

# ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



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## **ATTENDANCE POLICY**

**Ownership:** Curriculum Committee

Document Date: Autumn 2025  
Ratification at FGB: Autumn 2025  
Review Date: Autumn 2026

Pupils in St Margaret Clitherow Catholic Primary School are happy, confident and very proud of their school. They clearly understand their mission statement, 'Jesus lives in us, our families, our school, our church, our world. Jesus is our guide, let us follow Him.' They can quote scripture to give examples of how they do their best to follow Jesus every day. Pupils explain that if they ever feel worried about something they are confident that adults will help them in a discreet and caring way. They are fully aware of their responsibilities towards the more vulnerable members of society and can reference Catholic social teaching when discussing their work with the local foodbank.

### **Catholic Schools Inspectorate October 2024**

Pupils enjoy school. They respond well to the high expectations of staff. Pupils strive to do their best and achieve well. Pupils are extremely kind and caring. They frequently give up their free time to help each other. Lessons are free from disruption and lunchtimes are a buzz of happy and harmonious play.

**Ofsted May 2024**

*At St Margaret Clitherow School we are committed to Safeguarding Children*

*Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him*

## Introduction and Background

St. Margaret Clitherow School recognises that positive behaviour and good attendance are essential in order for pupils to get the most of their school experience, including their attainment, wellbeing and wider life chances.

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

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

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called "[Working together to improve school attendance](#)" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.

This policy is written with the above guidance in mind and underpins our school ethos to:

- promote children's welfare and safeguarding.
- ensure every pupil has access to the full-time education to which they are entitled.
- ensure that pupils succeed whilst at school.
- ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school.

It has been developed in consultation with school governors and the Local Authority. It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school's commitment to attendance being everyone's responsibility. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

In addition, all schools follow the DfE's statutory safeguarding guidance, Keeping Children Safe in Education, which emphasises the importance of understanding the potential vulnerabilities of children who are missing or absent from education.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure, and valued.
- Raising and maintaining a whole school awareness of the importance of good attendance and punctuality.
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

**It is a rule of this school that pupils must attend every day, unless there are exceptional circumstances, and it is the headteacher, not the parent, who can**

## **authorise the absence.**

### **Promoting Regular Attendance**

At St. Margaret Clitherow School, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff.

To help us all to focus on this, we will:

- Submit a daily attendance return to the Department of Education, in line with the legal expectations placed on all schools.
- Build strong relationships and work jointly with families.
- Give parents/carers details on attendance in our newsletters.
- Promote the benefits of high attendance.
- Accurately complete admission and, with the exception of schools where all pupils are boarders, attendance registers and have effective day to day processes in place to follow-up absence as required by law.
- Celebrate excellent attendance by reporting individual and class achievements.
- Report to parents/carers regularly on their child's attendance and the impact on their progress.
- Contact parents/carers should their child's attendance fall below the school's target for attendance.

### **Understanding Types of Absence**

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Every half-day absence from school has to be classified by the school (not by the parent), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

**Authorised absences** are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

**Unauthorised absences** are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes, (however this list is not exhaustive):

- parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn.
- absences which have never been properly explained.

- children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however, is counted as an absence for the session.
- shopping trips.
- looking after other children or children accompanying siblings or parents to medical appointments.
- their own or family birthdays.
- holidays taken during term time, not deemed 'for exceptional purposes' by the headteacher, including any arranged by other family members or friends.
- day trips.
- other leave of absence in term time which has not been agreed.

### **Persistent Absenteeism (PA) and Severe Absenteeism (SA)**

A pupil is defined by the Government as a '**persistent absentee**' when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence.

Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this. All pupils who have attendance levels of 90% or below are considered to be a persistent absentee.

A pupil who has missed 50% or more schooling is defined by the Government as '**severely absent**'.

Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

### **Absence Procedures**

We monitor and review all pupils' absence, and the reasons that are given, thoroughly.

#### **If a child is absent from school the parent must follow these procedures:**

- Contact the school on the first day of absence by 8:45am.
- The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office staff. Please be aware that, if you leave a voicemail to report your child's absence, you may receive a call from the school so that we may discuss the absence before making a decision as to whether the absence is to be recorded as authorised.
- Contact the school on every further day of absence, again by 8:45am.
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested (where school have reasonable doubt as to the authenticity of the absences) where your child is having multiple periods of absence which are reported as being due to medical reasons. When determining whether a child is too ill to attend school, both parents and school staff can consider the advice contained within the NHS Guidance on School Absence and Childhood Illness see Annex C.

#### **If your child is absent, we will:**

- Telephone on the first, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us.
- If we are unable to make contact with parents by telephone, we will telephone emergency contact numbers, send texts and a home visit may be made, in the interests of safeguarding.

- The Local Authority will be informed if no contact has been made with parent/carers by the 10<sup>th</sup> day of absence (or sooner if deemed appropriate) as The School Attendance (Pupil Registration) (England) Regulations 2024 Section 13 requires schools to inform the local authority of any pupils absent from school and where absences amount to more than 10 or more **days**, either consecutively or irregularly and have been unauthorised. This means school will have unauthorised 20 am/pm sessions of absences. Schools are also under a safeguarding duty, under **section 175 of the Education Act 2002** to investigate any unexplained/unauthorised absences. At this point your child will be considered to be “absent from education”.

**If absence continues, we will:**

- Write to you if your child’s attendance is below 96%, and/or where punctuality is a concern.
- Arrange a meeting so that you may discuss the situation with our Headteacher
- Consider and offer reasonable adjustments.
- Offer a Families First Assessment to ensure appropriate support is considered.
- Create a personalised robust support plan, such as an attendance contract, to address any barriers to attendance and make clear each person’s role in improving the attendance patterns of your child.
- Offer signposting support to other agencies or services, if appropriate.
- Seek advice, guidance and support from the Local Authority Statutory Attendance Support Team and consider appropriate legal sanctions, if attendance deteriorates following the above actions.

## **Lateness**

Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good timekeeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher. The times of the start and close of the school day for all pupils at St. Margaret Clitherow School are:

Registration starts: 8.45am

Registration closes: 9.00am

End of the school day: 3.15pm (Nursery – Year 2) and 3:20pm (Year 3 – Year 6)

**How we manage lateness:**

- The school day starts at **8.45am** when children can begin to come into school;
- Registers are taken between 8:45am and 9am;
- Children arriving after **9.00am** are required to come into school via the school office. They must be accompanied by a parent/carers and they must sign them in and provide a reason for their lateness, which is recorded;
- At 9.20am the registers will be closed. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site – ‘U’, but this will not count as a present mark and it will mean that they have an unauthorised absence;
- The school may contact parents/carers regarding punctuality concerns;

If your child has a persistent lateness record, you may be asked to meet with the headteacher, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being

good role models to our children and, as a school, we celebrate good class and individual punctuality. Unauthorised lateness could result in the school seeking advice and guidance from the Local Authority.

### **Understanding barriers to attendance**

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents, and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can consider a Families First Assessment, use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Family Support Worker, or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain in place for these pupils; however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate.

Under the DfE's statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.

See Annex A for DfE summary tables of responsibilities for school attendance.

### **Local Authority Attendance Support Team**

Local Authority Attendance Support Specialists work strategically by offering support to schools, to reduce persistent absence and improve overall attendance.

Parents/Carers are expected to work with the school and local authority to address any attendance concerns. Parent/Carers should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken which may be in the form of a Penalty Notice (see Annex B for the Hertfordshire Code of Conduct) or other legal options available to the Local Authority such as prosecution in the Magistrates Court.

### **School Attendance and the Law**

New legislation was passed, The School Attendance (Pupil Registration) (England) Regulations 2024 which introduced a National Framework in England. By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parent/Carers have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parent/Carers may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

## **National Framework for Penalty Notices**

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10-school week period can span different terms, school years or education settings.

Sanctions may include issuing each parent (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three-year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent/carer may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent/carer is found guilty in court, they will receive a criminal conviction.

See Annex B for the Hertfordshire Code of Conduct.

**There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours.** In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school."

The School Attendance (Pupil Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. **The amendments specify that headteachers may not grant any leave of absence during term time unless there are "exceptional circumstances" and they do not have any discretion to authorise up to ten days of absence each academic year.**

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child's overall attendance. Only the headteacher or his/her designate (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the prescribed form provided by the school. The school will usually consider that the parent who has made the application is therefore allowing the leave of absence, and that all parents who are on the holiday are allowing the leave. Where a parent removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is likely that penalty notices will be requested, in line with the National Framework and Hertfordshire Code of Conduct, in respect of each parent believed to have allowed the absence.

### **At St. Margaret Clitherow School 'exceptional circumstances' will be interpreted as:**

The fundamental principles for defining 'exceptional' are events that are "rare, significant, unavoidable and short". By 'unavoidable' we mean an event that could not reasonably be scheduled at another time, outside of school term time, regardless of who has planned or paid for the holiday or absence (including grandparents or other family or friends).

The headteacher/school may discuss the leave of absence request with other education settings and/or the Local Authority to determine any exceptional circumstances.

If leave of absence is authorised, the school will not provide work for children to do during their absence. Parent/Carers are however advised to read with their children and encourage them to write a diary while they are away.

## **Deletion from Roll**

For any pupil leaving St. Margaret Clitherow School, other than at the end of Year 6, parents/carers are required to provide the school with the following information: Child's name, class, current address, date of leaving, new home address, name of new school, address of new school. This information is essential to ensure that we know the whereabouts and may appropriately safeguard all our pupils, even those who leave us.

It is crucial that parent/carers keep school updated with current addresses and contact details for the pupil and key family members, in case of emergency.

Under Pupil Regulations 2006, all schools are **legally required** to notify their Local Authority of **every new entry** to the admission register **within five days** of the pupil being enrolled. In addition to this, **every deletion** from the school register must also be notified to the Local Authority, as soon as the ground for deletion has been met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register. This duty does not apply when a pupil's name is removed from the admission register at a standard transition point – when the pupil has completed the final year of education normally provided by that school.

## **Absence data**

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education on a daily basis Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024. Persistently and severely absent pupils are tracked and monitored carefully. We also combine this with academic tracking, as increased absence affects attainment.

We share information and work collaboratively with other schools in the area, local authorities, and other partners, when absence is at risk of becoming persistent or severe.

## **Annex A: DfE guidance Summary table of responsibilities for school attendance. From 19<sup>th</sup> August 2024**

[https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary table of responsibilities for school attendance applies from 19 August 2024 .pdf](https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance_applies_from_19_August_2024_.pdf)



## All pupils

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

## Pupils at risk of becoming persistently absent

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

## Persistently absent pupils

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



## Severely absent pupils

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

## Support for cohorts of pupils with lower attendance than their peers

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

## Support for pupils with medical conditions or SEND with poor attendance

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

## Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Know who the pupils who have, or who have had, a social worker are.</p> <p>Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.</p> <p>Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.</p> <p>Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.</p> <p>Through the work of Virtual School Heads, they should:</p> <ul style="list-style-type: none"> <li>Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance.</li> <li>Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker.</li> <li>Develop whole system approaches, with social care, to support the attendance of children in need.</li> </ul>

## Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.</p> <p>Proactively engage with the support offered.</p>	<p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance.</p> <p>Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.</p>	<p>Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.</p> <p>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.</p>	<p>Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.</p> <p>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <ul style="list-style-type: none"> <li>Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated.</li> <li>Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance.</li> <li>Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance.</li> <li>Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.</li> </ul>



## Monitoring

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

## Annex B

### HERTFORDSHIRE CODE OF CONDUCT: PENALTY NOTICES FOR PARENTS OF TRUANTS AND PARENTS OF PUPILS EXCLUDED FROM SCHOOL ANTI-SOCIAL BEHAVIOUR ACT 2003 SECTION 23

[Penalty notices for unauthorised absence | Hertfordshire County Council](#)

## Annex C – Illness Absence Guidance

<https://assets.publishing.service.gov.uk/media/626669cb8fa8f523b7221b98/UKHSA-should-I-keepmy child off school guidance-A3-poster.pdf>

[DfE external document template \(childrenscommissioner.gov.uk\)](#)

[Wellbeing: national resources - Hertfordshire Grid for Learning \(thegrid.org.uk\)](#)

[Illness and your child's education - GOV.UK \(www.gov.uk\)](#)

[Is my child too ill for school? - NHS \(www.nhs.uk\)](#)



## Application for Leave of Absence from School during term time.

Dear Parent/Carer,

All schools **by law** must follow the Department for Education's statutory guidance relating to school attendance. They must use the appropriate national attendance or absence code, and follow the criteria set out within the guidance. The statutory guidance states:

- A leave of absence **must not be granted unless there are exceptional circumstances and must be requested in advance.**
- A leave of absence must be requested **in advance** by a parent who the pupil normally lives with
- 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 pupil can be absent from school.**
- **A need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.**
- A school **cannot** grant a leave of absence retrospectively. If the parent did not apply in advance, the leave of absence should not be granted.
- Where this guidance refers to a parent, the school and/or local authority will need to decide which adult(s) is most appropriate. Generally, parents include:
  - All natural parents, whether they are married or not.
  - All those who have parental responsibility.
  - Those who have day to day responsibility for the child.

Please note all schools are expected to regularly inform parents about their child's attendance and absence.

Taking your child out of school during term time could be detrimental to their educational progress. If the absence is not authorised and the leave is taken, schools may refer to the Local Authority for legal action. Please find attached information regarding Helping Parents understand Penalty Notice Fines for School Attendance.

## Application for Leave of Absence from School during term time.

Dear Headteacher,

I would like to request permission for leave of absence for my child, a pupil registered at your school for the reasons detailed below (*further information can be attached if required*).

<b>Pupil's full name</b>	
<b>Pupil's Date of Birth</b>	
<b>Year Group</b>	
<b>Class / Registration</b>	
<b>Pupil's full address and postcode</b>	

<b>First date of absence</b>	
<b>Last date of absence</b>	
<b>Date of return to school</b>	
<b>Number of school days absent</b>	

**Please be aware**, as per our school's attendance policy and the Hertfordshire published Code of Conduct relating to school attendance, that the law requires parents to seek permission from the head teacher to take their child out of school during term time. The law states permission can only be granted if:

1. An application has been made in advance by the parent the child normally lives with; and 2. There are exceptional circumstances.

Please also note that, if on the rare occasion circumstances are deemed exceptional by the head teacher, the duration your child is permitted to be away from school may only be determined by the head teacher.

**Reason for request including why you believe your circumstances to be exceptional.**  
(Further details may be attached to this form)

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**If you have a child/ren at another school/s, please detail their name/s and which school/s they attend below**

**Pupil's name, name of school and school telephone number:**


<b>Full name of person making request</b> (note requests must be made by a parent who the pupil normally lives with)	
<b>Relationship to child</b>	
<b>Full address and postcode</b> (if different from child's above)	
<b>Signature</b>	
<b>Date</b>	

**Application for Leave of Absence from School during term time.**

**School Response**

<b>Dear</b>	
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# **Hertfordshire County Council: Children Missing Education Policy**

**September 2025-26**

## **Index**

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2. Purpose
3. Children at particular risk of missing education
4. Schools' Responsibilities
5. Referring a child who is CME
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## 1. Introduction

**A child is not defined as missing from education if they have a school place but are not attending regularly, if they are being home educated or if they attend alternative provision such as a college or Education Support Centre.**

1.1 Children Missing Education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school in line with statutory guidance below:

- The legal framework for this policy is the CME statutory guidance issued by the DfE, Children missing education - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Keeping Children Safe in Education - GOV.UK ([www.gov.uk](http://www.gov.uk))

1.2 All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have.

1.3 Children missing education are children of compulsory school age who are **not** registered pupils at a school and are not receiving suitable education otherwise than at a school.

## 2. Purpose

2.1 Local Authorities are required to have a dedicated Children Missing Education (CME) Officer to locate, track and ensure children in their area have access to an education. This is to fulfil the duty outlined in section 436A of the Education Act 1996.

This is for children who:

- have never accessed education (have neither enrolled at a school, nor received education otherwise than at school since reaching statutory school age)
- leave educational provision without a confirmed education destination, and/or fail to access a school place when moving to a new area or country

2.2 Hertfordshire Local Authority works collaboratively with its education establishments and services to identify, support and safeguard children who are missing education by:

- Identifying children who are missing education
- Ensuring all CME children are speedily located
- Supporting other Local Authorities to locate their CME children

## 3. Children at particular risk of missing education

Children Missing Education are at significant risk of underachieving, being victims of harm, child sexual exploitation or radicalisation, and becoming NEET (not in education, employment, or training) later in life. CME could be:

3.1 A child of statutory school age (5-16) not on roll at a registered school

3.2 A child allocated a place at school who has not attended

3.3 A child registered as being educated at home but not receiving an appropriate education

3.4 Children have a higher risk of becoming CME when they move across Local Authority boundaries, and certain life events make some children more vulnerable to missing education such as, but not limited to:

- Children of homeless families, living in temporary accommodation, multiple occupancy or bed and breakfast accommodation
- Families fleeing domestic violence
- Children supported by social care: On a Child in Need (CiN) Plan or a Child Protection (CP) Plan; or being supported by Early Help
- Children of Gypsy / Roma / Traveller background

- Children from highly mobile families e.g. asylum seekers, or economic migrants
- Young people in the criminal justice system
- Children with long-term medical or emotional health problems
- Children in private fostering arrangements
- School aged parents
- Children of parents with learning difficulties or a mental health diagnosis

#### **4. Schools Responsibilities**

4.1 The Department for Education's CME Legal Framework states in Point 16 schools must enter pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should undertake reasonable enquiries to establish the child's whereabouts and must notify the local authority at the earliest opportunity.

4.2 For Cohort Pupils (Reception, Year 2-3 or Year 7), when a parent has been offered a school place for their child, schools must arrange for the child to come into school for an induction prior to the September start date.

4.3 For In-Year applications, when a parent has been offered a school place the school must arrange to meet with the parent and child to attend an admissions meeting to discuss enrolment and provide a start date.

4.4 Once a start date has been agreed the child must be added to the school's register.

4.5 In the event a child does not arrive on the start date, school is to make reasonable attempts to contact the parent via telephone, email and letter and if after several attempts, contact is unsuccessful, schools must email [csf.cme@hertfordshire.gov.uk](mailto:csf.cme@hertfordshire.gov.uk) or complete the CME referral form [Children Missing Education referral form](#)

4.6 If a parent informs a school that they do not wish their child to come to that school, the school must email the Attendance Duty team:

[attendancedutywest@hertfordshire.gov.uk](mailto:attendancedutywest@hertfordshire.gov.uk) or [attendancedutywest@hertfordshire.gov.uk](mailto:attendancedutywest@hertfordshire.gov.uk)

4.7 If school is informed by School Admissions that the child will not be coming to their school, schools must complete the leaver's destination section of the school's Management Information System to remove pupil from their register, indicating the date the pupil was removed and the reason for removal.

4.8 School Admissions will refer cases to [csf.cme@hertfordshire.gov.uk](mailto:csf.cme@hertfordshire.gov.uk) if unable to establish a family's whereabouts.

#### **5. Referring a child who is CME**

5.1 In the event of schools, parents, partners and multi agencies, or individuals are made aware that a child is **not** registered or attending a school, they must inform the CME Officer at [csf.cme@hertfordshire.gov.uk](mailto:csf.cme@hertfordshire.gov.uk) immediately.

5.2 Alternatively contact [csf.cme@hertfordshire.gov.uk](mailto:csf.cme@hertfordshire.gov.uk) or complete the online referral form [Children Missing Education referral form](#) providing all the information.

5.3 The CME Officer will process all referrals to establish the situation.

5.4 For children that are being removed from roll the setting must complete the Removal from Roll form and return it to Attendance Duty team [Removal from roll guidance - Hertfordshire Grid for Learning](#)

5.5 Where a child is recorded as CME and the family inform the Local Authority that they will deliver home education, if the child has previously been home educated and the provision was assessed as unsuitable, they will remain CME until the provision is assessed as suitable via the enquiry process. For more information, please see the Hertfordshire EHE policy [ehe-policy-sept2024](#)

## **6. Local Authorities Responsibilities**

6.1 Local authorities have a duty under section 436A of the Education Act 1996 to make arrangements to establish the identities of children in their area who are not registered pupils at a school and are not receiving suitable education otherwise. This duty only relates to children of compulsory school age.

6.2 Arrangements made under section 436A also play an important role in fulfilling the local authority's wider safeguarding duties. Existing safeguarding procedures and mechanisms for reporting and recording child protection concerns must be followed at all times.

6.3 The local authority's CME Officer will record and maintain the child's details on the Missing Children Management Information System and will also:

- Interrogate systems and maintain accurate records
- Contact relevant multi agencies (social care, police, NHS etc.)
- Make Multi Agency Safeguarding Hub (MASH) referral if required
- Make cross border enquiries
- Establish family location
- Confirm educational provision
- Contact public services (housing, benefits, council tax) to establish that the child & family are resident at that address
- Provide Social Worker with information to inform border control where relevant

6.4 After all enquiries have been concluded by the CME Officer and the child's whereabouts remains unknown, a review is conducted to confirm all actions have been exhausted. This enables the case to either be passed to Children's Social Care or closed.

6.5 Where the CME Team cannot locate a child, electronic records will be updated via the School to School-National Pupil Database.

6.6 Where a child is on a Child in Need, or Child Protection Plan and they leave the UK, the allocated social worker will be responsible for contacting their counterpart and/or the police authority in the relevant countries.

6.7 If significant concerns persist, and the whereabouts of a child remains unknown, a referral must be made immediately to Social Care, so any risk of significant harm is reduced.

## **7. Legal interventions**

7.1 Where a CME Officer can demonstrate that a child of statutory school age is resident in Hertfordshire and is not on roll at a school and / or not in receipt of suitable education provision (e.g. home education or Education Other Than at School (EOTAS)); the local authority may commence a School Attendance Order (SAO) or Education Supervision Order (ESO).

## **8. Contact**

8.1 Help us to help safeguard children by using the form on the link below and tell us in confidence if you think you know of any children who are missing from education. Please send the completed form directly to [csf.cme@hertfordshire.gov.uk](mailto:csf.cme@hertfordshire.gov.uk)

8.2 The CME officers within Hertfordshire are:

- Jacqui Ellis - CME Officer – West area – covering Watford & Three Rivers, St Albans & Dacorum, Hertsmere Boroughs
- Wendy Hasler – CME Officer – East area – covering East Herts & Broxbourne, Stevenage & North Herts, Welwyn Hatfield Boroughs

8.3 The CME Manager is Mario Demetriou who has strategic and operational responsibility for this cohort.

## **9. CME Policy Review**

9.1 The CME Policy will be reviewed on an annual basis so will next be reviewed in September 2026.