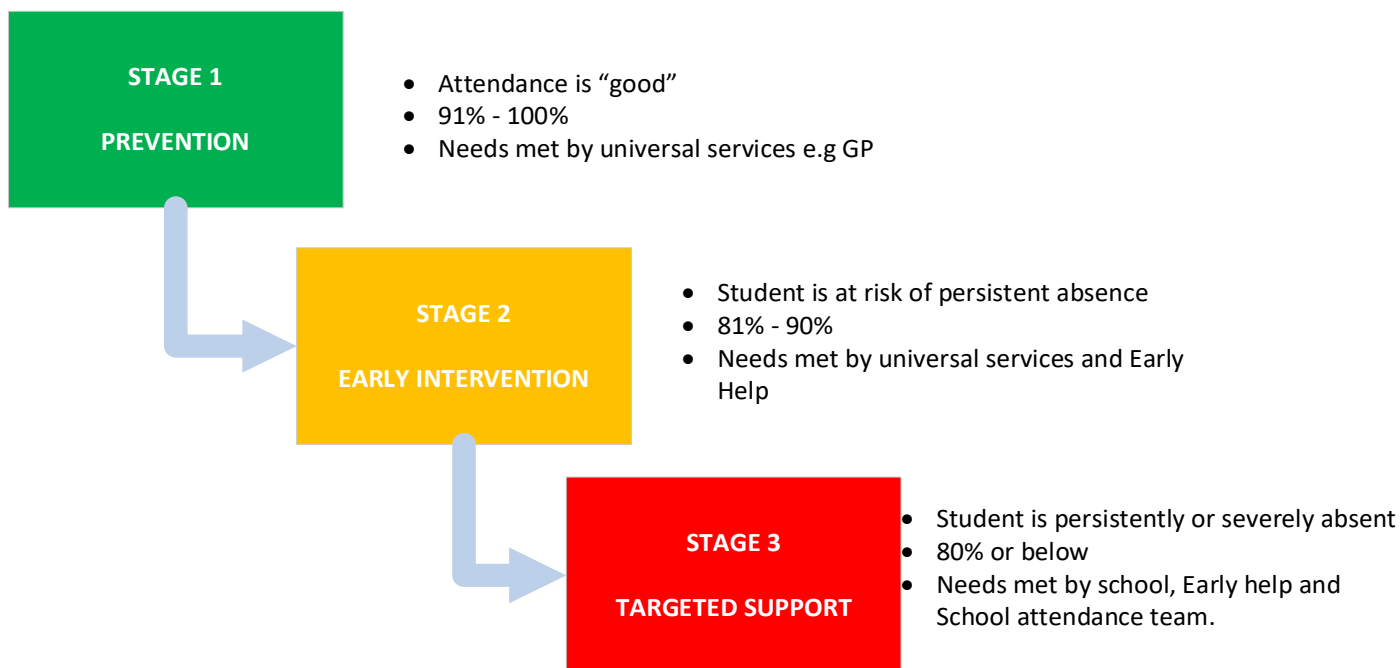


Stage 3 – Targeted Support

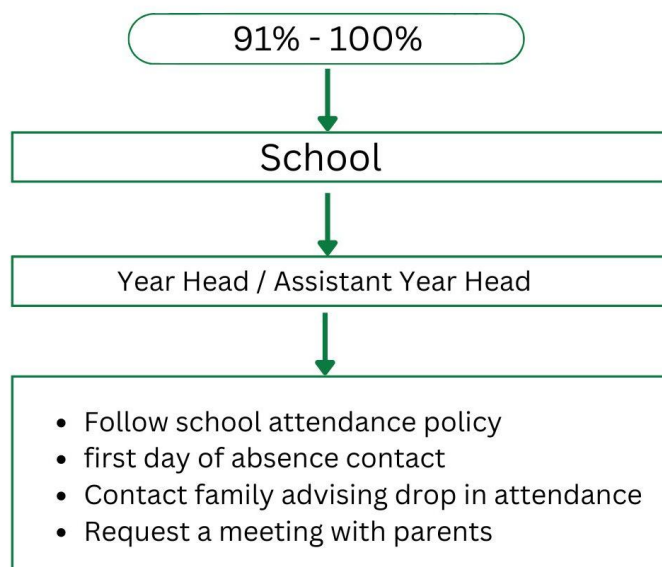


Appendix 5 Intervention Model Secondary

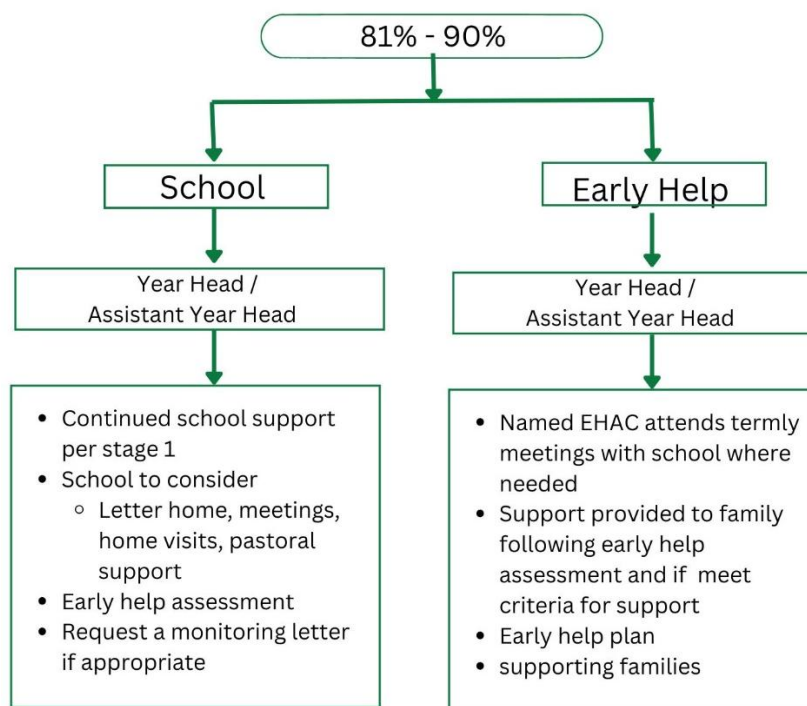
Staged Intervention Model for Cardinal Wiseman



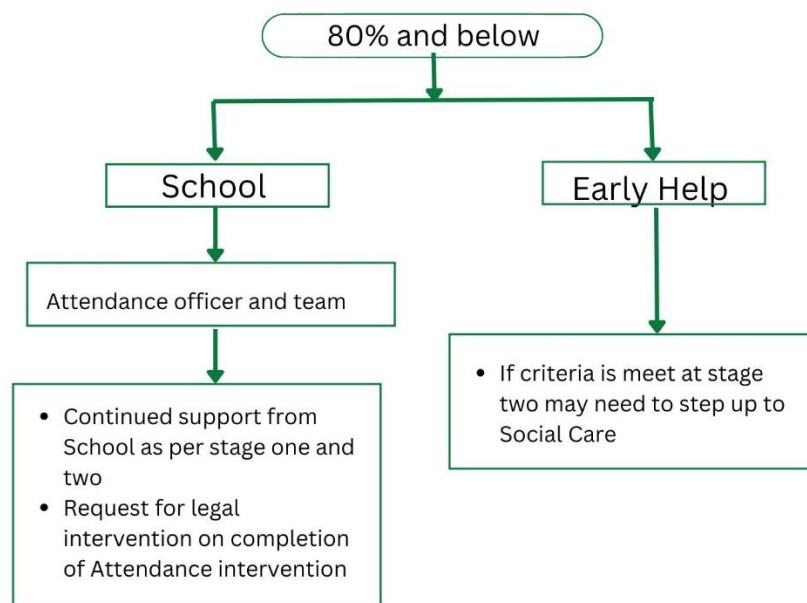
Stage 1 – Prevention



Stage 2 – Early Intervention



Stage 3 – Targeted Support



Appendix 6 Cardinal Wiseman Punctuality Strategy

	LATE TO SCHOOL:	Who?
Step 1	Arbor message home - every time.	Attendance team.
Step 2	Break or lunch detention. Escalated for failure to attend. Time in Internal Inclusion.	Attendance Team HLTA Behaviour. Head of Year.
Step 3	Multiple lates - phone call home to ascertain reasons. Potential home visit/parental meeting. Letter for persistent lates to be sent home using template letter.	Head of year/ assistant head of year Attendance team/SLT Lead

	PUNCTUALITY REWARDS:	Who?
Step 1	Positive points awarded on Arbor for being on time every day for a week.	Form tutor.
Step 2	'Excellent Punctuality' e-cards sent home.	Assistant head of year
Step 3	Rewarded in Head of Year assemblies.	Head of Year.



Appendix 7 Attendance Ladder Poster



Appendix 8 Penalty Notice fines



The Romero Catholic Academy
Nurturing the Talent of Tomorrow



Penalty Notice Fines for School Unauthorised Absence and Lateness is Changing

1

one

FIRST OCCURRENCE

The first time a Penalty Notice is issued for Term Time Leave or irregular attendance or lateness (after registers close) the amount will be:

£160 per parent, per child if paid within 28 days

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

2

two

SECOND OCCURRENCE (WITHIN 3 YEARS)

The second time a Penalty Notice is issued for Term Time Leave or irregular attendance or lateness (after registers close) the amount will be:

£160 per parent, per child if paid within 28 days

No reduced rate will be offered.

3

three

THIRD OCCURRENCE AND ANY FURTHER OFFENCE

The third time an offence is committed for Term Time Leave or irregular attendance or lateness (after registers close) a Penalty will not be issued and the case will be presented straight to the Magistrates' court which can be up to:

£2,500 per parent per child.

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

10 SESSIONS (5 DAYS) OF UNAUTHORISED ABSENCE IN A 10-WEEK PERIOD

A Penalty notice Fine will be considered when there has been 10 sessions of unauthorised absence (including lateness after registers closed) in a rolling 10 week period. This can span different terms and academic years.



All pupils

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

Pupils at risk of becoming persistently absent

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



Persistently absent pupils

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



Severely absent pupils

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



Support for cohorts of pupils with lower attendance than their peers

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



Support for pupils with medical conditions or SEND with poor attendance

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



Support for pupils with a social worker

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



Looked after and previously looked after children

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



Monitoring

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

