

# Strategy and Guidance on School Attendance



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# Introduction

This document is intended to offer support and guidance to Warwickshire schools by promoting the very best levels of school attendance.

Warwickshire Education Social Work Service is committed to helping schools achieve this goal by demonstrating to parents and the wider school community how much pupils' good attendance and punctuality is valued. Regular school attendance from an early age is increasingly seen as a key factor in the successful school career of a pupil. Being on time is also vital, arriving late at school can be very disruptive for the child, the teacher, and other children in the class.

Promoting and maintaining school attendance requires a committed partnership involving parents and families, teachers and support staff, governors, the LEA support services and other agencies. Warwickshire Education Social Work Service (ESWS) remains central to this process and continues to offer advice and support to children, young people and their families, as well as assisting schools in their efforts to improve attendance.

The main approaches to promoting good attendance outlined within the document are as follows:

- The responsibilities of schools and ESWS are clearly stated.
- Targeted ESWS time, through a revised allocation model.
- The work of the ESWS in school attendance matters is identified.
- Initiatives to raise pupil and parental awareness.
- Developing and sharing good practice.
- Attendance Panels.
- Legal obligations and actions.
- The importance of partnership working.

Significant achievements in improving attendance and reducing truancy are the direct result of tremendous investment of effort, commitment and resources by schools, the Local Education Authority and its services.

The challenge is to sustain progress. The development of this guidance is another step towards further improvements.

I hope you find the contents stimulating and useful.

**B. Lockwood**

**Assistant County Education Officer**

**2003**

## Legal framework

Warwickshire Education Social Work Service enforces a legal framework which governs attendance. This framework is established by Education Acts and their associated regulations. In summary there are legal obligations on:

- parents to secure education for their children, whether at school or otherwise, and to send them to school regularly once they are on the roll of a school;
- the LEA to provide education and enforce attendance;
- schools to:
  - maintain school registers;
  - have an attendance policy in place;
  - seek regular reports on attendance matters;
  - ensure teachers are aware of the importance of identifying pupils who are not attending school;
  - keep parents informed of how non-attendance matters are dealt with;
  - keep parents informed of attendance concerns relating to their child if relevant; and
  - produce annual statistics for parents, governors and the DfES.

Warwickshire Education Social Work Service believes that children are entitled to an education. Any failure to ensure regular school attendance compromises this entitlement and will result in the Service enforcing the law in a robust manner.

# Section 1: Attendance issues within the school setting: suggested action

Some of the most important factors behind non-school attendance and truancy lie outside school, particularly in family relationships and expectations and peer pressure. However the manner in which schools manage non-attendance and develop systems to deal with it have a great impact and can make a major difference. The first section of this document suggests good practice for schools in regard to non-attendance issues.

## 1.1 School attendance policy and procedures

All schools should have a policy concerning school attendance.

### 1.1.1 General points

In drawing up a policy you might wish to consider the following:

- use language which is clear and simple to follow so that it is accessible to all;
- phrase statements positively; and
- consult with parents, pupils, governors, teachers, administrative staff and professional associations.

### 1.1.2 Recommended content (see Appendix 1 Model School Attendance Policy)

#### Statement

This should be in the form of a mission statement. It should express the school's belief in the value of regular school attendance and its link to attainment.

#### Aims and realistic targets

Set out specific but realistic targets for improvement in overall school attendance. Refer to current targets which may be in place, e.g. County or DfES targets (available from ESWS if required). Where possible break down targets by year group.

#### Legal issues

The legal responsibilities of the school, parents and LEA should be cited. You may wish to quote the relevant legislation which could be phrased as follows (using the DfES form of wording):

"By law, all children of compulsory school age (between 5 and 16) must get a proper full-time education. Parents are responsible for making this happen, either by registering the child at school or by making other arrangements which provide an effective education." (The Education Act 1996 Section 7)

### **Roles and responsibilities**

Identify key staff and their roles regarding attendance. Attendance Audits show that good communication is vital in the maintenance of the attendance 'system' in the school. The policy should contain statements setting out lines of communication between those who have a role to play regarding attendance and emphasising the partnership between all those involved.

### **1.1.3 Registration Procedures (see Appendices 2 and 3)**

In this section the following issues should be addressed.

- Registration: procedure and responsibilities.
- Lateness: process and how the information is managed.
- Developing attendance problems: who is responsible for communicating with parents? When is this appropriate?
- Reintegration of pupils who have had an extended absence. Identify processes.
- Communicating the message to pupils and parents that regular attendance is important and linked to attainment.
- Referrals to outside agencies including ESWS. Who is responsible for managing this process?

### **1.1.4 School strategy**

You may wish to consider how the Attendance policy links and integrates with other school policies such as those concerning bullying, behaviour, Special Needs and equal opportunities.

In this section you may also wish to specify some of the strategies the school will use to encourage the development of an ethos concerning regular attendance. These may include:

- rewards and incentives;
- awareness raising;

- bullying awareness;
- reintegration programmes;
- same day contact system;
- post registration issues and how to manage them;
- attendance support groups;
- individual target setting; and
- home/school agreements/contracts.

Training issues for staff may also be addressed in this section.

### 1.1.5 Monitoring and evaluation

This section may address the manner in which the attendance system in the school will be monitored and evaluated. The following might be useful.

- Specify how often the policy will be monitored and what the process will consist of.
- Identify strategies which can be measured and keep a record (e.g. how successful is your target setting system? Measure change in attendance).
- Identify who will be involved in the monitoring. Good practice recommends the inclusion of a governor.
- Consider the use of attendance data from the school computers, perhaps imported into a spreadsheet.
- Attendance audit, by ESWS, to identify strengths and weaknesses.

## 1.2 Promoting regular and positive school attendance

This section offers some suggestions and examples of good practice in relation to promoting a positive approach to good attendance and preventing absenteeism. The Warwickshire Education Social Work Service web pages at [www.warwickshire.gov.uk](http://www.warwickshire.gov.uk) provide a number of examples of good practice as well as further background information concerning school attendance. The DfES web site at <http://www.dfes.gov.uk/schoolattendance/home/> also offers a number of examples of good practice.

## 1.2.1 Placing a high value on, and being proactive with, school attendance

- Feature school attendance in the school prospectus.
- Make regular references to attendance in newsletters, letters to parents, assemblies, parents evenings, staff meetings and governors meetings.
- Promote regular attendance in a positive manner rather than the negative consequences of poor attendance wherever possible.

## 1.2.2 Strategy examples

- Rewards and certificates for best attendance and improved attendance. A series of certificates or prizes can be devised for 100%, 'best', 'most improved' and so forth. Effort as well as success should be recognised.
- Registration can be enhanced by pupils recording their own attendance (age appropriate) and developing a whole class approach.
- Notice boards. The imaginative use of an 'Attendance Area' on a notice board, including graphs indicating targets and progress or comparing class to class. A token (such as an 'Attendance Bear' in primary school or other age appropriate item) can be 'owned' by a class which is performing well.
- Pupil Attendance Committees. Involving pupils in groups which have a role in advising schools management of factors which might affect attendance and also in generating ideas and good practice.
- Ensuring that the anti-bullying policy is in place and active. Links can be made between both policies.
- Campaigns. Getting the same message over in different ways can raise awareness of the issues. A co-ordinated plan, involving pupils in the planning process, leading to a publicity campaign which might include putting up posters, writing to parents and an 'Attendance drive' can be effective.

## 1.3 Reducing absenteeism

### 1.3.1 Presenting a positive and proactive message

Presenting a positive and proactive message concerning the importance of school attendance is important, however dealing with absenteeism and potential absenteeism should also have a high priority. Consider these factors:

- Clear expectations. Create a high profile concerning the reduction of absenteeism and present a clear and coherent policy to pupils and parents.
- Clear expectations (including consequences) for individual parents in relation to their responsibilities.
- Clear lines of responsibility and consistent responses within the school attendance system:
  - two way communication between class tutors and staff leader for attendance issues;
  - lines of communication and agreed action between teaching staff and clerical staff managing computer attendance system (and recommended 'first day calling' system); and
  - reviewing attendance regularly at management level.
- Effective and prompt communication with home:
  - absence promptly notified – first day calling wherever possible;
  - expectation that explanation of absence is not optional;
  - development and use of standard letter system; and
  - termly attendance reports sent to parents.
- First Day contact. This is a well recognised and highly effective means of shortening the length of absences and therefore improving overall school attendance. Consistency of approach is essential so that parents understand that the school takes the issue seriously and is determined to deal immediately with unauthorised absence.
- Responding to lateness. Regular absenteeism is often predicted by the development of a pattern of arriving late. Bear the following in mind:
  - deter lateness without deterring attendance;
  - parents are legally responsible for lateness;
  - standard letters to parents can be helpful; and
  - parents should be asked for an explanation if a pattern develops.
- Curriculum. This issue is consistently raised by pupils as a reason for not wishing to attend school. Schools may wish to consider:

- the curriculum support on offer;
  - how learning is differentiated e.g. use of Learning Support Centres;
  - that SENCOs are now required to review attendance as part of any annual review they hold;
  - pupils not understanding what is going on in a lesson is frequently cited as a reason for not attending that class; and
  - the development of a relevant 14-16 curriculum e.g. work related learning; student apprenticeships.
- Internal Attendance Panels. Schools may wish to consider the use of internal panels at which groups of pupils whose attendance is at a certain level are interviewed briefly and in a semi-formal manner in order to ascertain the reasons for a drop in attendance. Schools may wish to link this to Attendance Panels provided more formally by ESWS where appropriate.
  - Bullying. This issue is frequently identified by pupils and research as a major cause of absence from school. Schools will have other policies concerning this issue but it is helpful to make explicit links between bullying and absence and to ensure that it is not overlooked as a possible factor or explanation for the absence.
  - Returners. There are occasions when the manner in which a pupil who is returning to school after an absence of some length (or an exclusion) is dealt with leads to further absence. Ill considered remarks from peers and/or staff may contribute to this problem, as may falling behind with work. Consideration should be given to agreeing a reintegration plan.

### **1.3.2 Holidays in term time (see Appendices 4/5 letter and model form)**

This issue concerns a great many schools. The following information may be of assistance.

- Schools have discretion whether to grant leave for the purpose of a family holiday in term time.
- Parents do not have an automatic right to their child being absent from school for this purpose.
- Holidays in term time should be strongly discouraged as they disrupt learning. Schools may wish to refer to this issue in their Attendance Policy document.
- Regard should be made to the overall attendance pattern of the pupil concerned before making a decision whether or not to approve the absence.

### **1.3.3 Extended breaks and holidays abroad**

It is recognised that there may be strong family reasons for extended periods of visiting outside of the country. It is important that schools show an understanding of the parents' perspective whilst

also seeking to minimise the effects of such leave on the pupil's education.

Leave of absence for more than two weeks must always be exceptional. Any areas of concern should be referred to ESWS.

Schools should make clear to parents about the damaging consequences of extended absence and about procedures for application for leave in exceptional circumstances.

Schools should, in every case, explore with parents why such absence is necessary and agree a clear date for the pupil's return.

Schools should explain that:

- advance permission from school should be sought before booking the trip;
- the absence period should be planned carefully with the school;
- children who miss school for extended weeks may fall behind in their schoolwork by a full term; and
- the effects of any term-time absence will be damaging to the child's continuity of learning and may impact on examination results.

## 1.4 School Action: Stage 1

So far we have provided advice on school policy, general attendance 'systems' and specific information concerning the regulations and procedures. The next section offers guidance on dealing with attendance issues as they arise on an individual case by case basis. It is recommended that the following actions take place within the school setting when an attendance problem becomes apparent.

- A pupil is developing a lateness problem. Indication of this might include: erratic attendance, broken weeks. Genuine illness usually occurs in continuous blocks, breaking into a small proportion of school weeks only, whereas unacceptable absence (such as spurious illness, truancy, colluded absence) usually occurs on a more erratic basis in the early stages, breaking into a much higher proportion of school weeks.
- No absence note/telephone call explaining the reason for absence.
- Family trauma - pupil distressed, mood swings, sudden change in character.

### 1.4.1 Appropriate action (school policy will determine staff responsible)

- **Gather information:** Check records - including any from other schools which the pupil attended previously. (Was there an attendance problem?) Find out how the pupil is coping with the curriculum. Gather reports from other staff. Speak to SEN coordinator to establish if the pupil is on the SEN register.
- **Seek from parents:** Views on the pupil's health and development. Perceptions of the pupil's performance, progress and behaviour at school and at home. Factors contributing to any difficulty. Action the school might take.
- **Seek from the pupil:** Personal perception of any difficulties, e.g. curriculum, bullying. Views on how s/he might address the problem.
- **Agree a strategy** to prevent further non-school attendance, considering further curriculum differentiation and special provision for a time limited period of attendance targets.
- Set date(s) for review of strategy.

## 1.5 School Action: Stage 2

Head of Year (Secondary), Headteacher/Deputy Headteacher / S.E.N.C.O.(Primary/Special) or nominated member of staff accountable for case management.

Actions taken at Stage 1 are not resolving the problem.

### Appropriate action within school

- Review all available information, including that gathered at Stage 1.
- Invite parents into the school to discuss any difficulties that may prevent the pupil from attending school.
- Obtain relevant information from any other agency.
- Discuss with the pupil any concerns they may have.
- Develop a strategy to prevent further escalation of the problem, considering closer monitoring of the pupil's attendance, more specific attendance targets, holding a review meeting within four weeks and inviting parents.

- Consider referral to 'Attendance Panel' (see later).

When the above measures do not result in a resolution or improvement in attendance and the appropriate criteria are met (see later) make a referral to the Education Social Work Service.

## Section 2: School Action: Stage 3, Referral to ESWS

### 2.1 ESWS - The vision

The Warwickshire Education Social Work Service is an integral part of the Local Education Authority's Special Educational Needs Division (see Appendix 2) and promotes the importance and value of regular school attendance as a key element in achieving the educational potential of every school pupil.

The Service is delivered by two Operational Teams and a Central Services Team and is managed overall by the Principal Education Social Worker who works directly to the overall manager of the SEN Division. (See Appendix 6)

Regular school attendance maximises educational opportunity, reduces the risk of becoming involved with offending or becoming a victim of crime and it establishes good habits and makes young people attractive to potential employers.

The Warwickshire Education Social Work Service is committed to assisting school improvement by:

- working with schools to improve overall school attendance;
- working in partnership with pupils, parents, schools and other agencies to ensure that children of school age receive their entitlement to education by attending school regularly;
- the constant development of best practice in the area of school attendance; and
- robustly enforcing the law regarding regular school attendance where children's education entitlement is compromised.

Warwickshire Education Social Work Service will achieve these aims by:

- promoting and disseminating best practice regarding school attendance in schools and the community;
- assisting schools with specific whole school and group based initiatives designed to improve attendance;
- undertaking direct intervention with pupils and families; and
- enforcing school attendance where appropriate by initiating statutory procedures (see 'Legal Framework').

This section of the document describes the operational policy of the Education Social Work Service and how it responds to school attendance issues and also the criteria and management of referrals to the Service.

You may wish to read this document in conjunction with the Warwickshire SEN Behaviour Support Plan, which offers further background information concerning the nature and definition of truancy, 'school refusal' and its scope as well as some of the interventions and initiatives which are in place to deal with non-school attendance.

## 2.2 Principles

The Education Social Work Service is committed to the following principles.

"The success of any school improvement programme depends on the effective identification of strengths and weaknesses using reliable and relevant evidence, setting clear targets and timescales, and defining the changes needed and how these are to be accomplished. The process requires trust between all the parties involved, working in close and harmonious partnership". (LEA focused support and intervention for schools causing concern 1.1)

The Service is also committed to the principle that:

"..the most constructive partnerships between officers and schools are founded on mutual respect and a clear understanding of accountabilities. School improvement takes place in schools. The LEA supports the principle of 'intervention in inverse proportion to success' as one in which successful schools should receive regular, 'light touch' monitoring while being used wherever possible as exemplars of good practice, and that other schools will receive additional support in line with their need". (LEA focused support and intervention for schools causing concern 1.3)

The ESWS intervention policy is also based on the recommendations in the document 'Missing Out' (Missing Out - LEA management of school attendance and exclusion, Audit Commission 1998) which states that:

- LEAs should make better use of data to identify local problems - the schools with poor attendance levels, the pupils most at risk;
- LEAs should support schools by providing a strategic framework and placing greater emphasis on helping schools to develop their capacities to manage attendance and behaviour;
- LEAs should improve the way they work with other agencies and LEAs to ensure that children with multiple problems are helped effectively; and
- LEAs should improve the effectiveness of their education welfare service by ensuring a clear focus on improving school attendance and by reviewing working arrangements with schools.

## 2.3 Identifying schools' strengths and need for support

The process for identifying schools' strengths and identifying those which require support regarding attendance is:

- Warwickshire Education Social Work Service (ESWS) uses a range of statistical data from national and local sources to make initial hypotheses about each school's performance regarding attendance.
- The Service works closely with Link Inspectors/Area Education officers who, in the process of their visits to schools (LEA focused support and intervention for schools causing concern 1.6) may identify attendance as an issue. Representatives from each section of the Education Department meet on a termly basis with the AEO and Link Inspectors for each area. The purpose of the meetings is to share information about schools and in particular to highlight concerns. Where attendance becomes apparent as an issue the Service will intervene in specific ways to assist schools.
- Via the publication of OFSTED reports where attendance is a key issue.

## 2.4 Categories of school

The Service will intervene to assist schools with specific attendance difficulties in line with the categories of schools as per para 1.7 of the document "LEA focused support and intervention for schools causing concern", where the identified issue is attendance. These categories will be determined on the basis of the previous two years levels of school attendance (with the exception A4) and are as follows (where 'A' represents 'Attendance'):

- A1 A successful school which is generally performing well or satisfactorily as regards school attendance, and is able to identify and remedy concerns largely from within its own resources.
- A2 A generally successful school where there are some areas for improvement which will need additional support, or where additional support is needed because of temporary prevailing circumstances concerning attendance.
- A3 A generally effective school which, however, is causing concern in the area of attendance and is in need of LEA-focused monitoring and support for improvement.
- A4 A school which is not as effective as it should be in the area of attendance and is underachieving as identified by either the LEA or OFSTED.

## 2.5 Service Intervention

### 2.5.1 Universal Service

All schools will receive the following.

- Referrals for intervention may be made by any school at any time in accordance with the referral criteria of the Service which is that attendance has dropped to 70% or below over a five week period and a significant element of this is unauthorised absence. Schools will continue to have a statutory obligation to refer students who are absent for ten days or more without any explanation being provided by parents or carers.

**Referrals to the Service will only be accepted if the school informs parents or carers of its intention to refer.**

- Where Attendance Coordinators have been employed by schools, training and the development of closer operational ties with the Service will be established. Support network meetings and briefings will be offered on a regular basis.
- A Pre-Ofsted Review concerning attendance and a register check will be available where attendance is of concern to the LEA.
- Every newly appointed head teacher will have an entitlement to a briefing with the Principal Education Social Worker. The opportunity to 'shadow' an ESW will be offered.
- Attendance data for every school will be examined annually and a report will be generated and returned. The report will include recent developments concerning attendance, the expectations of the LEA and other matters associated with attendance. The report will indicate any issues arising from the data. This will be benchmarked against other comparative schools.
- Advice on the development and production of school attendance policies (see guidance elsewhere), registration procedures and any matters relating to school attendance will be available. (See Appendices 1, 2 and 3)
- A consultation and referral line will be made available for schools during normal school hours for making referrals and responding to enquiries.
- Service managers and/or the Principal ESW will be available for an appointment upon request.

## 2.5.2 Interventions and school category

In addition to the Universal Service schools will have the following services available to them, depending on the category they fall into.

### Category A1

See 'All schools' above.

### Category A2

In addition to the Universal Service schools which fall into this category will be assisted by Service staff in the process of identifying a strategy to deal with the prevailing temporary attendance issues.

### Category A3

In addition to the Universal Service schools in this category will be offered termly meetings with an Education Social Worker at which action will be agreed and monitored. Interventions, drawn from the Intervention Menu will be considered. Some of these strategies are described later in this document.

### Category A4

*Schools in this category will be of the highest priority to the Service.*

In addition to provision within category A3 schools deemed A4 will be assisted in developing an Action Plan to address the specific issues and allocated Service resources accordingly. Interventions drawn from the Intervention Menu will be considered, as appropriate. The process will be overseen by a Service Manager.

## 2.6 Intervention Strategies

### 2.6.1 Referrals for direct work (see 2.5.1)

Referrals for direct work, when the criteria are met, will be made to a central referral point by any of the following routes:

- phone to consultation and referral line
- letter
- fax
- via Panel Officer
- any member of the ESW service who may be in school.

## 2.6.2 Attendance Panels ( See Process 3 in Section 3)

Attendance panels at Key Stages 1, 2 and 3 will, in partnership with schools, offer the opportunity to intervene where attendance becomes an issue. Attendance Panels will normally be the main intervention strategy at Key Stage 3. Secondary schools and clusters of Primary schools will have the opportunity to hold an Attendance Panel at a frequency which will be determined by the category they fall into. The Panels will be managed by an Attendance Panel officer who will work closely with schools and Education Social Workers. In order to ensure legally acceptable evidence and consistency all correspondence will be the responsibility of the E.S.W.S.

### The process (in summary)

- School staff and ESWs identify non - attenders, appropriate for the attention of the panel. (e.g. all students whose attendance is below an agreed percentage).
- Schools will be provided with a pro-forma to complete which will provide the Service with basic information.
- The panel will be held on School premises (though a non-school venue may need to be considered for clusters of Primary schools).
- Members of the panel will include an Attendance Panel Officer (An LEA Officer) and school representatives.
- Parents/Carers and the pupil attend Panel meeting. Issues concerning non-attendance discussed. Where appropriate a target for improvement is set and consequences, including prosecution are clearly stated.
- Where appropriate a referral will be made for direct work to an ESW.
- After a monitoring period (usually five school weeks) the Reviewing Officer, and the School staff will hold a review.
- Letters will be sent to parents informing them of results of the review. Where prosecution is appropriate paperwork will be forwarded to the ESWS Court officer.

Panel Officers will also offer a consultation session for staff as part of the service they provide on panel days in schools.

## 2.6.3 Key Stage 3 -> 4 Screening

All parents and carers of year 9 pupils will receive a letter explaining that their attendance will be screened towards the end of the year. In the Summer term all Year 9 pupils in the county will have their attendance screened. The parents of all those whose attendance is below 70% for the previous term and are not being dealt with via other interventions will be sent a letter which will set a target for the improvement of their child's attendance.

#### **2.6.4 'Key Stage 4' Fast Track system (see Process 2 in Section 3)**

Where schools have made efforts to improve the attendance of Key Stage 4 students and there has been no improvement and there are no mitigating circumstances and attendance is below 70% the Service will accept referrals and take the following action.

1. A warning letter will be sent to the parents or carers of the pupil.
2. A target for the improvement of attendance will be set in the letter and reviewed after a period of five school weeks.
3. If the target has not been reached and there are no extenuating circumstances prosecution procedures will be initiated.

#### **2.6.5 Casework Intervention (see Process 4 in Section 3)**

Individual intervention will normally only be employed at Key Stages 1 to 3. Key Stage 4 referrals will be dealt with via the 'fast track' system (see above). Individual intervention at Key Stage 4 will only be employed in exceptional circumstances and at the discretion of the Team Leader where the criteria for casework (above) are met and additionally one or more of the following apply:

- a severe social/emotional issue (including mental health) impacting or causing the poor attendance is disclosed;
- the family have already been prosecuted;
- a Court requires more information to deal with a case;
- there is a Child Protection issue;
- where educational needs are not being met;
- where a child is not on the roll of a school; and/or
- where a child is at risk of offending.

All casework will be initiated with a professional assessment followed by:

- staged intervention;
- time limited targets and goals;
- clear consequences for non-compliance where appropriate;
- all cases will have a clear closing strategy;

- review; and
- court action to follow unless there are specific mitigating circumstances. (See Section 3 for the legal process).

In cases where parents are unwilling to agree to the intervention of the Service, the matter will be dealt with via 'process' and, following appropriate warnings, a referral will be made to the County Court Officer for prosecution.

## 2.6.6 Whole school and systems initiatives

The Service will work with schools to encourage, advise and assist in developing internal systems which further raise the profile of attendance as a key factor in educational attainment and social inclusion.

Examples of such initiatives include:

- School attendance audits.
- Training workshops for clusters of schools and also for Attendance Co-ordinators on whole school approaches to improving attendance and on associated technical matters (e.g. electronic records).
- Dissemination of good practice (e.g. incentives and reward schemes), developing internal attendance panels.
- Initiating specific whole school projects and incentive schemes (following consultation with schools), e.g. 'Attendance Days', competitions, questionnaires, surveys, leaflet drops, training workshops, staff room and library sessions.
- Transition (KS 2 ~> 3) focus – projects.

## 2.6.7 Inter-agency, community and social inclusion initiatives

Warwickshire ESWS will further develop its links with other agencies, including Connexions, Social Services, Youth Offending and voluntary agencies in order to develop inter-agency initiatives to address non-school attendance in a 'joined up' manner. It will also develop community based initiatives and projects in order to raise public awareness of the importance of school attendance and to address the issue directly in the community. Such initiatives will include:

- publicity events (in public places);

- 'road shows';
- truancy 'sweeps';
- attending neighbourhood forums;
- developing joint systems with agencies, including SSD, Youth Offending Teams, the police and Connexions;
- sharing and analysing local/national data;
- targeting attendance 'hot spots' with the use of mail-shots, publicity etc; and
- raising the profile of school attendance as an important issue in new and creative ways.

# Section 3: Non-School Attendance Legal Intervention Strategy

**Policy Aim:** To ensure educational entitlement and regular school attendance.

**Policy Context:** Warwickshire Education Social Work Service (ESWS) firmly believes that the best place for a child/young person to learn and make the best possible preparation for adult life is in school or in an educational placement agreed/approved by the LEA. We seek to achieve this in partnership with school, other education providers, pupils, parents and communities

There are many occasions when the ESWS provides 'support to pupils and parents' through direct interventions using a range of strategies and partnerships. However, there are occasions when legal intervention is necessary to enforce school attendance.

This strategy provides a framework within which Warwickshire ESWS will exercise its legal intervention powers.

## 3.1 Policy Legal Framework

The ESWS in exercising its intervention powers takes into account the following:

- The Education Act 1996, Section 443-448.
- The Children Act 1989, Section 36 (ESOs).
- The Education (Pupil Registration) Regulations 1995./Ammendment 2001
- The Crime and Disorder Act 1998.
- Pupil Inclusion Circular 10/99.
- PACE (Police and Criminal Evidence Act (1984)+ Codes of Practice.

The DfES places a duty on the ESWS, to exercise its functions with a view to promoting high standards.

This policy framework relates specifically to the exercise of the ESWS's legal intervention powers and is additional to other support for improving school attendance.

This framework is intended as guidance and must be read in conjunction with the Service's other support strategies and appropriate legislation.

Any identified statutory timescales will be followed. The ESWS will use the legal framework as a positive tool to promote the satisfactory education development and welfare of the child.

## 3.2 Principles

- All children of school age need to be in education.
- The provision of a clear and transparent approach to parents who fail to fulfil their responsibility to ensure children are in school.
- Children have a right to a suitable education and must not be prevented from achieving or fulfilling that entitlement.

## 3.3 Taking legal action in respect of education

The responsibility to consider legal proceedings is held by the Principal Education Social Worker (PESW). The PESW can delegate this responsibility to the Area Manager.

Only unauthorised absences can be considered for Court, although a complete picture of a pupil's absences will be offered to the court in the certificate of absence (taken from the register). However, in the event of a prolonged or irregular absence in a half term period being authorised by a school, and additional information raises doubt over the original marking of the register, this can be changed. Parents must be informed of the new status of the child's absence. This may then be referred for legal action.

Each case will be considered on an individual basis, giving due regard to the Crown Prosecution Service Code of Practice in relation to public interest.

The decision will be made giving consideration to the welfare and safety of the child, the work attempted by the school, ESWS and any contributory factors.

All decisions to commence or not commence legal proceedings will be confirmed in writing to the parent, school and area team. The Principal ESW will make a decision where there is disagreement between a school and the area team manager.

### 3.3.1 Criteria for Instigation of Legal Intervention

Note: Consideration must be given to applying for an Education Supervision Order in all cases.

#### Process 1: Not on a school roll

Parents are not providing approved education (School Attendance Order).

#### Process 2: Key Stage 4

Referral is made and target for improvement set in writing. This is reviewed and where target not met prosecution follows.

### Process 3: Attendance Panel

Pupil not meeting set target. Parents refuse to engage with the panel.

### Process 4: Case Work Plan

Avoidance by parent to engage with casework plan. At any time in this plan legal intervention can be invoked.

The following factors should be considered when making a decision concerning the appropriateness of taking legal proceedings.

- Are the parents preventing the child from attending school?
- Are the parents avoidably neglecting to fulfil their parental duties?
- Has there been school action?
- Has there been a case review?
- Have the family refused to enter into/comply with Case Work plan(s) to address the non-attendance?
- Has the pupil met her/his attendance target?

The following factors may be considered that mitigate against taking legal proceedings.

- Unresolved problems within the school (e.g. SEN, Statement)
- The 'Looked After' status of the child.
- Case Law.
- All cases where a Child Protection matter is present must be referred to the P.E.S.W. for consideration.
- Statutory defences, e.g. Religious observance, medically unfit, distance from school and 'any unavoidable cause'.

### 3.3.2 Parental responsibility and/or day to day care

Parents are responsible for ensuring their children receive education.

Estranged parents with whom the child has had regular contact may be prosecuted as well as the day-to-day carer. Evidence would need to be produced by the ESW and the school to confirm the absent parent has been kept fully informed. Each situation must be dealt with on an individual basis, always remembering the welfare and safety of the child is the paramount concern.

The term 'parent' also includes those who are not a natural parent but have parental responsibility for the child as defined by the Children Act 1989 or who have care of the child as defined by the Education Act 1996.

### **3.3.3 Record Keeping**

In accordance with legal requirements accurate records will be made of all contacts/visits, completed as soon as possible, but within 24 hours.

### **3.3.4 Legal Representation**

The ESWS, in presenting cases to Court, will be represented by legally qualified and appropriately experienced staff.

The Court Officer will meet regularly with Legal Services representatives to promote understanding and good communication. Legal Services representatives to attend ESWS SMT twice per year.

### **3.3.5 When parents fail to appear in Court**

Section 444(1), if parent(s) fail to attend court submissions will be made for the case to proceed unless there is clear evidence that the case should not be heard on that day, e.g. Parent in hospital, Bereavement.

Section 444(1A), if parent(s) fail to attend court a request will be made for the matter to be adjourned, if the parent fails to attend on the second listing, without reasonable cause, an application will be made to the court for a warrant backed with bail to be issued.

### **3.3.6 Costs**

The ESWS will seek costs, in order to recover full or partial compensation for the expenditure involved in taking legal action.

### **3.3.7 Attendance at court**

The court officer will be in attendance in court.

The court officer will write advising of the outcome of the case to the Area Manager ESWS and school.

The ESW who produces the Witness Statement will appear in court as required.

### **3.3.8 Accountability**

The ESWS will monitor outcomes in order to inform good practice and evaluate the effective use of resources and strategies.

### 3.3.9 Data

The Court Officer will establish a management system to provide the following:

- statistics for Annual Report;
- data re: hotspot areas;
- evaluation of resource management;
- details of practice issues;
- a report for PESW where required; and
- a termly report to the Leadership Team.

# Appendix 1: Model School Attendance Policy (with acknowledgements to the DfES Best practice web site)

## A framework for a whole school policy on attendance

### Mission Statement

School seeks to ensure that all its pupils receive a full-time education which maximises opportunities for each pupil to realise his/her true potential.

The school will strive to provide a welcoming, caring environment, whereby each member of the school community feels wanted and secure.

All school staff will work with pupils and their families to ensure each pupil attends school regularly and punctually.

The school will establish an effective system of incentives and rewards which acknowledges the efforts of pupils to improve their attendance and timekeeping and will challenge the behaviour of those pupils and parents who give low priority to attendance and punctuality.

To meet these objectives \_\_\_\_\_ School will establish an effective and efficient system of communication with pupils, parents and appropriate agencies to provide mutual information, advice and support.

### **Whole school policy for school attendance - aims**

1. To improve the overall percentage of pupils attending school.
2. To make attendance and punctuality a priority for all those associated with the school including pupils, parents, teachers and governors.
3. To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
4. To provide support, advice and guidance to parents and pupils.
5. To develop a systematic approach to gathering and analysing attendance related data.
6. To further develop positive and consistent communication between home and school.
7. To implement a system of rewards and sanctions.
8. To promote effective partnerships with the Education Social Work Service and with other services and agencies.
9. To recognise the needs of the individual pupil when planning reintegration following significant periods of absence.

### **Aim No. 1: To improve the overall percentage attendance of pupils at school**

1. Apply Whole School Attendance Policy consistently.
2. Establish and maintain a high profile for attendance and punctuality.
3. Relate attendance issues directly to the school's values, ethos and curriculum.
4. Monitor progress in attendance measurable outcomes.

**Aim No. 2: To make attendance and punctuality a priority for all those associated with the school including pupils, parents, teachers and governors**

1. Use school prospectus/staff handbook/pupil planner or diary and DfES literature.
2. Produce termly/annual reports to parents/governors.
3. Hold induction Year 7 evening for parents/pupils.
4. Produce newsletters.
5. Provide INSET training for appointed/promoted staff.
6. Display materials at focal points – form rooms etc.
7. Discuss attendance issues in Education Social Work Service/Pastoral staff evaluation meetings and/or in relevant staff meetings (e.g. attendance review meetings).
8. Introduce award systems, including badges, trophies, certificates, chocolates, end of year prizes, etc.

**Aim No. 3: To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks**

1. Maintain unambiguous procedures for statutory registration.
2. Make phone/letter contact, using designated school staff, on first day of absence.
3. Ensure clearly defined late registration procedures.
4. Respond swiftly to lateness (in respect of both pupils and parents).
5. Appoint an Attendance Co-ordinator with appropriate time set aside.
6. Define clearly the roles and responsibilities within the school staffing structure.
7. Have clear procedures prior to referral to Education Social Workers.
8. Review attendance regularly.
9. Be familiar with the Education Social Workers' referral and recording system.

#### **Aim No. 4: To provide support, advice and guidance to parents and pupils**

1. Highlight attendance via:

- PSE
- 'Bully line'
- School counsellor
- Making use of available resources
- Breakfast clubs
- Assemblies
- Staff available to talk to pupils
- 'Mentors' system
- Homework clubs
- Displays

2. Outline the support offered by the school.

3. Set aside area/time for parents to speak to staff.

4. Seek improved communication with parents e.g. when parents ring in.

5. Produce 'problem page' for pupils in Year 7.

6. Provide accurate and up-to-date contact information for parents.

7. Involve parents from earliest stage.

#### **Aim No. 5: To develop a systematic approach in gathering and analysing attendance related data**

1. Consider the advantages of computerised registration.

2. Standardise recording of:

- authorised/unauthorised absence (and to have decided after two weeks)
- educational activity
- actual attendance

3. Be consistent in the collection and provision of information.

4. Decide what information, if any, is provided for:

- governors
- other school staff
- pupils (individual or groups)
- pastoral staff
- parents
- education social work service

5. Identify developing patterns of irregular attendance and lateness.

**Aim No. 6: To further develop positive and consistent communication between home and school**

1. Initiate first day absence contact.
2. Make full use of computer generated letters (SIMS Handbook).
3. Promote expectation of absence letters/phone calls from parents.
4. Explore the wide range of opportunities for parental partnerships (see Aim 2).
5. Provide information in a user-friendly way (may include languages other than English, and non-written).
6. Encourage all parents into school.

**Aim No. 7: To implement a system of rewards and sanctions**

1. Identify finance for a system of rewards.
2. Actively promote attendance and associated reward and effective sanctions.
3. Ensure fair and consistent implementation.
4. Involve pupils in system evaluation.
5. Make use of imaginative and immediate sanctions.
6. Take action which accords with objectives agreed between school and others, e.g. Education Social Worker, parent, Behaviour Support Service.

**Aim No. 8: To promote effective partnerships with the Education Social Work Service and with other services and agencies**

1. Designate key staff for liaison with Education Social Work Service and other agencies.
2. Give priority to timetabled meetings with Education Social Work Service.
3. Carry out initial enquiries/intervention prior to referral.
4. Gather and record relevant information to assist completion of Education Social Work Service.
5. Hold termly attendance review with key school staff and Education Social Work Service. (A4 category schools only)
6. Arrange multi-agency liaison meetings as appropriate.
7. Establish and maintain list of named contacts within the local community e.g. community police contact officer.
8. Encourage active involvement of other services and agencies in the life of the school.
9. Develop understanding of agency constraints and operating environments.
10. Supporting inset for school attendance co-ordinators.

**Aim No. 9: To recognise the needs of the individual pupil when planning reintegration following significant periods of absence**

1. Be sensitive to the individual needs and circumstances of returning pupils.
2. Involve/inform all staff in/of reintegration process.
3. Provide opportunities for counselling and feedback.
4. Consider peer support and mentoring.
5. Involve parents as far as possible.
6. Agree timescale for review of reintegration plan.
7. Include Education Social Workers, parents and pupil in reintegration plan.

# Appendix 2: Registration Procedures and Regulations

This section provides information concerning the regulations related to attendance and registration.

## Regulations concerning School Attendance - in brief

- All children of compulsory school age must receive suitable education (**Section 7, Education Act 1996**).
- A child of compulsory school age who is registered at school must by law attend regularly and punctually.
- Attendance registers are required by law to be called twice a day.
- The Head Teacher is responsible for registering attendance, but may delegate this responsibility to teaching staff.
- By law only the school can approve absence, not the parent.
- The absence of a pupil without an established reason should be recorded as unauthorised.

## Regulations concerning Registration - in brief

- In law parents have the prime responsibility for ensuring that registered pupils of compulsory school age attend school regularly. (Section 576, Education Act 1996)
- A child becomes a 'registered pupil' from the first session he/she physically attends the school.
- The law requires a school to maintain an official register, whether manual or on computer. In both, the original entry in a register and any subsequent correction must be clearly distinguishable. Both the original entry and the correction should be preserved so that on retrieval, the entries appear in chronological order.
- All schools must keep an admissions register.
- Attendance registers must be kept for three years after the date on which they were last used.

### (Regulation 15, Education (Pupil Registration) Regulations 1995 amended)

- The law allows registers to be kept on computers. Staff must print the attendance register at least once a month.
- In law all schools, when completing main registers, are required to indicate whether each registered day pupil is **present, engaged in an approved educational activity** or **absent**.

### The Education (Pupil Registration) Regulation 1995

- Attendance registers are required in law to be called twice a day, usually at the commencement of the morning session and the commencement of the afternoon session (**1995 Regulation 7(1)**) However from the 1st January 1998 the proprietor (governing body) of the school had the discretion to decide the timing of afternoon registration (3(1)(4)). Morning registration must be at the beginning of the morning session.

(Note - if an afternoon register is taken at the end of the afternoon session there needs to be a system of lesson registration in place for fire purposes.)

- The Education (Pupils' Attendance Records) Regulations 1991 require that schools should publish the previous year's attendance figures.

### The Education (Pupil Registration) Regulations 1995 including Categories

There are only four registration categories (but several symbols are used to indicate these categories). These are:

- **Present:** Pupil is on school premises at time of registration.
- **Approved Educational Activity** away from school (The Education (Pupil Registration) (Amendment) regulations 1997 3(2), (3), (5)): "Approved Educational Activity" covers specified types of supervised activity, undertaken off site but with the approval of the school.
- **Authorised Absence:** Pupil has the authority of the school to be absent either given in advance or afterwards.
- **Unauthorised Absence:** No explanation received or an unacceptable reason given.

## Please also note the following regulations

- **Regulation 7(4):** Where the reason for a pupil's absence cannot be established when the register is taken, the absence should be recorded as unauthorised.
- **Regulation 7(5):** A pupil's name may not be deleted from the attendance register unless it has also been deleted from the admission register.
- **Regulation 9(1)(e):** A pupil can be deleted from the admission register if the pupil has failed to return to school within 10 school days of the agreed return date from a leave of absence (e.g. extended leave) if this absence is not due to sickness or any other unavoidable cause and every reasonable effort has been made to ascertain their whereabouts.
- A school can register 'traveller' children even if they are on the roll of another school. The school the child normally attends is the base school registration, elsewhere is temporary.

## Approved Educational Activity

The following types of activity are included in this category.

- Work experience placements for students at Key Stage 4/5.
- Field trips and educational visits at home and abroad.
- Sporting activities approved by the school.
- FE college link courses where students attend for part of the time.
- Students receiving tuition at another school while remaining on roll at their home school.

## Authorised Absence

There are four main categories.

- When the student is prevented from attending by sickness.
- A day set apart for religious observance by the religious body to which the parents belong.
- No suitable transport is available and the school is not within walking distance.
- Traveller absence – where traveling pupils are away from school as a result of their family being on the road.

## Other categories of authorized absence

- Holiday leave, agreed by the Head Teacher, up to a maximum of 10 school days in any academic year.
- Extended leave in exceptional circumstances only – agreed by the Head Teacher.
- Study Leave up to a maximum of two weeks for Year 11 pupils only.
- Attendance at an interview with a prospective employer or another educational establishment.
- Medical or dental appointments by necessity made in school time.
- Exclusions of fixed term.
- Domestic circumstances which could include death of a close relative, a house fire, family wedding or exceptional traumatic event.

## Unauthorised absence

There are only two categories of unauthorised absence:

- Truancy - where a student is away from school without permission from an authorised person  
Note: The parent or carer is not able to authorise absence and the school can refuse to accept their reasons for absence.
- Late after the register has closed without permission from an authorised person.  
Note: Schools should stipulate a time when their register closes - half an hour after the register opened is the recommended time period.

Note: Code 'N' is not a legal code because it designates a reason for absence is still being awaited but if left on registers it is counted as an unauthorised absence for statistical purposes.

# Appendix 3: Standard Attendance Codes

(Information to assist in the marking of school registers using the SIMS WINDOWS module)

Symbol	Status/Meaning	When to use
^	Present	To denote attendance a.m. (^) and p.m. (\)
*	Not on Roll	To be used before and/or after student joins/leaves school. Students can be removed from register after 4 weeks unexplained non-attendance, provided all reasonable attempts have been made to verify their whereabouts, (including contact with ESW)
#	Holiday for All	To be used for all school holidays including additional Bank Holidays
!	Need Not Attend <b>Attendance Not Required</b>	To be used for sessions of a part time timetable where student not expected into the school, (e.g. Nursery, Reception, Re-Integration) and for Traveller children who have completed their minimum 200 sessions p.a. and are on the road.
@	Late after close of registration. <b>Unauthorised Absence</b>	This symbol is usually used 30 minutes+ after session begins, (OFSTED guidelines)
B	Educated off site. <b>Approved Educational Activity</b>	To be used where student is attending at another education site e.g. college, PRU, hospital school,
C	Other authorised circumstances <b>Authorised Absence</b>	To be used ONLY in EXCEPTIONAL circumstances, where no other symbol applies, e.g. funerals. Needs to be agreed by Year Head/Pastoral Co-ordinator.
D	Doctor/Dental related appointments <b>Authorised Absence</b>	To be used to indicate 'one off' appointments for doctor's, dentists, opticians, physiotherapists, counsellors etc.
E	Exclusion <b>Authorised Absence</b>	To be used ONLY for formal exclusions, (fixed term or permanent up to ratification by School Governors)
G	School Specific Category <b>To be agreed</b>	This is to be used ONLY in conjunction with the ESWs for agreed time limited monitoring of specific issues affecting attendance in a particular school.
H	Agreed Term Time Holiday. <b>Authorised Absence</b>	To be used for a MAXIMUM of 10 days per academic year, following prior authorisation by Head Teacher/Year Head. Additional days/holidays taken WITHOUT PRIOR agreement to be marked O

Symbol	Status/Meaning	When to use
I	Interview in school time. <b>Authorised Absence</b>	To be used where student attends educational based interviews – new schools, FE, New Start etc.
L	Late before closure of registration. <b>Present</b>	To be used where student arrives within 30 minutes of session commencement time.
M	Medical related absence <b>Authorised Absence</b>	To be used for both absence through illness, (short and long term). NB Genuine medical absence is likely to be in 'blocks'. Patterns of odd day absences should always be drawn to the attention of the Head Teacher/Year Head.
N	No reason yet given for absence. <b>Unauthorised Absence</b>	To be used before explanation received from parent/carer and overwritten with appropriate code once that is available. MAXIMUM time to be left on register is 10 school days. If no reason given substitute O
O	Unauthorised Circumstances. <b>Unauthorised Absence</b>	To be used in all circumstances where either no appropriate explanation given or school does not accept the explanation provided.
P	Approved Sporting Activity. <b>Approved Educational Activity</b>	To be used where student takes part in agreed sporting activities off site.
R	Religious Observance <b>Authorised Absence</b>	To be used where student is absent for Saints' Days, Holy Days, Church visits etc.
S	Study Leave <b>Authorised Absence</b>	To be used for officially sanctioned study leave in Year 11 only prior to national exams. Government guidelines recommend no more than 15 days in any school year.
T	Traveller absence <b>Authorised Absence</b>	To be used for students from travelling families, where there is agreed intention to return at a later date and the child has not completed the annual minimum required attendance for travellers, (200 sessions p.a.)
V	Educational Visits <b>Approved Educational Activity</b>	To be used if student undertakes off site visits as part of curriculum activity. This would include induction days.
W	Work Experience <b>Approved Educational Activity</b>	To be used where student is undertaking officially sanctioned work experience. Actual attendance must be confirmed with employer.
X	Only staff should attend	Staff Training Days within Term Time
Y	Enforced closure <b>Attendance Not Required</b>	School emergencies, unplanned closures.
Z	Late because of transport problems. <b>Present</b>	This code is to be used to monitor the disruption resulting from lateness caused by education department provided transport, e.g. school buses, mini-buses, taxis etc., where the fault is that of the transport provider, and not the pupil or their parents/carers.

## Appendix 4: Holidays in term time letter

Dear Parent    **Re: Holidays and Unauthorised Absences**

Some parents arrange family holidays during term time, which leads to problems for all concerned:

- your child's education suffers;
- lessons and extra curricula activities are missed;
- continuity of project work is lost;
- there is often no opportunity for teachers to set additional work or to assist a child in catching up on their return from holiday;
- the class is generally disrupted; other pupils suffer as a result; and
- you may be in breach of your legal obligation to send your child to school.

There is a common misconception that any pupil is allowed to take 10 days holiday per academic year in term time. This is not strictly true. Parents are entitled to ask for leave of absence of up to 10 school days for an annual family holiday, and this may be authorised by the school. Only in exceptional circumstances can any more than 10 days be granted. The Department for Education and Skills expects us to actively discourage all holidays in term time, (School Attendance – Policy and Practice on Categorisation of Absence, Circular 10/99).

School governors wish to stress that any request for holiday absence will be considered very carefully. The following factors will be taken into account:

- the child's general attendance/punctuality record;
- the number of previous similar requests;
- the time of year that the child will be absent. (For example, requests for leave of absence at the start of a school year, or when examinations are taking place, are very unlikely to be met with consent).
- the clear educational nature of the proposed holiday; and
- any second request in the same academic year will be automatically refused, save in exceptional circumstances.

If you are unable to avoid requesting absence during school term, an application must be made to the appropriate head teacher on an application form (available from the School Office) and/or letter as required by the school. This should be **not less than six weeks** before the absence is due to start.

A response will be sent to you within 14 days of receipt of your request. If your request is refused, but the child will still be absent from school, the absence will be recorded as unauthorised.

Any unauthorised absence is damaging to your child's education as well as reflecting badly on the school. Please consider this matter very carefully before making a request for absence during term time.

# Appendix 5: Holiday in term time model form

## Application for Leave of Absence for a school pupil for an annual family holiday

### Important information for parents/carers

- There is no automatic right to absence for a family holiday. Authorisation will depend on current attendance record
- Requests for leave of absence should be sent to the school **no less than** 6 weeks prior to the start of the holiday
- Authorisation during SATs, GCSEs (including mock Exams) and in the first term of any new school placement is **not likely** to be granted
- Any requests for extended leave, i.e. more than 10 school days in any academic year, will result in an interview with a senior member of staff to consider options for ensuring continuity of education. Only in *exceptional circumstances* will such leave be authorised.

I wish to apply for leave of absence from school to be granted to:

Name of Child..... Form Group.....

Dates of proposed Absence: From..... To:.....

Reason for Proposed Absence.....

Total Days Requested On This Occasion

Total Days Taken Previously This Academic Year

Signature of Parent/Carer..... Date:.....

Print Name .....

For School use only			
Timetable checked?	<input type="checkbox"/>	Form tutor consulted?	<input type="checkbox"/>
Previous holiday checked?	<input type="checkbox"/>	Current Attendance %	<input type="text"/>
Interview offered to parent/carer?	Y/N	Date .....	
Authorised?	Y/N	Signature.....	Date.....

N.B. REGULATION 12 of SCHOOLS REGULATIONS 1981 states:

1. In pursuance of arrangements made by the Governing Body of the school, on application made by the parent, or other person having charge of a pupil, he may be granted leave of absence from school from the school to enable him to partake of an annual family holiday or go away on an annual holiday.
2. Save in exceptional circumstances, a pupil shall not, in pursuance of this Regulation, be granted more than two weeks leave of absence in any year.

# Appendix 6: Warwickshire Education Social Work Service Structure Chart

