

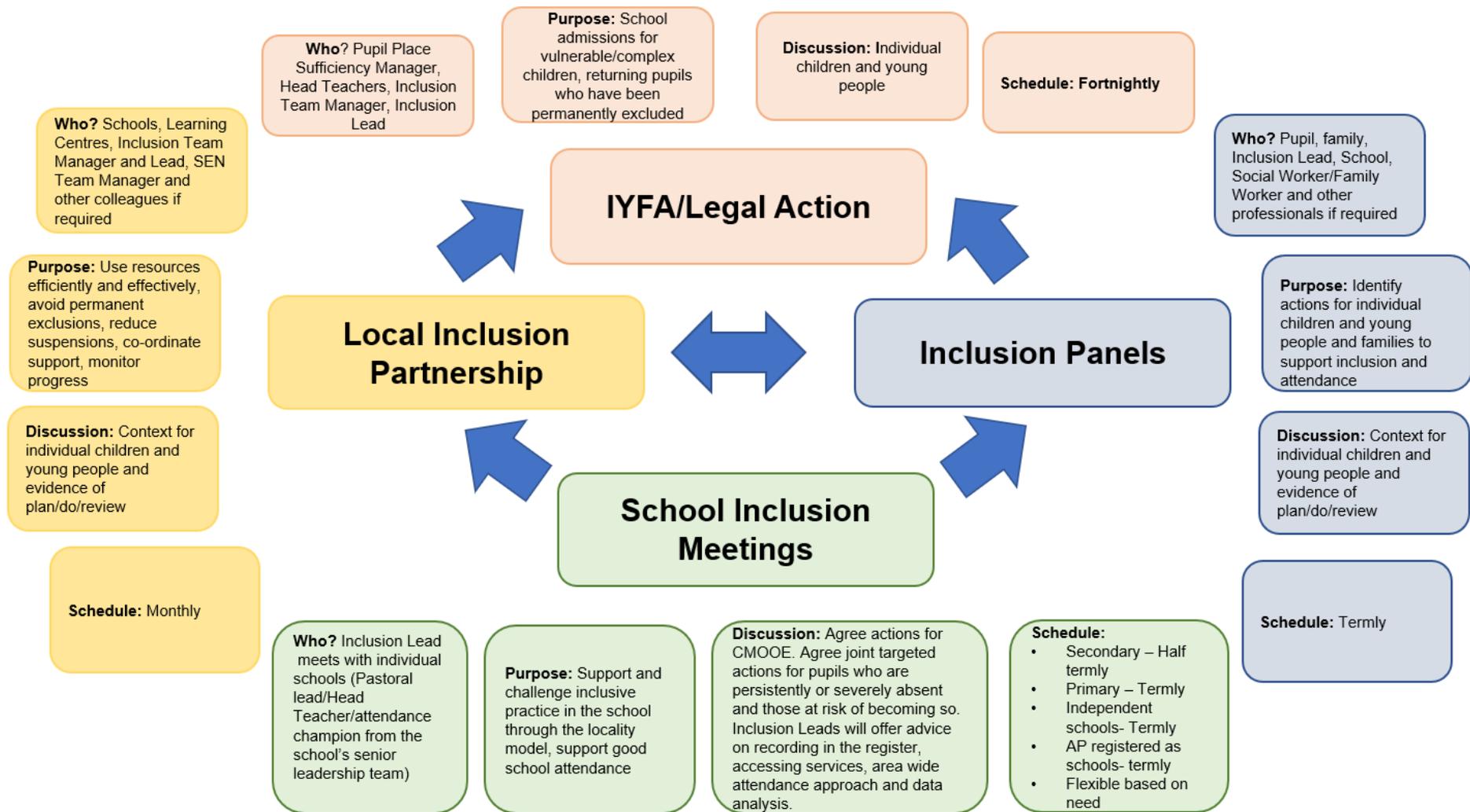
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1. Guidance and Legislation: Helpful Links

- The DfE's latest guidance on school attendance
[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/working-together-to-improve-school-attendance)
- CME Statutory Guidance for Schools
[Stat guidance template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/421117/cme-statutory-guidance-for-schools.pdf)
- Supporting Pupils at School with Medical Conditions
[Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/421117/supporting-pupils-at-school-with-medical-conditions.pdf)
- School Attendance – Including Codes
[School attendance: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/school-attendance-guidance-for-schools)
- Education Act
[Education Act 2011 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2011/32/contents)
- Removing from Roll
[The Education \(Pupil Registration\) \(England\) Regulations 2006 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2006/2683/contents/made)
- Improving attendance: good practice for schools and multi-academy trusts
<https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts>
- Securing Good Attendance and Tackling Persistent Absence
<https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence>
- Improving School Attendance: Support for Schools and Local Authorities
<https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities>
- Attendance Interventions and Rapid Evidence Assessment
[Attendance interventions rapid evidence assessment | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/attendance-interventions-rapid-evidence-assessment)
- Working with parents to support children's learning
[https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf?v=1635355222](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222)
- Remote education
[Providing remote education: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/providing-remote-education-guidance-for-schools)

2. Inclusion Meeting Flowchart



3. Guidance for Improving School Attendance

3.1 Wider Context

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gate. It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and non-teaching staff in school, the trust or governing body, the local authority, and other local partners (Working together to improve school attendance, DfE, May 2022).

3.2 School Context

Build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school (Working together to improve school attendance, DfE, May 2022).

School leaders understand that good attendance doesn't happen in isolation – there is an inter-relationship between attendance and the quality of the school's curriculum, ethos, behaviour and inclusivity (Securing Good Attendance and Tackling Persistent Absence, OFSTED, February 2022).

Schools build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. They make sure there is a welcoming and positive culture across the school (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022).

Schools are mindful that communicating with parents without paying equal attention to communicating with pupils is unlikely to be successful in securing good attendance at school. This is particularly the case at secondary schools (Securing Good Attendance and Tackling Persistent Absence, OFSTED, February 2022).

School leaders regularly communicate expectations for attendance and punctuality and school performance through their regular channels of communication with staff, pupils and parents (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022).

3.3 Prior to the start of the Academic Year

Schools engage with feeder schools or organisations to access absence information in order to identify target cohorts prior to transfer (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022).

Schools deliver clear messages about the benefits of regular attendance on educational and well-being outcomes to new pupils and families through prospectus and transition events.

3.4 Start of the Academic Year

At the start of the academic year schools send **Attendance Letter 1 - Attendance – New School Year** together with the school's Attendance Policy to parents/carers.

Ensure the school attendance policy is up to date so that expectations, procedures and responsibilities are clear to all leaders, staff, pupils and parents. The policy should be based on the expectation set out in '*Working together to improve school attendance*' (DfE, May 2022) and as a minimum include:

- The attendance and punctuality expectations of pupils and parents, including start and close of the day, register closing times and the processes for requesting leaves of absence and informing the school of the reason for an unexpected absence
- The name and contact details of the senior leader responsible for the strategic approach to attendance in school
- Information and contact details of the school staff who pupils and parents should contact about attendance on a day to day basis (such as a form tutor, attendance officer etc) and for more detailed support on attendance (such as a head of year, pastoral lead or family liaison officer etc)
- The school's day to day processes for managing attendance, for example first day calling and processes to follow up on unexplained absence
- How the school is promoting and incentivising good attendance
- The school's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most
- The school's strategy for reducing persistent and severe absence, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority
- The point at which Fixed Penalty Notices for absence and other sanctions will be sought if support is not appropriate (e.g., for an unauthorised holiday in term time), not successful, or parents do not engage with the support

3.5 Monitor Attendance

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched (*Working together to improve school attendance*, DfE, May 2022).

3.6 Listen and Understand

When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them entrenched (*Working together to improve school attendance*, DfE, May 2022).

Listen to pupils and parents carefully to find out why they are not attending well enough. Listen, understand, empathise and support – but do not tolerate (*Securing Good Attendance and Tackling Persistent Absence*, OFSTED, February 2022).

Ensure appropriate support which considers individual needs is put in place for pupils who are experiencing difficulties attending school – take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence.

Liaise with other agencies working with pupils and families (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022).

Liaise with the schools that the pupils' siblings attend - 'Primary and secondary school leaders working together can be powerful in finding out why issues are arising when pupils from the same family have poor attendance.' (Securing Good Attendance and Tackling Persistent Absence, OFSTED, February 2022).

Send parents **Attendance Letter 2 – Initial Attendance Concerns**

Record any contact with pupil/parent/carers and log details of communication.

Agree review period - The school should determine the review period at the start of the process (recommendation is 15 days).

3.7 Facilitate Support

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues (Working together to improve school attendance, DfE, May 2022).

3.8 Where there is Improvement

Carefully manage the return of a pupil, particularly if they have been absent for a long period of time, provide good catch-up support to build confidence and bridge gaps (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022).

Provide tailored praise and encouragement when pupils attend (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022).

Send parents **Attendance Letter 3 – Attendance Improvement.**

3.9 Where there is No Improvement: Formalise Support

School to arrange a meeting with parents/carers and pupil to discuss attendance concerns/needs. Send parents **Attendance Letter 4 – Attendance Meeting.**

Challenge parents who do not make sure that their children attend, but also offer support where needed (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022).

Where interventions fail to address attendance issues, identify the reasons why and where appropriate, change or adjust the intervention (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022).

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order

(Working together to improve school attendance, DfE, May 2022. Consult your Inclusion Lead if these options are being considered.

Pupil, parent and school agree on appropriate support or intervention at the meeting. School could use an attendance action plan (there is an example in this guidance). Those present will need to know that information may be used as evidence if legal intervention is pursued.

Agree review period with pupil and parents - The school should determine the review period at the start of the process (recommended review period is 15 school days but the school should monitor at least weekly).

School to follow up with parents if they fail to attend.

School to make a record of all contact with parents/interventions.

School to bring the information about the child/young person for discussion at the half termly (upper/secondary and middle schools) termly (first and primary schools)

Inclusion Meeting that takes place with the Inclusion Lead.

3.10 Where the Attendance Meeting leads to Improvement

Carefully manage the return of a pupil, particularly if they have been absent for a long period of time, provide good catch-up support to build confidence and bridge gaps (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022).

Provide tailored praise and encouragement when pupils attend (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022).

Send parents **Attendance Letter 3 – Attendance Improvement.**

3.11 No Improvement following Attendance Meeting: Inclusion Panel

Where there is no improvement following the Attendance Meeting, the school is to arrange an Inclusion Panel (held at school) including the following attendees: school staff, Inclusion Lead, parents, pupil, other professionals if relevant.

Send parents **Attendance Letter 5 – Invitation to Inclusion Panel.**

School to inform the Inclusion Lead of the children and young people they wish to bring to Inclusion Panel (1 week before the date of the panel) and complete the Inclusion Panel Checklist (included in this guidance).

NB. If parents/carers fail to attend the Inclusion Panel, the discussion and decisions on next steps will still take place. Outcomes will be communicated to parents/carers by letter. Send **Attendance Letter 6 – Failure to Attend Inclusion Panel.**

School to take minutes and distribute them to all panel members including parents/carers.

Agree review period with pupil and parents - (recommended review period is 15 school days but the school should monitor at least weekly).

3.12 Conduct of meetings

Schools are responsible for the arranging, chairing, and minute/note taking for all meetings.

3.13 Where Inclusion Panel does not lead to improvement

Depending on previous meetings/discussions/support there are four possible routes for the panel:

1. Discussion about any new information and any additional support that will be put in place, giving a time frame for improvement and schedule a further Inclusion Panel if necessary
2. Recommend further discussion at the Locality Inclusion Partnership (LIP) meeting and/or In Year Fair Access (IYFA) in order to access further support
3. Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education. Attendance legal intervention is set out in '*Working together to improve school attendance*' (DfE, May 2022)
4. Where there are safeguarding concerns and an Education Supervision Order is not appropriate or has not been successful the case should be considered for s.17 or s.47 statutory social care involvement

4. Attendance Legal intervention

4.1 Schools, trusts and local authorities are expected to work together and make use of the full range of legal interventions rather than relying solely on fixed penalty notices or prosecution. It is for individual schools and local authorities to decide whether to use them in an individual case after considering the individual circumstances of a family. Where they are used, it should be clear that it will change parental behaviour and in making the decision to use an intervention, headteachers and local authority officers should have regard to their safeguarding duties as set out in the statutory guidance on Keeping Children Safe in Education (*Working together to improve school attendance*, DfE, May 2022).

4.2 Possible interventions include:

Education Supervision Orders (ESOs)

Where a voluntary early help plan, or formal parenting contract has not been successful, an Education Supervision Order (ESO) can be a useful alternative to provide formal legal intervention without criminal prosecution. In deciding whether to progress to an ESO, the school and local authority should have exhausted voluntary support and be clear that making the order would be beneficial for the pupil and parent. Where safeguarding concerns exist, the lead practitioner should also discuss with the school's designated safeguarding lead and children's social care services and agree an ESO would be a more suitable option than a s.17 (Children in Need) or s.47 (Child Protection) plan. In all cases, full consideration must be given to using an ESO before moving forward to prosecution. ESOs are made through the Family or High Court, rather than Magistrates

Court. They give the local authority a formal role in advising, helping and directing the pupil and parent(s) to ensure the pupil receives an efficient, full-time, suitable education. For the duration of the ESO, the parent's duties to secure the child's education and regular attendance are superseded by a duty to comply with any directions given by the local authority under the ESO. The order initially lasts for one year, but extensions can be secured within the last 3 months for a period of up to 3 years at a time. More information can be found in "*Working together to improve school attendance*" (DfE, May 2022). Please contact your link Inclusion Lead to proceed with an ESO.

4.3 Legal Interventions

Legal interventions include:

4.3.1 Parenting Contracts

A parenting contract is a formal written agreement between a parent and either the school (with the exception of independent schools and non-maintained special schools) or local authority to address irregular attendance at school or alternative provision. A contract is not legally binding but allows a more formal route to secure engagement with support where a voluntary early help plan has not worked or is not deemed appropriate. A parenting contract is not a punitive tool it is intended to provide support and offer an alternative to prosecution. Parents cannot be compelled to enter a contract, and they cannot be agreed in a parent's absence. There is no obligation to offer a contract, and it may not be appropriate in every instance, but a contract should always be explored before moving forward to an education supervision order or prosecution. More information can be found in "*Working together to improve school attendance*" (DfE, May 2022).

4.3.2 Attendance Prosecution

Prosecution in the Magistrates Court is the last resort where all other voluntary and formal support or legal intervention has failed or where support has been deemed inappropriate in the circumstances of the individual case. Any prosecution case must be laid before the Court within 6 months of the alleged offence. Local authorities must also conduct all investigations in accordance with the Police and Criminal Evidence (PACE) Act 1984. This includes fully considering public interest tests and duties under the Equality Act 2010. Local authorities have the power to prosecute:

- Parents who fail to comply with a school attendance order issued by the local authority to require a parent to get their child registered at a named school (under section 443 of the Education Act 1996). This may result in a fine of up to level 3 (£1,000).
- Parents who fail to secure their child's regular attendance at a school, for which there are 2 separate offences: section 444(1) where a parent fails to secure the child's regular attendance; and section 444(1A) where a parent knows that the child is failing to attend school regularly and fails to ensure the child does so. The section 444(1) offence may result in a fine of up to level 3 (£1,000) and the section 444(1A) offence may result in a fine of up to level 4 (£2,500), and/or a community order or imprisonment of up to 3 months.

- Parents who fail to secure the regular attendance of their child at a place where the local authority or governing body has arranged alternative provision (under sections 444 and 444ZA). This may result in a fine of up to level 3 (£1,000), or if the parent is found to have known the child was not attending regularly and failed to ensure that they did so, a fine of up to level 4 (£2,500), and/or a community order or imprisonment of up to 3 months.
- Parents who persistently fail to comply with directions under an Education Supervision Order (under Schedule 3 to the Children Act 1989) or breach a Parenting Order or directions under the order (under section 375 of the Sentencing Act 2020). These may result in a fine of up to level 3 (£1,000).

More information can be found in “*Working together to improve school attendance*’ (DfE, May 2022)

Please contact your link Inclusion Lead if you are considering an attendance prosecution

4.3.3 Parenting Orders

Parenting orders are an ancillary order that can be imposed by the Court following conviction for non-attendance alongside a fine and/or community order. Parents’ agreement is not required before an order is made. They may be appropriate where the parent has not engaged in support to improve their child’s attendance and where compulsion to do so would help change parental behaviour. More information can be found in “*Working together to improve school attendance*’ (DfE, May 2022) and contact your link Inclusion Lead if you are considering an attendance prosecution .

4.3.4 Fixed penalty notices

Fixed penalty notices are intended to prevent the need for court action and should only be used where a fixed penalty notice is deemed likely to change parental behaviour and where support to secure regular attendance has been provided and has not worked or been met with engagement, or would not have been appropriate in the circumstances of the offence (e.g., an unauthorised holiday in term time). Dorset’s Code of Conduct for issuing fixed penalty notices can be found on the website [Penalty Notice Protocol 2016-17 \(1\) \(dorsetcouncil.gov.uk\)](https://www.dorsetcouncil.gov.uk/penalty-notice-protocol-2016-17-1) and the process for issuing one is set out in this guidance.

5. Attendance Improvement Procedure Summary

| | ACTION | WHEN |
|----------------|---|--|
| STAGE 1 | <ul style="list-style-type: none"> Attendance is everyone's business | All year |
| STAGE 2 | <ul style="list-style-type: none"> School's curriculum, ethos, behaviour and inclusivity ensure pupils are able to achieve the best possible attendance | All year |
| STAGE 3 | <ul style="list-style-type: none"> Robust transition processes in which schools deliver clear messages about the importance of attendance | Prior to the start of the academic year |
| STAGE 4 | <ul style="list-style-type: none"> Ensure the school attendance policy is up-to-date and clear to all pupils, parents and staff Send attendance letter 1 | Start of the academic year |
| STAGE 5 | <ul style="list-style-type: none"> Monitor attendance | All year |
| STAGE 6 | <ul style="list-style-type: none"> Send attendance letter 2 Listen to pupils and families to understand barriers to attendance Ensure appropriate support is in place Liaise with relevant agencies and partners Record and contact with pupils and parents Agree review period | When attendance becomes a concern |
| STAGE 7 | <ul style="list-style-type: none"> Facilitate support | When attendance becomes a concern |
| STAGE 8 | <ul style="list-style-type: none"> Where there is an improvement in attendance, carefully manage and support the pupil Provide praise and encouragement Send attendance letter 3 | When there is an improvement in attendance |

| | | |
|---------------------|---|---|
| STAGE 9 | <ul style="list-style-type: none"> • Meet with pupil and family • Send attendance letter 4 – Attendance meeting • Support put in place • Consider using a parenting contract or Education Supervision Order (ESO) • Discuss at termly/half-termly inclusion meeting with link Inclusion Lead | Where following support, attendance has not improved |
| STAGE 10 | <ul style="list-style-type: none"> • Where there is an improvement in attendance, carefully manage and support the pupil • Provide praise and encouragement • Send attendance letter 3 | When there is an improvement in attendance |
| STAGE 11 | <ul style="list-style-type: none"> • School arranges an Inclusion Panel meeting where there is no improvement using attendance letter 5 – Invite to Inclusion Panel | Where following support, attendance has not improved |
| LEGAL | <ul style="list-style-type: none"> • Attendance legal intervention (parenting contract, Education Supervision Order, attendance prosecution, parenting orders, fixed penalty notices) • Penalty Notice Protocol 2016-17 (1) (dorsetcouncil.gov.uk) | When all supportive avenues have been exhausted and legal intervention is likely to lead to a behavioural change that improves attendance |

AV1's Available for Your School



St Ives Primary School, Dorset

Dorset has a number of AV1s available for your school to help improve attendance.

AV1s are distance learning robots. Children and young people can partake in the vital education and social aspects of school from home or even a hospital bed.

They have been used successfully in a range of Dorset schools, including first, primary, middle and secondary provision.

AV1s sit in the classroom in place of the child, and the child can then join in lessons by listening, watching the teacher, asking questions, and participating in discussions. The child or young person can operate the AV1 from a phone or tablet, wherever they might be. It also officially counts as attendance. Increasingly schools are using them with children who are suffering with anxiety and looking for a way of enabling them to return to classroom. The AV1 can provide a step towards this.

Live streaming

AV1 transmits a live stream, from the AV1 to the AV1 user's tablet. This means that no data is recorded. The live stream is end-to-end encrypted, meaning it is impossible for any external party to access the video/audio sent from the AV1. It is not possible to record or screenshot when using the AV1 app on an Android device.

Knowing who is accessing AV1

Only one user can be connected to the AV1 at any time. You'll know the user is connected when the eyes light up. The AV1 user must enter this 4-digit code each time they wish to use their AV1. In addition, the AV1 user/their guardian are required to digitally accept terms and conditions, which state that only the AV1 user will be using the AV1.

Want to know more?

All the information on how to book one out for your school can be found [here](#) We can also offer a free trial. Any queries please contact us at AV1@dorsetcouncil.gov.uk

Letter 1 – Attendance – New School Year

Dear Parents and Carers

Information for parents and carers on the importance of attendance and the attendance process.

School name are committed to ensuring our pupils achieve the best possible outcomes and good school attendance is key to achieving this aim. We will work hard to provide a safe and welcoming environment for your child and will monitor attendance closely.

Good school attendance improves your child's chances of success in life. There is clear evidence of the link between good attendance at school and high levels of achievement. Children with no absence at key stage 4 are almost 2 times more likely to achieve 5 or more GCSEs than children who missed 10-15 percent of lessons.

If your child has an attendance level of 90%, they will have missed one day a fortnight in school. Over a school year this will represent four weeks of absence. If this level of absence were maintained for a five-year period it would mean half a school year would have been missed.

We would really appreciate your help in ensuring that your child has good school attendance. If there is a concern, we will write to you and talk with you so that we can work together to identify any barriers that may be preventing your child from attending school and ensure support is put in place. We may also contact the Inclusion Team at Dorset Council for advice and support or other organisations that may be able to help. It is hoped that this will be successful in improving attendance.

Where support has failed to address attendance issues, we will contact you again to invite you to a meeting where we can identify the reasons why attendance has not improved and change or adjust the intervention where appropriate.

Here at **school name** we are determined to ensure that all our students have the opportunity to achieve success and have an excellent record of attendance. If following additional support attendance does not improve sufficiently, you will be invited to meet with the school and an Inclusion Lead from Dorset Council at an Inclusion Panel. Other professionals may also be invited where appropriate. This meeting is an opportunity to meet and discuss why your child has a high absence rate and seek solutions to any problems.

The Inclusion Panel can recommend several outcomes, which can include a further period of close monitoring with specified targets for attendance; issuing a £60 Penalty Notice, a Parenting Order or seeking prosecution which could result in a fine of up to £2,500.

It is hoped that such measures will not be needed and that your child will have a good record of attendance, is happy and achieves the best possible outcomes.

Yours sincerely

Headteacher's signature

Name

School

Letter 2 - Initial Attendance Concerns

Date

Absences Matter and You Can Help

Dear parent/carer's name,

Pupil name has missed more school than their classmates.

Pupil name was absent number days so far this school year.

Pupils fall behind when they miss school – whether students are absent for authorised or unauthorised reasons.

You can have a big effect on pupil name's absences this term, and we appreciate your help.

Pupil name has had number of absences which means their attendance is percentage %. The average number of absences in Year year group is number which means the average attendance is percentage %.

| What does the attendance percentage really mean? | | |
|--|-----------|----------------|
| Attendance % | Days Lost | Lessons Missed |
| 100% | 0 Days | 0 lessons |
| 97% | 1 Week | Number lessons |
| 94% | 2 Weeks | Number lessons |
| 90% | 4 weeks | Number lessons |
| 85% | 6 Weeks | Number lessons |
| 80% | 8 Weeks | Number lessons |

Yours sincerely,

Headteacher's signature

Name

School

Letter 3 - Attendance Improvement

Date:

Dear parent/carer's Name

Thank you

We are pleased to say that child's name's attendance has improved and is currently percentage %.

Thank you so much for your support in this. We really do appreciate your help as there is clear evidence that good school attendance improves a child's chance of success in life.

Please do contact me if you would like to discuss anything further. E-mail address and telephone number

Yours sincerely

Headteacher's signature

Name

School

Letter 4 - Invitation to Attendance Meeting

Date:

Absences Matter and You Can Help

Dear parent/carer's name

School name are committed to ensuring our pupils achieve the best possible outcomes and good school attendance is key to achieving this aim.

Unfortunately, following our letter/meeting/discussion child's name attendance has not sufficiently improved. They have number absences and so their attendance is currently %.

We would really appreciate your help in improving this and are therefore inviting you to an attendance meeting in school on date, time and venue. This meeting will be attended by insert details. It is really important that you attend this meeting so that any issues or concerns which may be contributing to child's name non-attendance can be discussed and support put in place. You are welcome to bring someone along with you.

Please e-mail us or telephone to confirm receipt of this letter and your intention to attend the meeting by contacting insert name, e-mail address and telephone number.

Please be aware that Dorset Council's Inclusion Team may be informed of child's name current attendance.

Yours sincerely

Headteacher's signature

Name

School

Letter 5 - Invitation to Inclusion Panel

Date:

Absences Matter and You Can Help

Dear Parent/carer's name

School name are committed to ensuring our pupils achieve the best possible outcomes and good school attendance is key to achieving this aim.

Unfortunately, following our meeting child's name attendance has not sufficiently improved. They have number absences and so their attendance is currently %.

Parents/carers have a legal responsibility to ensure that their child is receiving an education and attends regularly at the school at which he/she is registered. You also have a responsibility to contact the school each day should the child be unable to attend for any reason.

You are therefore required to attend an Inclusion Panel on date, time and venue. You are welcome to bring someone along to support you.

This meeting will also be attended by insert name from the school and insert name, Inclusion Lead, Dorset Council. Name of school values the working partnership we have with parents, and it is important that you attend this meeting so that any issues or concerns which may be contributing to child's name's non-attendance can be discussed. If you do not attend the meeting, we will discuss child's name's school attendance and a decision will be made, in your absence, on the appropriate action.

PLEASE NOTE: All further absences may be marked as unauthorised and sickness absences should be supported with evidence such as a GP's appointment card or prescription, or hospital letter.

Please telephone or email to confirm receipt of this letter, and your intention to attend the meeting by contacting name and phone number/email. Dorset Council has already been made aware of child's name's current attendance.

Yours sincerely

Headteacher's signature

Name

School

Letter 6 - Failure to attend Inclusion Panel Meeting

Date:

Dear Parent/carer's name

Failure to Attend – Name of Child – DOB

Following the Inclusion Panel on Date which you did not attend, please find enclosed the minutes of the meeting which include the actions and decisions of the panel.

Insert Minutes Inclusion Panel outlining the agreed actions.

Parents/carers have a legal responsibility to ensure that their child is receiving an education and attends regularly at the school at which he/she is registered. Parents/carers may be liable to prosecution under (s) 444 Education Act 1996 (as amended) if they fail to ensure that a child of compulsory school age attends regularly at the school at which the child is registered. You also have a responsibility to contact the school each day should the child be unable to attend for any reason.

PLEASE NOTE: All further absences may be marked as unauthorised and sickness absences should be supported with evidence such as a GP's appointment card or prescription, or hospital letter.

We will continue to monitor child's name's school attendance closely, including arriving on time for school.

At name of school, we are determined to ensure that all our pupils have the opportunity to achieve their best and we want all our pupils to have an excellent record of regular punctual attendance. We value the working partnership we have with parents. If you would like to discuss the Inclusion Panel minutes, please contact name of person and contact details.

We hope to see a significant improvement in school attendance. It is only through excellent attendance that your child will achieve all that they are capable of achieving and have the best opportunity for a rewarding and prosperous adult life.

Yours sincerely

Headteacher's signature

Name

School

Letter 7 - Lateness Letter

Lateness Matters and You Can Help

Date:

Dear Parent/Carer's name

At name of school, we are determined to ensure that name of pupil has the opportunity to achieve their best and we want him/her to have an excellent record of regular punctual attendance.

Pupil name has been late on number days so far this school year.

You can have a big effect on pupil name's punctuality this term, and we appreciate your help.

We are sure that you are aware of the importance of punctual school attendance for pupil's name.

- When they are on time, Pupil's name will be part of all the important learning and hear all the instructions on how to complete a piece of work
- Social interaction with peers before school is important if pupil's name is to form friendship groups
- Arriving on time may be less embarrassing for pupil's name
- When pupil's name arrives on time they can settle more easily, this more likely to maintain a calm learning environment for them and their classmates

The school site is open for pupils to arrive from time and the children are expected to be in class ready to begin the school day by time.

We value the working partnership we have with parents. If you would like to discuss any aspect of your child's attendance or punctuality with us please contact the school office to arrange a meeting with the attendance officer/your child's class teacher.

Yours sincerely

Headteacher's signature

Name

School

Example of an Attendance Action Plan

| | | | |
|--------------------|--|------------|--|
| Pupil Name | | Year Group | |
| Address | | | |
| Name/s of parent/s | | | |
| Contact Number | | | |

| | | | |
|--|---|----------------------------------|--|
| Attendance during period of monitoring | % | Sessions of unauthorised absence | |
|--|---|----------------------------------|--|

| Details of supporting agencies | | | |
|--------------------------------|--|-----------------|--|
| Member of School Staff | | Role | |
| Inclusion Lead | | Contact details | |
| Other | | Contact details | |

The attendance action plan is a formal written agreement with the Parent(s), pupil, school, Local Authority and other agencies to support the following action to address the concerns we have around school attendance of the pupil.

A meeting was convened to address the following issues:

1. The reasons for the pupil's non-attendance at school
2. Actions that can or need to be taken by any or all of the people involved, to ensure the pupil's improved attendance at school.
3. To identify an agreed level or attendance for the pupil to achieve during the review period.
4. The potential consequence of legal action should the pupil's school attendance not improve.

| | |
|----------------------|--------------------|
| Date of action plan: | To be reviewed on: |
|----------------------|--------------------|

Please note that if the issue of attendance (and punctuality) continues to be a problem, as a result of the action plan not being adhered to, this may be used as evidence in any legal action.

| |
|---------------------|
| Reasons for absence |
|---------------------|

| |
|----------------------|
| Record of discussion |
|----------------------|

ACTION PLAN

The parent/carer agrees to:

| Suggested Action | Tick |
|---|-------------|
| Make sure pupil attends school every day | |
| Look for the pupil if they leave the school site and when possible return him/her to school should | |
| Find out where the pupil goes when he/she is not in school and inform school or other so that action can be taken. | |
| Attend any further meetings regarding attendance | |
| Notify the school on first day of absence, giving a reason and indicating an expected return date/time | |
| Contact the school as soon as you become aware of concerns, issues or problems that you or the school have | |
| Contact if the pupil feels that the school are not dealing with an issue, or the pupil feels uncomfortable about discussing an issue with the school | |
| Notify the school of any occasions when they know that the pupil will be late giving reasons. | |
| Keep the school updated with full contact details including, where possible, a phone number. | |
| Ensure that the pupil is seen by a GP when ill and provide medical evidence of any absence due to illness (i.e., appointment cards, prescriptions, letters, etc.) | |
| Work with any professionals who are seeking to support the child/ family | |
| Other actions | |

The pupil agrees to:

| Suggested Action | Tick |
|---|-------------|
| Attend school as agreed and on time | |
| Be responsible for obtaining a registration mark even if he/she is late for school | |
| Attend any future meetings regarding attendance | |
| Be responsible for getting out of bed each morning to get to school on time and be aware that if he/she is late they will have to face the consequences | |

| | |
|--|--|
| Make sure they follow the conditions of any attendance report | |
| Tell his/her parent/carer (or another named person) of any concerns especially if they are likely to affect attendance. | |
| Contact named teacher and let them know of any problems generally or regarding schoolwork | |
| Any other actions | |

The school agrees to:

| Suggested Action | Tick |
|--|-------------|
| Provide appropriate education and support (add details) | |
| Ensure that the pupil's attendance is monitored on a daily basis | |
| Be available to discuss problems | |
| Place the pupil on an attendance report | |
| Liaise closely with the parent/carer and other professionals should there be any problems, concerns or issues regarding the pupil – including any unexplained absences | |
| On receiving a call from the parent/carer, check that the pupil is in school | |
| With parent/carer and pupil's agreement, make appropriate teaching staff aware of pupil's situation | |
| Respond to and/or deal with any problems raised by the pupil, parent/carer or other professionals | |
| If appropriate, consider alternative provision | |
| If appropriate, consider an amended timetable | |
| Any other actions | |

Other professionals supporting the family/pupil agree to:

| Suggested Action | Tick |
|-------------------------|-------------|
| | |
| | |
| | |

I agree to follow the above plan:

Parent's signature

Date.....

Parent's name

Pupil signature Date.....

Pupil name.....

Parent's signature

Date.....

Parent's name

School representative
signature.....Date.....

School representative name.....

Other professional signature:
.....Date.....

Other professional name.....



Parenting Contract for Attendance (Children of Compulsory School Age)

| | |
|----------------------------|--|
| Name of child/young person | |
| School | |
| Date of birth | |
| Year group | |
| Address | |
| Name/s of parent/s | |
| Contact Number | |
| Address(es) | |

| |
|--|
| Senior school staff member with overall responsibility |
| |
| Member of school staff with day-to-day responsibility |
| |
| Contact number (and when is the best time to call?) |
| |
| Dorset Council Officer (if applicable) |
| |
| Contact details |
| |

We are going to work together in making sure that **NAME OF CHILD/YOUNG PERSON** improves their attendance at school over the next **TIME PERIOD**.

Current attendance % and other information, including number of absences, family views, child/young person views (if appropriate) and what has been tried before

| |
|--|
| |
|--|

The specific targets of our plan and when we aim to do this by (date)

| |
|--|
| |
|--|

Achieving these targets

I/we (the family) agree to:

| |
|--|
| |
|--|

We (the school) agree to:

| |
|--|
| |
|--|

| |
|--|
| |
| Officers of Dorset Council agree to (if applicable): |
| |

| |
|---|
| Comments by child/young person (if appropriate) |
| |

Agreeing to the contract:

Consent by parent(s)

I/we have agreed to this Parenting Contract and will

- (a) work with the school (and Dorset Council) as detailed above, to improve my/our child's school attendance, and
- (b) carry out what we have promised to do.

I/we also agree to information being shared with other professionals and agencies as required to help us.

I/we understand that if my child has any unauthorised absences from school in the next (three months), a Penalty Notice or prosecution may follow without further warning. This agreement may be given as part of the evidence.

Signed (Parent/s):

.....
.....

Signed (on behalf of the school/governing body/local authority)

.....
.....
.....

Date:

Copies to be circulated to all parties

Inclusion Panel Child Details and Checklist

Please complete and e-mail to your link Inclusion Lead at least 5 days before the Inclusion Panel.

| | | | | | |
|---------------------------------------|--|-------------|--|----------------------------|--|
| School | | | | | |
| Contact at school/ setting | | Role | | Email & Tel | |
| Date of Panel | | | | | |

| | | | | |
|--|--|----------------------------|--|--|
| Name of child/young person | | | | |
| Date of birth | | NCY | | |
| Child/young person's address | | | | |
| Ethnicity | | Language spoken | | |
| Pupil premium | | Armed Forces Family | | |
| Social care status (CP/CIN/CiC) | | | | |
| Name(s) of parents | | | | |
| Addresses of parents if different | | | | |
| Contact details | | | | |

| |
|--|
| Does the child or young person have SEN? If so, please give a brief outline below. Does the child have an EHCP? |
| |

| |
|---|
| Does the child or young person have medical needs? If so, please give a brief outline. |
| |

| Does the child or young person have any siblings? If so, please provide details | | | |
|--|----------------------|-----------------------------------|----------------------------------|
| Name of sibling(s) | Date of birth | Name of school and NCY | Invited to panel? |
| | | | |

| Which other professionals are involved? | | |
|--|--------------|------------------------|
| Name | Title | Contact details |
| | | |

| |
|--|
| Please indicate reason for bringing to Inclusion Panel, for example persistent or severe absence or risk of exclusion |
| |

| | |
|---|--|
| Check list (if the reason for the inclusion panel is attendance-related) | |
| Current attendance record | |
| Copies of attendance letters sent to family | |
| Evidence of support offered so far and impact | |
| Minutes of previous meetings with family | |
| Other professionals working with the family invited | |

| | |
|--|--|
| Check list (if the reason for the inclusion panel is behaviour-related) | |
| Behaviour log | |
| Evidence of support offered so far and impact | |
| Minutes of previous meetings with family | |
| Other professionals working with the family have been invited | |

Inclusion Panel Meeting Minute Template

Please allow 45 minutes for each child to be discussed. Schools will chair the inclusion panels and complete the minute template below for each child discussed at an inclusion panel. Please send them to the Inclusion Lead within two weeks of the meeting. It is important that the member of school staff present at the inclusion panel has the authority to make decisions regarding a child's attendance. Those present need to be made aware that discussions in this meeting may be used as evidence if legal intervention is pursued.

| | |
|-----------------------------------|--|
| School | |
| Name of child/young person | |
| Date of panel | |
| Invited: | |
| Present: | |

| | |
|---|--|
| Attendance % at time of panel | |
| Number of unauthorised absences at time of panel | |
| Number of sessions lateness L and U at time of inclusion panel | |
| Number of sessions of suspensions at time of inclusion panel | |
| Any other issues to be discussed (if applicable) | |

| |
|---|
| Child/young person view (if appropriate) |
| |
| Family view |
| |
| School view |
| |
| Inclusion Lead (Dorset Council officer) view |
| |
| Other professional views |
| |

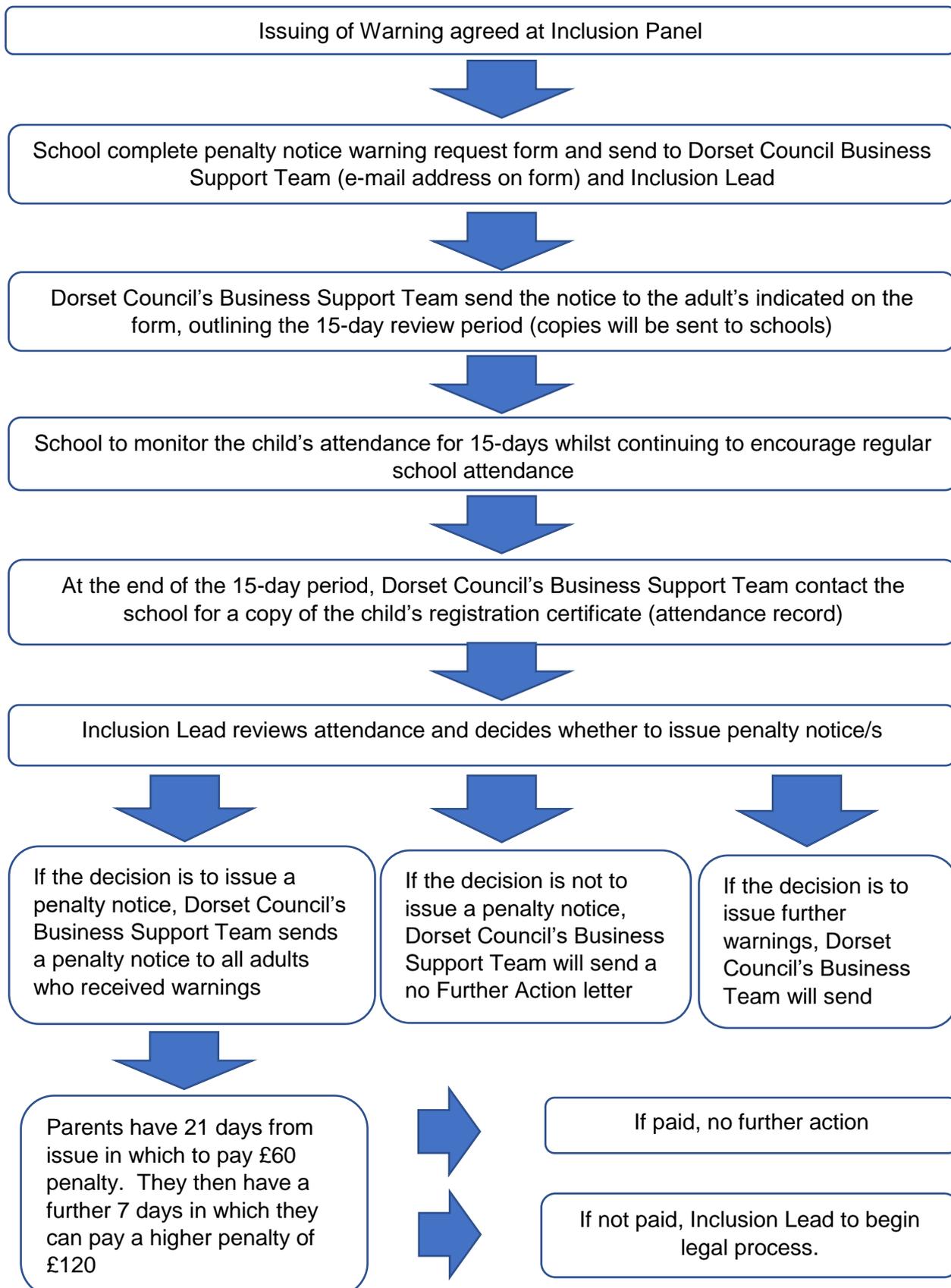
| |
|--|
| Please minute any further discussion here |
| |

| Agreed Actions | | |
|-----------------------|-----------------|-----------------|
| Action | By whom? | By when? |
| | | |

| | |
|--------------------------|--|
| Agree review date | |
|--------------------------|--|

Flow Chart for Issuing Penalty Notices

All Penalty Notices must be issued in accordance with this procedure



School Attendance

Request for Penalty Notice Warning

| | |
|--|--|
| School: | |
| Name of pupil: | |
| Date of birth: | |
| Parent 1 Full name Address | |
| Parent 2 Full name Address | |
| School contact (Name & Tel Number) | |
| Inset days (Please note any upcoming inset days) | |
| Social Worker | |
| Any other information? | |

Date:

Attendance Penalty Notices Checklist

- Is this the most up to date address for the family? (Please check if unsure)
- Ensure inclusion lead has been CC' d into email.
- Check personal information is correct i.e., DOB & surname spelt accurately.
- Please attach an up-to-date attendance certificate.
- Please can you send the request form & attendance certificate and any other information as separate PDF Documents on one email.
- If sending in multiple requests, please ensure all documents are separated and named accordingly.
- All attendance certificates need to show the pupil's name.
- A penalty notice cannot be issued to a child under the age of 5 years old, for further information please visit: [School admissions: School starting age - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-admissions/school-starting-age)

For further information please contact: penaltnotices@dorsetcouncil.gov.uk or alternatively phone us on 01305 221596

School Attendance

Request for Penalty Notice - Holiday

PLEASE SUBMIT THIS FORM WITHIN ONE WEEK OF COMPLETION OF HOLIDAY ABSENCE.

Please send the following supporting documents with this request: - **Current Attendance certificate (*mandatory*)**, Holiday request form if completed by parent(s) & Communication from school to parent(s) advising holiday not authorised.

WE WILL ONLY PROCEED IF WE HAVE THESE DOCUMENTS.

| | |
|--|--|
| School: | |
| Name of Pupil: Address: | |
| Date of Birth / Gender: | |
| Parent 1: Full name Address Tel No (if available) | |

| | |
|---|--|
| Parent 2: Full name Address Tel No (if available) | |
| <p><i>If there are two parents with parental responsibility who you wish the Penalty Notice to go to and they are not at the same address, please provide full details of both their addresses.</i></p> <p><i>Please also indicate which parent the child usually lives with.</i></p> | |
| School contact (Name & Tel Number) | |
| Any other information <ul style="list-style-type: none"> • Dates of holiday? • Did both parents go on holiday? | |

Holiday Penalty Notice Checklist

- Is this the most up to date address for the family? (Please check if unsure)
- Check personal information is correct i.e., DOB & surname spelt accurately
- Please attach an up-to-date attendance certificate showing when the holiday took place and when the pupil returned to school. *(If the holiday falls either side of a school holiday please make sure to submit request once the pupil has returned in the new term)*
- A Holiday penalty notice can only be issued if 10 or more session marked as a **G Code** have been taken within a 12-week period. 10 sessions = 5 full school days.
- Please indicate clearly which parent you would like to issue the penalty notice to? If both parents have parental responsibility then they can both be issued a penalty notice if both were in agreeance with the holiday that had taken place.
- Please can you send the request form & attendance certificate and any other information as separate PDF Documents on one email.
- If sending in multiple requests, please ensure all documents are separated and named accordingly.
- All attendance certificates need to show the pupil's name.
- A penalty notice cannot be issued to a child under 5 years old, for further information please visit: [School admissions: School starting age - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-admissions/school-starting-age)

For further information please contact: penaltynotices@dorsetcouncil.gov.uk or alternatively phone us on 01305 221596

Request for provision for children who cannot attend school for health reasons, not receiving a suitable education

| | | | | | |
|--|--|--------------|--|----------------------------|--|
| Name of child/ young person | | | | | |
| NC Year | | D.O.B | | | |
| Home address | | | | | |
| School/ setting (including address) | | | | | |
| Contact at school/ setting | | Role | | Email & Tel | |

| | |
|---------------------------|--|
| Current attendance | |
|---------------------------|--|

| |
|--|
| Provide details of the child or young person's medical condition and explain the barriers to the child or young person receiving a suitable education in school |
| |

| Which health professionals are involved? | | |
|---|--------------|------------------------|
| Name | Title | Contact details |
| | | |

| Which other professionals are involved? | | |
|--|--------------|------------------------|
| Name | Title | Contact details |
| | | |

| Does the child or young person have SEN? If so, please give a brief outline below. Does the child have an EHCP? |
|--|
| |

| What has the school put in place to remove the barriers to the child or young person receiving a suitable education in school? Include how long the support has been in place, the financial cost and impact |
|---|
| |

What is the child or young person's view about their medical condition, the management of this and its impact upon their education?

What views have the parents or carers shared with the school about their child's medical condition and the impact it has on education?

What is being requested?

Desired outcome from requested provision?

Outcome 1:

Outcome 2:

Outcome 3:

| | | | | | | |
|---|--|--|--|--|--|--|
| Please add any other comments that you feel are relevant to this request | | | | | | |
| | | | | | | |
| Anticipated length of time the provision will be required | | | | | | |
| | | | | | | |

| Current attainment | | | | | | |
|---|--------------|--|---------|--|-------|--|
| Y1 | Phonics | | | | | |
| KS1 | Reading | | Writing | | Maths | |
| KS2 | Reading | | Writing | | Maths | |
| | GPS | | | | | |
| Y4 | Times tables | | | | | |
| KS3 | English | | Science | | Maths | |
| | | | | | | |
| | | | | | | |
| KS4 | English | | Science | | Maths | |
| | | | | | | |
| | | | | | | |
| Any other relevant scores e.g., CAT: | | | | | | |
| | | | | | | |

| | |
|--|------------------|
| Please confirm that you have attached the following documents to this request. Requests without this information will be considered incomplete and returned to the school or setting. | |
| Required Information | Attached? |
| Relevant medical reports/correspondance evidencing the need for child/young person needing education in different setting | |
| Completed Individual Healthcare Plan (if relevant) | |
| Risk assessments (if applicable) | |

| | |
|--|---------------|
| Name of referrer | |
| Date of referral | |
| Referrer has permission of parent to make request | Yes/No |

Please send this request and supporting documentation to your school link Inclusion Lead.

| | |
|---------------------------------------|--|
| For Dorset Council use only | |
| Inclusion Team Manager | |
| Inclusion Team Manager comment | |
| | |
| Date | |
| Panel date | |
| Panel Discussion | |
| | |
| Panel Decision | |
| | |
| Panel Review Date | |

Locality Contact Information

| Locality | E-mail | Telephone |
|---------------------|--|---|
| North Locality | northlocality@dorsetcouncil.gov.uk | 01258474036 |
| Dorchester Locality | dorchesterlocality@dorsetcouncil.gov.uk | 01305224220 |
| West Locality | westlocality@dorsetcouncil.gov.uk | 01308425241 |
| Chesil Locality | chesillocality@dorsetcouncil.gov.uk | 01305762400 |
| East Locality | eastlocality@dorsetcouncil.gov.uk | 01202868224 |
| Purbeck Locality | purbecklocality@dorsetcouncil.gov.uk | 01929557000 |