



Whole School Attendance Policy

Date of next review: September 2026

Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented
October 2025	Headteacher	Hampshire Model Policy adopted	17.11.25

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1. Introduction/Aim

At Samuel Cody School we believe that regular school attendance is essential if children are to achieve their full potential. We value the attendance of all students. Missing out on lessons leaves children vulnerable to falling behind and can put them at risk of wider harm. There is a [wide range of evidence](#) as to the health and wellbeing benefits of school-age education. [Research](#) commissioned by the Department for Education shows missing school for even a day can mean a child is less likely to achieve good grades, which can have a damaging effect on their life chances. As set out in this policy, we will work with families to identify the reasons for poor attendance and try to resolve any difficulties at the earliest opportunity. We also recognise that sometimes our students have needs and disabilities that necessitate absence.

Our attendance policy aims to give clear guidance to staff, parents, students, and governors to:

- Promote good attendance, enabling student's achievement by establishing the highest possible levels of attendance and punctuality.
- Recognise the key role of all staff in promoting good attendance.
- Provide a clear framework for monitoring and responding to student absences, acting early to address patterns of absence.
- Building strong relationships with families to ensure students have the support in place to attend school.
- Promote positive support systems and advocate multi-agency approaches to improve attendance.
- Make parents aware of their legal responsibilities and ensure their children have access to the education to which they are entitled.

We recognise that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on safeguarding, prevention of bullying, behaviour, and inclusive learning. This policy also considers the Human Rights Act 1998, the Equality Act 2010, UN Convention on the Rights of the Child, and other relevant legislation.

2. Legal Framework

This policy meets the requirements of the [Working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#).

Section 7 of the 1996 Education Act states that parents must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability, and aptitude to any special educational needs they may have, either by regular attendance at school or otherwise. A child is of compulsory school age at the beginning of the term following their 5th birthday. A child ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16.

The government expects all schools and local authorities to:

- Promote good attendance and reduce absence, including persistent and severe absence.
- Ensure every student has access to full-time education to which they are entitled.
- Act early to address patterns of absence.

Parents are expected to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly.

In accordance with the Education Act 1996, we will work with parents and carers and the Local Authority to ensure that parents and carers are supported to secure education for children of compulsory school age. Where required, we will formalise support and where necessary, work with the LA to use legal measures.

A “Parent” is defined as:

- Any natural parent, whether married or not.
- Any parent who, although not a natural parent, has parental responsibility as defined in the Children Act (1989) for a child or young person.
- Any person who, although not a natural parent, has care of a child or young person.

3. Roles and Responsibilities

At Samuel Cody School, we believe that improving school attendance is everyone’s business. It is a shared responsibility by governors, all school staff, parents, students, the wider school community and multi-agency partners. We aim to always work in partnership with our parents.

Role	Name	Contact details
Senior Attendance Lead/Champion	Rebekah Brumby	r.brumby@samuelcody.hants.sch.uk
Attendance Officer (Primary)	Helen Sandhu	h.sandhu@samuelcody.hants.sch.uk
Attendance Officer (Secondary)	Sarah Sanders	s.sanders@samuelcody.hants.sch.uk
Attendance Officer (Cody Oaks)	Laura Carrington	l.carrington@samuelcody.hants.sch.uk

The Governors of Samuel Cody School recognises the importance of school attendance and promotes it through the school’s ethos and across its policies. They may take an active role in attendance improvement by:

- Setting high expectations of all leaders, staff, students, and parents so that children attend school every day and are safeguarded.
- Identifying a member of the governing body/trustee to lead on attendance matters and ensuring that there is a named senior manager to lead on attendance.

- Prioritising attendance in strategies, such as raising attainment, behaviour and combatting bullying, special educational needs and disabilities, wellbeing, and safeguarding.
- Ensuring school leaders fulfil expectations and statutory duties by rigorously evaluating the effectiveness of the school's attendance procedures so that consistent attendance support is provided for all students.
- Ensuring the schools' attendance management processes are delivered effectively, and that consistent attendance support is provided for students who require it most by prioritising the staff and resources needed. This includes ensuring schools engage and work effectively with the local authority School Attendance Support Team and wider local partners and services.
- Regularly reviewing attendance data, discussing, challenging trends, and helping school leaders focus improvement efforts on the individual students or cohorts who need it most.
- Ensuring high aspirations are maintained for all students and processes for support are adapted to the individual needs of students including those with long term illnesses, special educational needs and disabilities, students with a social worker, those students under the Virtual School and students from cohorts with historically lower attendance such as those eligible for free school meals.
- Ensuring all school staff receive adequate training on attendance and that relevant staff have access to opportunities to share and learn from good practice in other schools.
- Ensuring that attendance data is shared with the Local Authority or Department for Education in line with statutory reporting deadlines.
- Reviewing the school's Attendance Policy on at least an annual basis, ensuring that the required resources are available to fully implement the policy, which is published and publicised regularly so that it is easily accessible to students, parents and staff.

The Senior Leadership Team at Samuel Cody School will:

- Actively promote the importance and value of good attendance to students and their parents.
- Form and maintain positive relationships with students and parents.
- Ensure that there is a whole school approach which reinforces good school attendance, with good teaching and learning experiences, with a whole school culture that encourage all students to attend and to achieve.
- Make sure all teaching and non-teaching staff know the importance of good attendance, are consistent in their communication with students and parents, and receive the training and professional development they need.
- Have a clear school attendance policy which all staff, students and parents understand. Monitor the implementation and effectiveness of the Attendance Policy and ensure that the policy is reviewed annually.
- Ensure the school have accurate, complete admission and attendance registers and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify students or cohorts that require support with their attendance and put effective strategies in place.

- Share information and work collaboratively with other schools in the area, local authorities, and other partners where a student's absence is at risk of becoming persistent or severe.
- Ensure that there is a named Senior Attendance Champion to lead on attendance and allocate sufficient time and resource.
- Attend the termly school attendance supporting meetings with the local authority, focusing on those students with severe absence, making sure a regularly reviewed plan is in place.

All staff at Samuel Cody School will:

- Actively promote the importance and value of good attendance to students and their parents.
- Form positive relationships with students and parents.
- Contribute to a whole school approach which reinforces good school attendance; with good teaching and learning experiences that encourage all students to attend and to achieve.
- Know the importance of good attendance, are consistent in their communication with students and parents, and receive the training and professional development they need.

The members of staff responsible for attendance will work to further develop relationships with families to bring about improved attendance. This may involve seeking multi-agency support.

Samuel Cody School requests that parents:

- Take a positive interest in their child's work and educational progress.
- Ensure their child has regular attendance at school.
- Instil the value of education and regular school attendance within the home environment.
- Contact the school if their child is absent to let them know the reason why and the expected date of return, following this with a note wherever possible.
- Avoid unnecessary absences; for example, by making medical and dental appointments for outside of school hours.
- Ask the school for help if their child is experiencing difficulties with any aspect of their schoolwork or home and family life.
- Inform the school of any change in circumstances that may impact on their child's attendance.
- Support the school by becoming involved in their child's education, forming a positive relationship with school, and acknowledging the importance of children receiving the same messages from both school and home.
- Maintain effective routines at home to support good attendance.
- Attend all meetings requested to discuss attendance issues.

Further information can be found at: [Attendance guidance for parents | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/attendance-guidance-for-parents)

Students will:

- Be aware of the school's attendance policy and when and where they are required to attend. This will be communicated to them by school staff, parents and through the school timetable.
- Speak to their class teacher or another member of staff if they are experiencing difficulties at school or at home which may impact on their attendance.
- Follow the school procedure if they arrive late. This will help the school to monitor attendance and keep accurate records for the child's individual attendance. This is also vital for health and safety in the event of a school evacuation.

4. Categorising Absence and Attendance

When marking our registers, we will apply the national codes as outlined and regulated by the Department for Education guidance to accurately record and report attendance.

4.1 Leave of Absence

We believe that children need to be in school for all sessions so that they can make the most progress possible. However, we do understand that there are times where a parent may legitimately request leave of absence for a child due to 'exceptional circumstances. At Samuel Cody School, leave of absence is only granted at the discretion of the Headteacher and shall not be granted unless there are 'exceptional circumstances. Samuel Cody School will respond to all applications for leave of absence in writing.

Parents wishing to apply for leave of absence during term time must apply in writing to the Headteacher at least a month before the planned leave (see Appendix 1). If a written request for leave of absence is not completed and the leave is taken without a request being submitted, the leave will not be considered by the Headteacher, and it will be marked as unauthorised. Samuel Cody School will treat each application individually and discuss with you the circumstances of the application before a decision is made. Retrospective requests will not be considered and therefore will result in the absence being categorised as unauthorised.

A penalty notice request or a referral for prosecution may be submitted to the Local Authority should: -

- The parent fails to submit a leave of absence request in advance of taking the leave.
- An application for a leave of absence is not agreed by the Headteacher but is still taken.
- A longer period is taken more than the agreed number of days.

When absence is granted by the Headteacher, the parents will need to agree a date of return. If a student fails to return on the expected date and contact is not received from, or made

with the parents, school will seek advice from the Local Authority. This could result in possible children missing from education procedures being instigated.

The 1996 Education Act also sets out the circumstances in which a student has not failed to attend school regularly and therefore the parent has not committed an offence.

4.2, 4.3, 4.4 are examples of these. The full list is in the Appendix 5.

4.2 Medical Appointments and absence due to illness

Parents should try to make appointments outside of school hours wherever possible. Where appointments during school time are unavoidable, we ask that parent notifies the school in advance of the appointment wherever possible. The student should only be out of school for the minimum amount of time necessary for the appointment. In most circumstances, a child should not miss a whole day at school for an appointment unless they are likely to be heightened and attending school is not in their best interest. No student will be allowed to leave the school site without prior parental confirmation.

In line with Department for Education guidance, if we do have a genuine concern about the authenticity of the illness, we may ask the parent to provide medical evidence, such as a prescription, appointment card, or other appropriate form of evidence. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.

Where a child has an emerging a pattern of non-attendance, we will discuss the reasons for absence with the child's parent. We will invite parents to attend a support meeting as an appropriate early intervention strategy. As part of this support, we may seek consent from parents and the student as appropriate to make a referral to the School Nursing Team and/or to liaise with the child's healthcare professional.

Where a student has a verified and chronic health condition, we will aim to work with parents to ensure children have access to education and provide appropriate support in line with [Supporting students with medical conditions at school](#) and Hampshire policies regarding supporting children with health issues, [Behaviour and attendance resources for schools | Hampshire County Council \(hants.gov.uk\)](#). We will also consider whether an Individual Healthcare Plan is required.

4.3 Student Absence for the purposes of Religious Observance

Samuel Cody School acknowledges the multi-faith nature of British society and recognises that, on some occasions, religious festivals may fall outside school holiday periods or weekends and is recognised as such by a relevant religious authority. Where this occurs, the school will consider either authorising the student absence or making special leave for religious observance. Parents are requested to give advance notice to the school.

[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](#) page 86.

4.4 Parent travelling for occupational purposes

The student is a mobile child and their parent(s) is travelling in the course of their trade or business and the student is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place.

To ensure we can effectively support all our students, we ask that parents:

- Advise the school of their forthcoming travelling patterns as soon as these are known and before they happen; and
- Inform the school regarding proposed return dates.

4.5 Unauthorised Absence

Absence will not be authorised unless parents have provided a satisfactory explanation, and it is accepted as such by the school. The decision to authorise absences is at the discretion of the Headteacher. Examples of unsatisfactory explanations include but are not limited to:

- A student's/family member's birthday.
- Shopping for uniforms.
- Arrangements or appointments for cutting the student's hair.
- Closure of a sibling's school for INSET (or other) purposes.
- Inability to attend owing to inadequate personal/family organisation.
- A refusal to attend school on health grounds but where the student is considered well enough to attend.
- Absences taken without the authorisation of the school.

5. Our Procedures

5.1 Register Keeping and Recording

The Education (Student Registration) (England) Regulations 2006, as amended by 2016 regulations, require schools to take an attendance register twice a day, once at the start of the morning session and then again during the afternoon session.

For the purpose of this policy, the school defines:

“Absence” as:

- Arrival at school after the register has closed.
- Not attending school for any reason.

“Regular” attendance as:

- Attendance at every session the school is open to students unless their absence has been authorised.

Cody Oaks

- Students must arrive in school by 9 am on each school day.
- The register for the first session will be taken at 9 am and will be kept open until 9.20 am.
- The register for the second session will be taken at 12.00 pm and will be kept open until 12.20 pm.

Samuel Cody Primary and Secondary School

- Students must arrive in school by 8.45 am on each school day.
- The register for the first session will be taken at 8.45 am and will be kept open until 9.15am.
- The register for the second session will be taken at 12.00 pm and will be kept open until 12.30 pm.

Reporting to parents

Parents have access to their child's attendance and absence levels at all times via Arbor Parent App.

5.2 Late Arrival at School

At Samuel Cody School all students are expected to arrive on time for every day of the school year. The school day begins at 8.45 am (Samuel Cody Primary/Secondary) or 9 am (Cody Oaks). We advise all parents to ensure their child is on site prior to this. The school register will be taken between 8.45-9.15 am (Samuel Cody Primary/Secondary) and 9-9.15 am (Cody Oaks). All students arriving after this time are required to report to reception. If parents/carers do not accompany their child, a reason for their absence must be provided in advance by telephone or email. If their arrival is before the end of registration (shown above) it will be recorded as late using a L code (Late before the close of register).

Students arriving on or after the close of registration shown above will be marked as having an unauthorised absence for the session - U code (Late after the close of register). This is categorised as an unauthorised absence for the session. Parents will be contacted to discuss any patterns of late arrival. Repeated arrival after the close of registration will result in appropriate interventions being instigated and may also result in a penalty notice being issued or prosecution.

5.3 Absence procedure for parents:

A parent has a legal responsibility to ensure that their child attends school regularly. If a child is unavoidably absent from school parents are expected to contact school by email to absence@samuelcody.hants.sch.uk, telephone call or Arbor app on the morning of the first day of absence and on each subsequent day, identifying the reason for absence and the expected date of return. If no contact is received, then absence protocols will be instigated.

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

- Text the student's parent/carer on the morning of the first day of unexplained absence to remind them to provide a reason.
- Within in a hour of sending text message, if still no response, ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school may take further measures and contact other agencies, e.g. social worker, police
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the student was absent
- Call the parent/carer on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- If there is no communication with parents/carers after three days, a home visit will be completed
- Where relevant, report the unexplained absence to the student's youth offending team officer
- Where appropriate, offer support to the student and/or their parents/carers to improve attendance
- Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention, in discussion with the Inclusion Team and the Legal Intervention Team

In certain circumstances the school may also:

- Write to the parents of a student to highlight attendance or punctuality issues.
- Invite parents to discuss how school can support the family to make improvement.
- Refer to Inclusion Support Service for support, guidance, and advice.
- Refer to the Local Authority for joint enquiries to be made to establish the whereabouts of the child through [Inclusion Support Service \(ISS\) | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/inclusion-support-service) and [Behaviour and attendance resources for schools | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/behaviour-and-attendance-resources-for-schools)

- Refer to the Local Authority to consider issuing a penalty notice or to consider prosecution when all other interventions have failed, or an unauthorised leave of absence has been taken.
- Refer the matter to an appropriate external agency for multi-agency support, such as implementing a Family Support Plan or consulting with the Children's Social Care or the police, where there are safeguarding concerns.

5.4 Attendance Rewards & Interventions

The Samuel Cody School will:

- Monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to students and families. This should go beyond headline attendance percentages and should look at individual students, cohorts and year groups (including their punctuality) across the school.
- Use this analysis to provide regular attendance reports to class teachers or tutors to facilitate discussions with students and to leaders (including any special educational needs coordinators, designated safeguarding leads and student premium leads).
- Undertake frequent individual level analysis to identify the students who need support and focus staff efforts on developing targeted actions for those cases.
- Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends. This should include analysis of students and cohorts and identifying patterns in uses of certain codes, days of poor attendance and where appropriate, subjects which have low lesson attendance.
- Benchmark attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement.
- Devise specific strategies to address areas of poor attendance identified through data.
- Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented. The findings should then be used to evaluate approaches or inform future strategies.
- Provide data and reports to support the work of the board or governing body and local authority when appropriate.

Targeted interventions are implemented where a student has declining attendance and we will not wait until attendance is below 90%.

Attendance	90-100%	85-90%	50-85%	Below 50%
Staff focus	Tutor	Attendance officer	SLT Year Group Lead	Attendance Lead

5.5 Support Systems

At Samuel Cody School we recognise that poor attendance can be an indication of difficulties in a family's life. This may be related to problems at home and or in school. Parents are encouraged to inform school of any difficulties or changes in circumstances that may affect their child's attendance and/or behaviour in school, for example: bereavement, divorce/separation, emerging health concerns. This will help the school identify any additional support that may be required.

We also recognise that some students are more likely to require additional support to attain good attendance. The school will implement a range of strategies to support improved attendance based on the individual needs and circumstances of the child.

Strategies we may use to support you include:

In this section, the school should clearly outline all the strategies and services they can employ to support children's attendance where there are emerging concerns. Schools should consider the full range of mechanisms they have available to support the child academically as well as socially and emotionally.

To plan the correct support, we will always invite parents and students to attend a meeting to discuss the concerns and devise a plan to support the child's regular attendance. Support offered to families will be child-centred and planned in discussion and agreement with both parents and students.

In addition:

- Students are supported by Tutor Teams and the Student Support Team in order to promote punctuality and improved attendance in line with our Rewards system.
- Good and/ or improved attendance is celebrated in assembly on a termly basis with certificates and a reward presented by SLT.

The Education Endowment Foundation (EEF) completed a rapid evidence review (March 2022) looking at the impact of a range of studies designed to improve attendance. There was some evidence of promise for parental engagement processes and responsive interventions. Therefore, in addition other methods that may be adopted, that are individual to the child, could include but are not limited to:

- Positive contact with parents/carers
- Reward of an activity they enjoy
- Postcard sent home

- Individual rewards for improved attendance and/or punctuality
- Check in with key named member of staff
- Provision of uniform

5.6 Persistent Absence, Severe Absence and the use of legal interventions

A student becomes a 'persistent absentee' (PA) when their attendance drops to 90% and below for any reason. Over a full academic year this would be 38 sessions (19 days). Absence at this level could cause considerable damage to a child's educational outcomes.

A student becomes a 'severe absentee' (SA) when their attendance drops to 50% and below for any reason. Over a full academic year this would be 190 sessions (95 days). Absence at this level is causing considerable damage to a child's educational outcomes.

The attendance of all students at our school are monitored to identify children who are PA, or are on track to becoming PA. Where emerging concerns are identified we will instigate appropriate and timely interventions as outlined in the section above. Referrals may also be made to external agencies for targeted support. [Inclusion Support Service \(ISS\) | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/inclusion-support-service)

If parents fail to engage with support and their child continues to have unsatisfactory attendance/ punctuality, a request may be made to the Local Authority to pursue legal proceedings either through a penalty notice, consideration of an Education Supervision Order or prosecution via the Magistrates' Court.

Parents found guilty of failing to secure their child's regular attendance at school under the provisions of the Education Act 1996, will receive a criminal record and a maximum penalty of a £1000 fine under a Section 444 (1) offence or a £2500 fine or up to a 3-month prison sentence, under a Section 444 (1a) offence.

In line with Hampshire County Council guidance, we will notify the Inclusion Support Service of all reduced timetables as soon as a plan has been agreed.

6. Related Policies

To underpin the values and ethos of our school and our intent to ensure that students at our school attend school regularly and reach their full potential, the following policies are integral to this approach:

- Safeguarding including child protection.
- Medical needs.
- Admissions.
- Anti-bullying.
- Exclusion.
- Special educational needs.

- Teaching and learning.
- Behaviour and rewards.

7. Statutory Framework

This policy has been devised in accordance with the following legislation and guidance:

- [Working together to improve school attendance, DfE, \(August 2024\)](#)
- [School attendance parental responsibility measures, DfE \(January 2015\)](#)
- [Children missing education, DfE \(September 2016\)](#)
- [Keeping children safe in education, DfE \(September 2024\)](#)
- [Working together to safeguard children, DfE \(July 2023\)](#)

8. Appendices

The following pages contain appendices relevant to this policy.

Appendix 1: Example leave of absence request form
Request to authorise absence from school due to exceptional circumstances

Schools are only able to authorise absence from school in exceptional circumstances. In making a request for an authorised absence from school you will need to explain why the circumstances are exceptional. **Please note:** There is no general right to authorised absence for a family holiday. If you take your child out of school without permission the absence will be unauthorised, and the local authority will consider legal action.

You are advised not to make any arrangements until your request has been considered.

Section A – to the headteacher, I wish to apply for

Child's name: _____ Class: _____
To be authorised as absent from school (please include dates and time):
from _____ to _____ (inclusive dates)
If your child has siblings that are also applying for a leave of absence, please enter their name and school below:
Child's name(s): _____ School(s): _____

Section B Please explain why you are applying for an authorised absence and the circumstances which make your application exceptional ; and therefore, the leave cannot be taken within the normal 13 weeks holiday your child has from school. If you are requesting authorisation to attend a specific event, please confirm the date of the event and explain your travel arrangements. If you require additional space, please continue on the other side of the page.

Section C I am the parent/carer with whom the student normally resides. The information I have given on this form is correct.
Signature (parent/carer): _____ Date: _____

Education (Student Registration) (England) Regulations 2006 have been amended (as of 1 September 2013) to prohibit the proprietor (headteacher) of a maintained school granting leave of absence to a student except where an application has

been made in advance and the proprietor considers that there are exceptional circumstances relating to the application.

Section D – for school use only.

Tick as appropriate.

Request approved for ____ number of days from the dates and times _____

A personal discussion with you is requested. Please contact: _____

Request not approved as the circumstances are not considered to constitute an exceptional reason and/or the impact of this absence will affect your child's educational progress.

PLEASE NOTE: This leave of absence form serves as a Warning to parent/carer. Any unauthorised absence during this period may be subject to a Penalty Notice OR may result in a prosecution if two previous penalty notices have been issued in a rolling three-year period

A Penalty Notice may be issued per parent/carer, per child (i.e. if two parents have two children this may result in four Penalty Notices – two Penalty Notices per parent).

Headteacher: _____ Date: _____

Current attendance rate: _____

Continuation of section B (if required):

Appendix 2: Example reply to leave of absence request

Dear Parent's name,

RE: Absence during term time – Child Name (Child DOB)

Thank you for your application for absence in term time for Child's name. Whilst we appreciate your circumstances, **School Name** do not approve any absences during term time unless they are due to exceptional circumstances as per the guidance from the Department of Education.

The rationale behind this decision is that the Government has provided evidence that satisfactory progress at school is highly dependent on attendance.

School Name works closely with the Inclusion Support Service and if you choose to take your child out of school for the above unauthorised leave, we will notify the local authority and further action including legal action may be considered.

Please note that such a Penalty is issued to each parent for each child taken out of school. A Penalty Notice is a fine of £80 which increases to £160 if not paid within the first 21 days. Thereafter if the Penalty remains unpaid after 28 days this may result in legal action be taken against you. Parents have a duty to ensure their child's regular attendance at school and failure to do so is an offence under Section 444(1) of the Education Act 1996.

I have noted the dates that Child Name will be absent from **School Name**, Dates of leave and the registers will be marked with the G code (unauthorised family holiday) for this period.

If you would like to discuss the matter further, please contact the school on **School Phone Number/contact details**.

Yours sincerely

Headteacher

Appendix 3: Attendance codes

The following codes are taken from Working Together to Improve School Attendance

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
B	Off-site educational activity approved by the school. Schools must also record the nature of the approved educational activity.	<p>Examples of nature of activity</p> <ul style="list-style-type: none"> • 1) Attending taster days at college • 2) Attending courses at college • 3) Attending unregistered alternative provision arranged by the school
D	Dual registered	Student is attending a session at another setting where they are also registered
K	Attending education provision arranged by the Local Authority. Schools must also record the nature of the provision	<ul style="list-style-type: none"> • Attending courses at college • Attending unregistered alternative provision such as, home tutoring
P	Sporting activity	The student is attending a place for an approved educational activity that is a sporting activity
V	Educational visit or trip	An educational visit or trip arranged by or on behalf of the school and supervised by a member of school staff
W	Attending work experience	The student is attending a place for an approved educational activity that is work experience provided under arrangements made by a local authority or the school as part of the student's education

Code	Definition	Scenario
Absent – leave of absence		
C	Leave of absence for exceptional circumstances Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance	Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request. Where a leave of absence is granted, the school will determine the number of days a student can be absent from school
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad	All schools can grant leaves of absence for students to undertake employment (paid or unpaid) during school hours
C2	Leave of absence for a compulsory school age student subject to a part-time timetable	All students of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a student's best interests, there may be a need for a temporary part-time timetable to meet their individual needs
E	Excluded	Suspended or permanently excluded and no alternative provision made
I	Illness (not medical or dental appointment)	The student is unable to attend due to illness (both physical and mental health related). Schools should advise parents to notify them on the first day the child is unable to attend due to illness
J1	Interview	Attending an interview for employment or for admission to another educational institution
M	Medical appointment	Attending a medical or dental appointment
R	Religious observance	The student is absent on a day that is exclusively set apart for religious observance by the religious body the parent(s) belong to
S	Study leave	Studying for a public examination. Must be used sparingly with revision opportunities in school

T	Parent travelling for occupational purposes	The student is a mobile child and their parent(s) is travelling in the course of their trade or business and the student is travelling with them
X	Non-compulsory school age student not required to attend school	

Code	Definition	Scenario
Absent - unable to attend school because of unavoidable cause		
Q	Unable to attend the school because of a lack of access arrangements	This is linked to transport not other access arrangements
Y1	Unable to attend due to transport normally provided not being available	The school is not within walking distance of the student's home and the transport to and from the school that is normally provided for the student by the school or local authority is not available
Y2	Unable to attend due to widespread disruption to travel	
Y3	Unable to attend due to part of the school premises being closed	
Y4	Unable to attend due to the whole school site being unexpectedly closed	Adverse weather
Y5	Unable to attend as student is in criminal justice detention	In police detention, remanded to youth detention, awaiting trial or sentencing, or detained under a sentence of detention.
Y6	Unable to attend in accordance with public health guidance or law	
Y7	Unable to attend because of any other unavoidable cause	An emergency has prevented the student from attending. The unavoidable cause must be something that affects the student, not just the parent.

Code	Definition	Scenario
Unauthorised absence		
G	Unauthorised holiday	Holiday not granted by the school
N	Reason for absence not yet established	Student is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Absent in other or unknown circumstances	Where no reason for absence is established or the school is not satisfied that the reason given
U	Arrival after registration	A student has arrived late after the register has closed but before the end of session.

Code	Definition	Scenario
Administrative Codes		
Z	Prospective student not on admission register	To enable schools to set up registers in advance of students joining the school to ease administration burdens.
#	Planned whole school closure	Whole school closure due to half-term/bank holiday/INSET day/use of whole school as polling station