

SHEFFIELD CITY COUNCIL

SHEFFIELD'S ATTENDANCE STRATEGY (for Early Years Settings, Schools, Academies and Colleges)

Version 6 – (8 January 2013)

DRAFT

Contents

- 1. Introduction**
- 2. Context/Background**
- 3. Strategy Themes & Priorities**

- 1. Schools' Own Management of Attendance**
- 2. Early Intervention and Prevention**
- 3. Support for Looked After Children**
- 4. Local Authority Targeted Support for Schools**
- 5. Full and Effective use of Legal Powers**

- 4. Resources**
- 5. Review**
- 6. Action Plan**

1. Introduction

1.1 Schools, local authorities, parents/carers and the wider community all have a role to play in improving attendance. Every child should be in education every day and every school should have policies and procedures designed to ensure that all its pupils attend regularly. The Local Authority (LA) should have clear policies and procedures in terms of how it will carry out its statutory duties and support schools with the wider attendance agenda.

1.2 The LA issued the 'Making a Mark' attendance strategy in 2002, which aimed to improve school attendance by working in close partnership with schools. It raised the profile of school absence, introduced a rigour and coherency into the processes of supporting vulnerable young people and, for the first time, assisted with the development of whole school strategies.

1.3 Feedback from schools was that this document was extremely helpful at the time in terms of standardising procedures, sharing good practice and raising the profile of the importance of improving school attendance. As with most strategies, there comes a time when it is appropriate to review our approach, taking into account the significant changes which have taken place since 2002. This review has been particularly influenced by the:

- Corporate Plan & CYPF's Big Ambition;
- major changes to support services within the LA;
- central position of schools being responsible for the attendance of the children on their roll;
- need to continually strengthen and improve the attendance of vulnerable groups of children.

1.4 School attendance is central to all the priorities in the city's corporate plans, which are:

- Improving skills
- Raising attainment and aspiration
- Improving children's health
- Safety and happiness
- Looked after children
- Successful transition to adulthood

1.5 Most of these priorities are linked to the Corporate Plan and CYPF Big Ambition "that every child, young person and family achieves their full potential by raising expectations and attainment and enabling enriching experiences, of ensuring a better life for children and young people, with one (Improving skills) linked to leading Sheffield's transformation.

1.6 Improving school attendance for children and young people will not only help the LA to achieve these priorities, more importantly it will help improve the life chances of the most vulnerable including: Looked After

Children, Young Carers and children with learning difficulties and or disabilities (LD/D).

Evidence shows the true impact of children and young people missing school:

- 10 minutes late to school every day = 32 hours a year of lost education;
- 1 day a week of school missed = 2 months a year of lost education;
- Half a day a week missed, throughout school life =
-

One full year of lost education!

- 1.7 The new strategy is therefore central to the LA's Big Ambition which includes ensuring that all schools are good schools and that every child will be in education everyday.
- 1.8 The new and different approach for Sheffield, outlined within the new strategy in Section 3, will to be to:
- Encourage schools to take an increased role in low level attendance issues prior to requesting support from the Multi Agency Support Teams (MAST);
 - Implement the early intervention approach where all MAST workers have attendance as a key priority;
 - Implement the whole family approach with regard to attendance;
 - Prioritise Looked After Children;
 - Work in a targeted way with schools requiring additional support, which will include Special Schools and the Inclusion Centres';
 - Make full and effective use of legal powers available to the LA;
 - Increase Sheffield's attendance to match or exceed the National Average;
 - Lower Persistent Absence.
- 1.9 The aim of this document is to help schools and services efficiently manage pupil attendance and absence procedures as set down by the statutory requirements and the guidance from the DfE *. The document will provide a corporate approach for managing attendance and absence in Sheffield.

*<http://www.dfe.gov.uk/schoolattendance>

Attendance Codes Guide for Schools and LAs 2009

The Education Act 1996 (External link)

The Education (Pupil Registration (England) regulations 2006 (External link)

The Education (Pupil Registration) (England) (amendment) Regulations 2010 (External link)

The Education (Pupil Registration) (England) (amendment) Regulations 2011 (External link)

2. Context/Background

2.1 Attendance

2.2 Improving school attendance has been, and continues to be, a challenge for schools, parents/carers and the LA. The overall picture for school attendance in Sheffield, and nationally, has shown an increase in all phases since 2001. However the table below (also in **Appendix A**), indicates that from 2008 to 2011 the picture for Sheffield has stayed fairly static.

Primary increasing by 0.14% and Secondary (including Academies from 2009/10) increasing by 0.37%. This indicates that Sheffield is falling behind the national picture which has seen a larger increase in both phases, in Primary by 0.26% and Secondary by 0.84%. Special schools have also seen an increase in overall attendance from 2008 to 2011, nationally by 0.57% and in Sheffield by 2.4% which represents a very good increase for Sheffield but is still well below the national average.

2.3 However, Sheffield has seen an encouraging increase across all phases in 2011/2012. In Primary by 0.7%, in Secondary 1.01%, and Special 0.57%. This may be due to the early implementation of the recommendations of this strategy. Unfortunately, we are not able to compare this nationally as the figures will not be available until February 2013.

	Primary		Secondary		Special	
	National	LA	National	LA	National	LA
2008	94.74	94.41	92.66	92.22	89.43	85.90
2009	94.70	94.27	92.80	92.49	89.28	85.7
2010	94.79	94.38	93.20	92.59	89.75	89.26
2011	95.0	94.55	93.5	92.59	90.0	88.30
2012	*	95.25	*	93.60	*	88.87

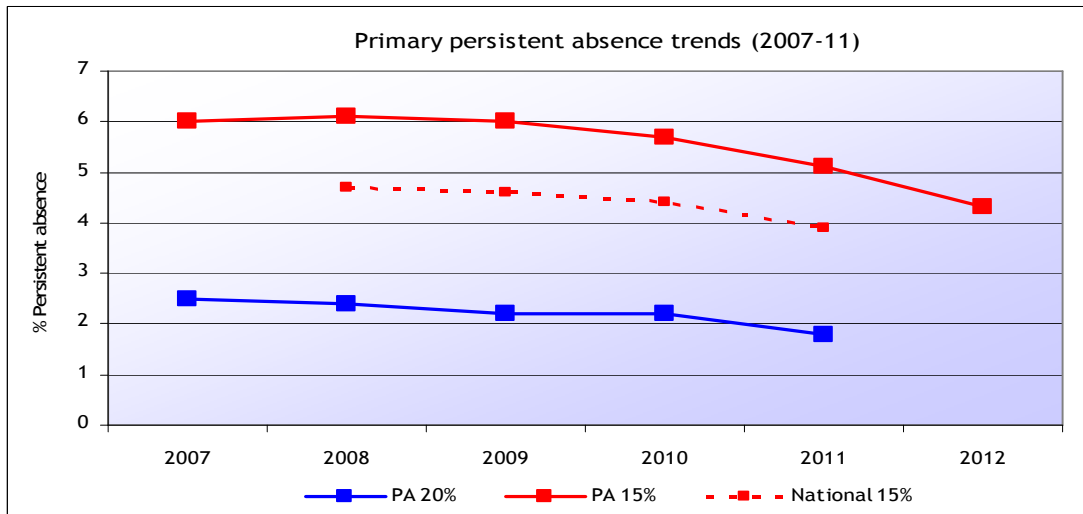
* National figures not yet released due in February 2013

2.4 Persistent Absence – Primary

2.5 A key priority both nationally and locally is to reduce Persistent Absence (PA). A child or young person is deemed to be PA if their overall total attendance is below 85%; this benchmark has recently been raised from 80%.

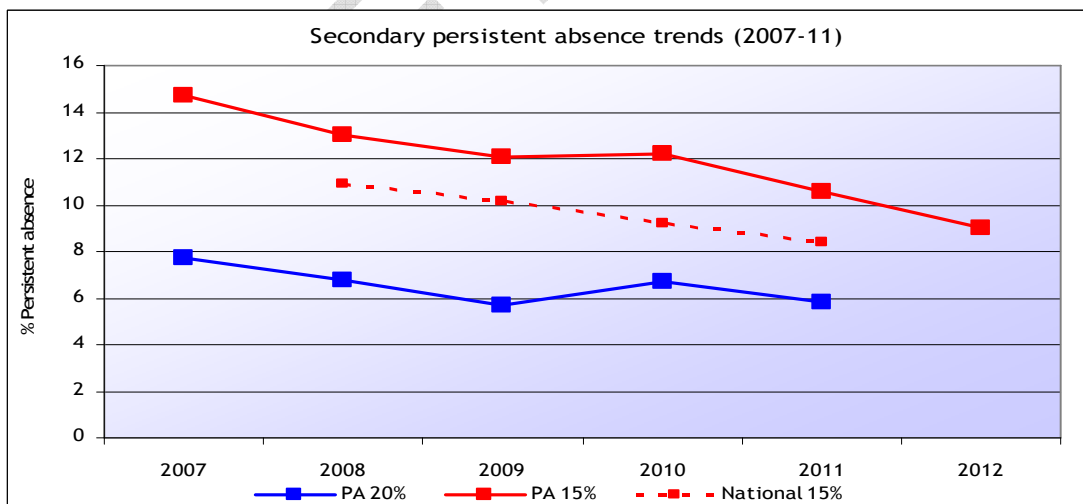
2.6 The graph below (and in **Appendix B**) indicates that using the baseline of 85%, in 2007 for Sheffield primary schools the percentage of pupils who were PA was 6.1% in comparison to national which was 4.7%. In 2011 Sheffield was 5.1% in comparison to national which was 3.9%. Therefore

although Sheffield has a higher percentage of PA than national we have reduced slightly more than national over this period by an additional 0.2%.



2.7 Persistent Absence - Secondary

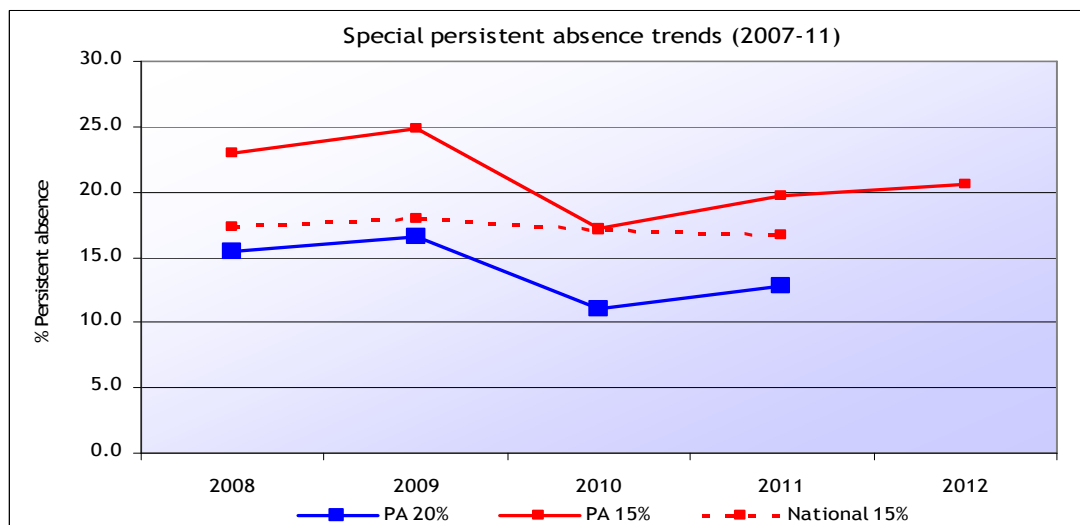
2.8 The graph below (and in **Appendix B**) indicates that using the baseline of 85%, in 2007 for Sheffield secondary schools the percentage of pupils who were PA was 13% in comparison to national which was 10.9%. In 2011 Sheffield was 10.6% in comparison to national which was 8.4%. Therefore Sheffield remains with a higher percentage of PA than national and have reduced at a similar rate to national over this period of time.



2.9 Persistent Absence – Special

2.10 The graph below (and in **Appendix B**) indicates that using the baseline of 85%, in 2007 for Sheffield special schools the percentage of pupils who were PA was 23% in comparison to national which was 17.3%. This was a very worrying picture for Sheffield at this point being 5.7% higher than the national picture. In 2011 Sheffield had reduced this figure to 19.7% in comparison to national which was 16.7%. Although this was a good reduction

for Sheffield unfortunately we have not managed to close the gap and still remain higher than national by 3%.



2.11 The current picture for Sheffield in 2012 shows an improved position for PA in primary of 4.3% and in secondary 9% but, worryingly, PA in special schools has increased by 0.9% to 20.6%. Unfortunately we are not able to compare this nationally as the figures will not be available until February 2013.

3 Strategy Themes and Priorities

3.1 The key themes and priorities of the strategy are:

- **Schools' own management of attendance**
- **Early Intervention and Prevention**
- **Support for Looked After Children**
- **Local Authority Targeted Support for Schools**
- **Full and Effective use of Legal Powers**

3.2 Schools' own management of attendance

Schools have a statutory duty under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children. While regular school attendance is predominantly the responsibility of parents and carers, schools play a central role in ensuring that children and young people attend school regularly. This includes taking a positive and proactive role in the promotion of regular school attendance through strategies identified within the school attendance policy that will engage families. It is important that Governors take a key role in promoting good attendance when approving this policy.

3.3 It is further acknowledged that schools will take responsibility for low level attendance issues before requesting additional support from the Multi Agency Support Teams (MAST). In most schools this would include 'First

Day' absence procedures, meeting with parents and, where resource permits, home visits.

3.4 Good practice guidance suggests that schools can improve attendance by:

- Designating a member of the Senior Management Team as Attendance Lead;
- Identifying a member of the Governing Body to take responsibility for attendance. Other governors may also play a more active role in monitoring individual cases where this is part of the school's attendance policy;
- Producing and reviewing a whole school attendance policy, which sets out how attendance is managed and what monitoring systems are in place. This should be endorsed and monitored by the governing body;
- Setting realistic but challenging annual attendance targets;
- Having efficient and effective registration systems which encourage punctuality and safeguard children;
- Adhering to legal requirements regarding attendance and registrations **(please refer to 'Full and Effective Use of Legal Powers' No. 3.22 below)**
- Having efficient and timely monitoring and referral systems that identify attendance concerns, provide support and escalate to Social Care Fieldwork Teams when appropriate;
- Being observant and alert to changes in patterns of attendance by individual pupils as well as particular groups;
- Having a rigorous approach to sanctioning holidays in term time, following the LA guidance **(please refer to Appendix C)**;
- Encouraging both teaching and non-teaching staff to forge effective links with parents;
- Sharing good practice locally across families of schools.

3.5 Early Intervention and Prevention

Integrated Children's Services were introduced in 2006 and the Attendance and Inclusion Service was redesigned and became part of the Children and Young People's Service. Investment has been made over recent years in the 'Early Intervention and Prevention' approach, with the introduction of the Multi-Agency Support Teams (MASTs) as part of the Early Intervention and Prevention strategy. MASTs are made up of a range of staff with a variety of skills and backgrounds. The introduction of the 'whole household' approach ensures that issues and difficulties faced by children, young people and families are dealt with in a holistic way, which would of course include school attendance.

3.6 More recently, in November 2011, the MAST service has been redesigned and re-launched, which has been driven by an aspiration to develop a multi-agency approach directed at the whole family, built on the principle of one family, one worker and one plan. The new service has

included a complete reshaping of the services and the roles and responsibilities of MAST workers.

3.7 The key principle which underpins the LAs procedures for managing attendance is the belief that regular and punctual attendance is the key to academic and social development. This will in turn safeguard vulnerable young people and will improve their life chances. Attendance and Inclusion is therefore a key priority for all MAST staff as they continue to work closely with children, young people, families, partners and schools to embed the concept of early intervention and prevention and keep children and young people safe.

3.8 Children, Young People & Families (CYPF), via MAST, will continue to provide support to schools on a range of issues, which will include attendance and inclusion (including exclusions). When schools have exhausted their internal support systems they can refer to MAST. The Attendance & Inclusion Officers, who are specialists within MAST, will offer advice and support to ensure that needs are identified and appropriate support is requested. Where the issue identified is a simple single agency issue, this will be requested via the completion of a 'Request for Support' proforma. Where the issues presented are more complex it may require a multi-agency discussion, to address issues within the whole family, and will therefore require the completion of a Common Assessment Framework (CAF) assessment.

3.9 MAST will continue to work closely with Social Care Fieldwork Teams to reduce the number of cases that may otherwise escalate. The Social Workers for Prevention and Intervention (SWPIs) who are part of MAST will play a lead role in providing advice and guidance to schools, partners and other MAST staff.

3.10 MAST will also continue to work closely with colleagues in the Inclusion and Learning Service (ILS) where dedicated work is already underway to ensure that 'Every child is in education every day'. Further information on this work can be accessed via

3.11 Support for 'Early Years' is integral to the early intervention approach and MAST staff and Managers will continue to build robust relationships with professionals working in Early Years, including Children's Centres. Support will be offered to Early Years settings on the management of attendance and punctuality and tailor made guidance will be developed for early year's practitioners.

3.12 The LA will continue to work with other agencies, including housing, to identify vulnerable children and young people who may be missing school by implementing the 'Environmental Protocol';

3.13 It is acknowledged that children and young people, who are 'Young Carers' for their parents, or other family members, can have poor or fluctuating attendance patterns. It is also evidenced that attendance and therefore their attainment can be substantially affected.

3.14 The LA has made a pledge to work with schools and other partners to identify young carers at the earliest possible opportunity and to provide tailored packages of support for them. This will require close working arrangements with Adult Services to negotiate and secure effective packages of support to ensure that these children and young people have every opportunity to reach their full potential and are not disadvantaged by loss of school time.

3.15 The LA has provided ID cards to all Young Carers. If the Young Carers would like some extra support at school, because they are looking after someone at home, they can carry the card with them and can show the card discreetly to teachers when they need the additional support.

3.16 It is acknowledged that children and young people with Learning Difficulties and/or Disabilities (LD/D) may require additional support to enable them to attend school every day and reach their full potential. MAST will work with partners who support children with complex needs to enable families to have additional support to improve their attendance during and after the statementing process.

3.17 The LA will offer support to schools to ensure that absences are appropriately coded. This will include annual register checks and challenging schools where there may be the practice of 'unofficial' exclusions.

3.18 The LA will set realistic but challenging targets for attendance that will be discussed and agreed with heads and by governors. Progress against these targets will enable the LA to demonstrate that the early intervention and prevention approach is having a positive impact on the children, young people and families that have been supported. **(please refer to Appendix D);**

3.19 The LA will ensure that it fully utilises all available data to effectively track and monitor attendance trends and will target its resources appropriately by providing early intervention and prevention services or by challenging and supporting schools to manage their attendance. For further information please contact: <https://www.sheffield0to19.org.uk/professionals/masts.html>

3.20 Support for Looked After Children

A key priority for Sheffield LA is to improve all outcomes for Looked After Children (LAC). For further information on Sheffield's LAC strategy **(please refer to Looked After and Adopted Children Strategy 2011-2013)** <http://www.sheffield.gov.uk/caresupport/childfam/looked-after-children>

3.21 As mentioned previously, poor school attendance frequently has a direct impact upon achievement and life chances of young people, therefore for LAC this is a crucial area for support. CYPF will do this by:

- The implementation of the Virtual School for Looked After Children;

- Targeting the support of the Virtual School team, which will include monitoring attendance daily and calling multi-agency meetings at an early stage to address escalation of poor attendance. The Virtual School team will:
 1. Monitor the attendance of all LAC in the city via Welfare Call;
 2. Follow up identified attendance issues for all LAC out of city, by contacting the schools and/or the Social Worker;
 3. Follow up identified attendance issues for all LAC in city, by contacting the school and/or the Social Worker and advising the school to make a referral to the MAST, where appropriate.
- Develop the role of the 3 LAC Champions as part of MAST who will support the process to fast track referrals for allocation and support;
- Providing targeted support to staff and young people in Children's Residential Homes.

3.22 Local Authority Targeted Support for Schools and Providers

3.23 MAST will work collaboratively with schools to identify key issues relating to the impact of persistent poor attendance on overall attainment and progress. For schools and providers with identified attendance issues the LA will target its resources to support them in the following circumstances:

- Schools that have a Persistent Absence figure of 2% or more than the National Average (NA) (Primary NA 3.9%, Secondary NA 8.4%);
- All Special Schools with identified attendance issues and high levels of PA;
- Schools that are identified as causing concern where attendance is a key issue;
- Schools that are in a category for school improvement;
- Schools that have an influx of new groups that may impact negatively on school attendance;
- School with high numbers of children identified in the 'Building Successful Families' programme and or Young Carers;
- The Inclusion Centres;
- Providers of alternative provision that have young people with attendance issues.

3.24 It is acknowledged that schools and providers across the city may be at different points in terms of attendance process and procedures, and may have differing resources to support this agenda. Before a referral is made to MAST, the Attendance & Inclusion Officers will work with schools/providers to ensure that staff are able to:

- Identify the absence patterns;
- Work with the young person to identify the issues and put a support plan in place to address the issues;

- Contact parents where attendance issues do not improve;
- Inform parents that a referral is being made to MAST when the school/provider has exhausted all its internal support services available.

3.25 MAST will liaise with key members of Lifelong Learning and Skills (LL&S) to improve monitoring systems for attendance with alternative providers and will ensure that young people who will be effected by the raising of the compulsory participation age and who have had identified school attendance issues, are supported (**please refer to 'The Education and Skills Act 2008' Raising Participation Age**).

3.26 **Full and effective use of legal powers**

The LA has statutory duties to fulfil with regards to poor school attendance which include utilising legal powers. However, the LA will continue to work with Parents and Carers to do all it can to engage them and their children with schools. The LA will also ensure that all possible support avenues, both within schools and within the LA, have been exhausted before taking any punitive action. It will be important therefore to target families sensitively to ensure additional pressure is not put on vulnerable families in crisis.

3.27 ***Parenting Contracts, Parenting Orders and Penalty Notices** are interventions available to promote better school attendance and behaviour. Good behaviour and attendance are essential to children's educational prospects. These measures are permissive and it is for individual governing bodies and local authorities to decide whether to use them.

3.28 The LA will work closely with, and offer support to, named attendance staff in schools to progress cases via the legal system where required.

3.29 LAs also have other powers to enforce school attendance where this becomes problematic, including the power to prosecute parents who fail to comply with a school attendance order or fail to ensure their child's regular attendance at school.

3.30 ***School Attendance Orders**. If it appears to the local authority that a child of compulsory school age is not receiving a suitable education, either by regular attendance at school or otherwise, then they must begin procedures for issuing a School Attendance Order. The order will require the child's parents to register their child at a named school. If they fail to comply with the order the parent can be prosecuted.

*The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
 The Education (Penalty Notices) (England) Regulations 2007
 The Education (Penalty Notices) (England)(Amendment) Regulations 2012
 Under section 437 of the Education Act 1996.
 Under section 447 of the Education Act 1996

3.31 ***Education Supervision Orders.** The local authority must consider applying for an Education Supervision Order (ESO) before prosecuting parents. A local authority may apply for an ESO instead of or as well as prosecuting parents. The order is placed on the child and the local authority is appointed by the court to supervise that child's education either at a school or at home for a specified period of time.

3.32 Schools – Should adhere to legal requirements regarding attendance and registrations by:

- Completing attendance registers each morning and afternoon;
- Notifying the LA of any unexplained absences in excess of 10 continuous school days;
- Maintaining an 'Admissions and Attendance Register';
- Only removing pupils from the Admissions Register in accordance with the requirements of the regulations;
- Keeping registers for three years, making them available to LA Officers when required;
- Keeping accurate records of any support offered which may be used if cases are progressed via the legal route;
- Presenting reports on absence to the Governing body for discussion;
- Taking a lead responsibility for initiating and monitoring 'Parenting Contracts' with support from MAST where required;
- Liaising with the LA if they wish to issue Penalty Notice warning letters.

For more detailed information, (please refer to '**Advice on School Attendance**' www.dfe.gov.uk).

3.33 **Local Authority** – The LA will initiate legal proceedings only as a last resort when all other attempts to resolve attendance issues have been unsuccessful. Before initiating legal proceedings, we would expect at least one of the following alternatives to have been tried:

- Fixed Penalty Notices (FPN) may be used as a precursor or alternative to legal action, in appropriate cases. Head teachers, MAST workers and the Police may recommend the use of FPNs, which will be issued by the Attendance & Inclusion Social Work Qualified Officer (A & I O SWQ) if attendance is below 90% with at least 20% of the absence unauthorised.
- Supporting schools to develop 'Parenting Contracts', as a means of supporting the family to address concerns about school attendance.
- 'Parenting Orders' as directed by court to help address anti-social behaviour working closely with the Police, Housing and Targeted Youth Support.

3.34 The DfE expects all LAs to use Fast Track Case Management where appropriate. This involves the setting of targets for pupil attendance, which if not met can result in early prosecution of parents. The LA will adhere to legal requirements regarding attendance and registrations by:

- Taking legal action against parents, either in the Magistrates Court, or the Family Proceedings Court if their children do not attend school regularly. This could result in heavy fines and for the more serious cases imprisonment.

4 Resources

4.1 Schools will:

- Identify a Senior Manager as Lead for Attendance;
- Identify a School Governor to take responsibility for Attendance;
- Analyse attendance data on a regular basis and make recommendations to the school's SMT;
- Submit attendance data on a regular basis in line with DfE and LA guidelines;
- Identify a member of staff to do first day calling (or will subscribe to an agency to carry out this work);
- Ensure that all school staff have a remit for challenging and supporting the attendance agenda;
- Have identified staff to liaise with MAST regarding a range of issues including attendance.

4.2 The Local Authority will:

- Identify a Senior Manager as Lead for Attendance;
- Develop an Attendance Strategy Group made of LA Officers, members of school staff and partners;
- Regularly analyse data provided by school to produce reports for key members of LA staff and schools;
- Identify a number of A & I (SWQ) Officers, to have a specific responsibility for LAC and for progressing cases through the legal system where appropriate;
- Identify a number of A & I Officers to support the strategic development of attendance in schools with specific responsibility for data and supporting processes in school;
- Identify a number of Social Workers for Prevention and Intervention (SWPIs) to give advice and guidance to schools, partners and MAST staff;
- Ensure that all MAST staff have a remit for challenging and supporting the attendance agenda;
- Identify appropriate Business Support to carry out the administration process for the legal processes;
- Identify staff within the Virtual School to monitor the attendance of LAC.

5 Action Plan and Review

5.1 Sheffield's Attendance Strategy will be supported by a live action plan which will be developed and agreed with key local partners including schools. Progress in relation to the action plan will be monitored termly by the

Attendance Strategy Group and the findings will form the basis of a termly report that will be made available on request.

5.2 If the strategy is working, then the key outcomes we would expect to see are:

- improved levels of attendance;
- reduced absence for holidays in term time;
- reduced numbers of pupils missing for unauthorised absence;
- an increase in the numbers of families supported via 'Building Successful Families' programme;
- improved levels of attainment in schools;
- improved outcomes for children, young people and families;
- improved outcomes for vulnerable groups e.g LAC, Young Carers and LD/D;
- reduction in the number of young people Not in Education or Employment (NEET);
- reduction in the number of cases escalated to the Social Care Fieldwork Service;
- reduction in the number of children deemed as 'Children In Need' (CIN);
- reduction in the number of children on child protection plans;
- reduction in the number of children taken into the care of the LA.

5.3 The strategy will be reviewed annually led by the Attendance Strategy Group in consultation with key partners including schools. The LA will monitor the effectiveness of the strategy through regular reports to the Children and Young People SLT and Scrutiny Board.

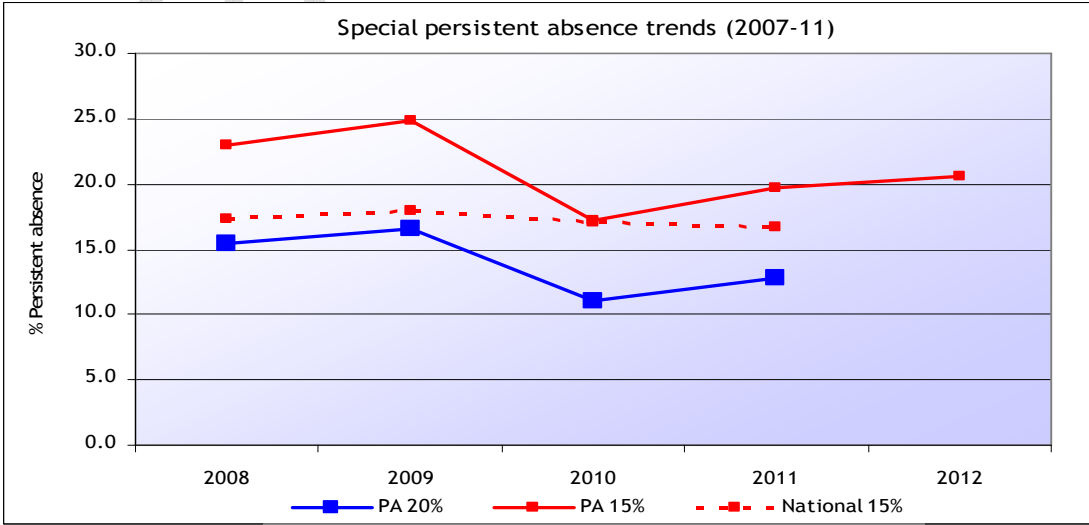
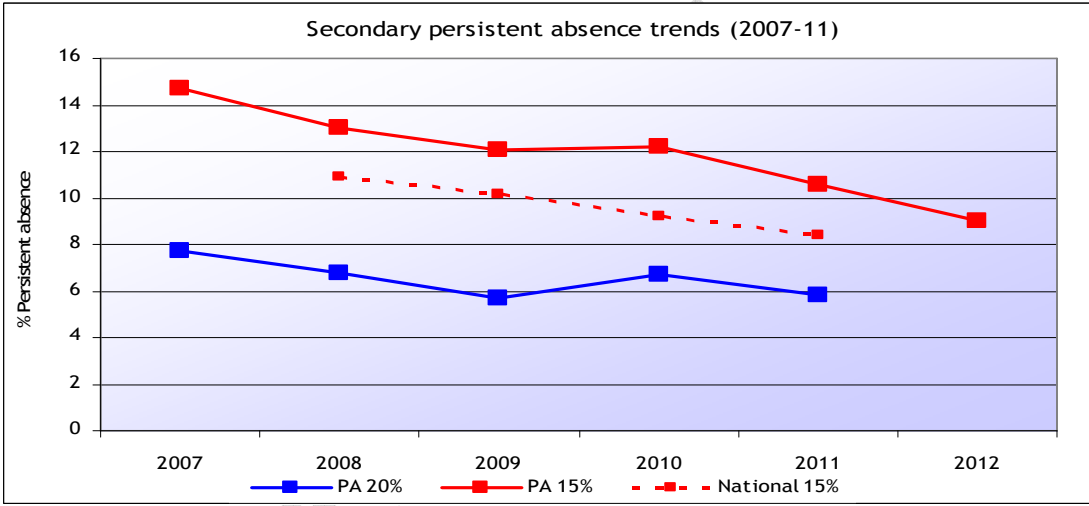
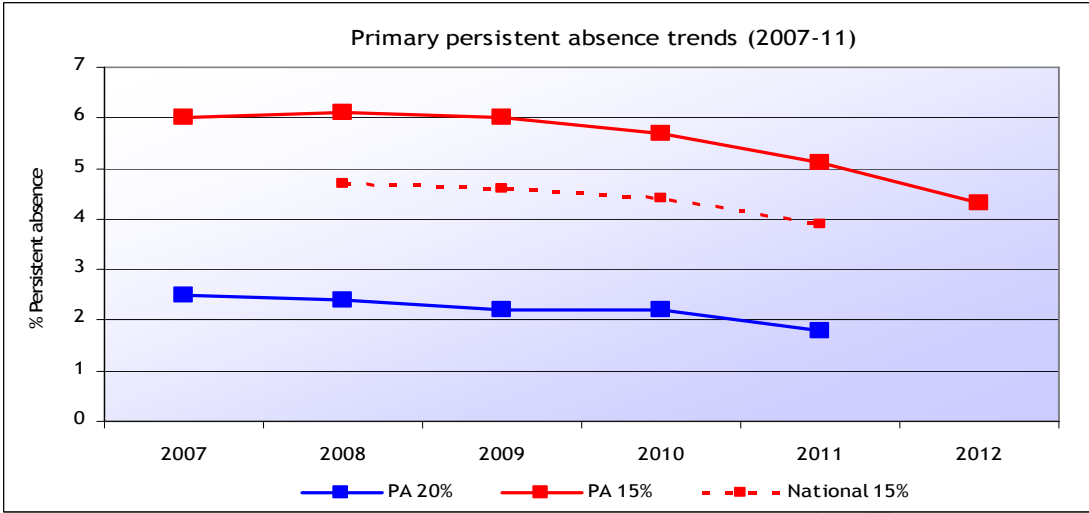
Appendix A

Primary	2007/08	2008/09	2009/10	2010/11	2011/12*
Attendance					
National	94.74	94.70	94.79	95.0	
LA	94.41	94.27	94.38	94.55	95.25
Authorised Absence					
National	4.69	4.66	4.54	4.3	
LA	4.80	4.83	4.64	4.4	3.7
Unauthorised Absence					
National	0.57	0.64	0.67	0.7	
LA	0.8	0.9	1.0	1.1	1.0
Persistent Absence					
National 15%	4.7	4.6	4.4	3.9	
LA 15%	6.1	6.0	5.7	5.1	4.3
LA 20%	2.4	2.2	2.2	1.8	

Secondary	2007/08	2008/09	2009/10	2010/11	2011/12*
Attendance					
National	92.66	92.80	93.10	93.5	
LA	92.22	92.49	92.59	92.59	93.60
Authorised Absence					
National	5.87	5.74	5.42	5.1	
LA	5.59	5.48	5.46	5.0	4.6
Unauthorised Absence					
National	1.5	1.5	1.4	1.4	
LA	2.1	2.0	1.9	2.3	1.8
Persistent Absence					
National 15%	10.9	10.2	9.2	8.4	
LA 15%	13.0	12.1	12.2	10.6	9.0
LA 20%	6.8	5.7	6.7	5.8	

Special	2007/08	2008/09	2009/10	2010/11	2011/12*
Attendance					
National	89.43	89.28	89.75	90.00	
LA	85.90	85.7	89.26	88.30	88.87
Authorised Absence					
National	8.41	8.58	8.24	8.0	
LA	9.4	9.8	8.26	8.7	8.6
Unauthorised Absence					
National	2.16	2.14	2.01	2.0	
LA	3.6	4.5	2.48	3.5	2.5
Persistent Absence					
National 15%	17.3	18	17.1	16.7	
LA 15%	23.0	24.9	17.2	19.7	20.6
LA 20%	15.4	16.6	11.1	12.8	

2011/12 data is provisional



This local guidance and was developed in partnership with schools and was implemented in 2010.

Holiday leave in Term Time

Nationally 5.4 million days were lost due to holidays during the Autumn 2006 and Spring 2007 terms. Of these 4.9 million days were authorised and approximately 10% of all absences were due to holidays.

Schools are now being urged by the DfE to reduce these figures in order to improve attendance and achievement.

The regulations make it clear that parents do not have a legal right or entitlement to take a child out of school for the purpose of a term – time holiday.

The regulations state that:

- schools can agree to an absence for a family holiday of up to 10 days if there are **special** circumstances that warrant it (code H).
- schools can agree to an absence of more than 10 school days if there are **exceptional** circumstances (code F)

If the school does not agree to the absence and the pupil still goes on holiday, then the absence is unauthorised. An unauthorised extension to an agreed holiday will be also classed as an unauthorised absence (code G). The Local Authority may issue fixed penalty notice if the pupil already has an attendance issue i.e. attendance below 90% with at least 20% of the absence unauthorised.

If the pupil fails to return to school after 10 days from the end of the agreed 'holiday' period, s/he could be taken off roll providing all reasonable efforts have been made by the school and Local Authority to locate him/her *and* approval has been given by the Children Missing from Education Team.

Local Authority Standpoint

The Local Authority expects schools to follow the regulations and use the absence codes as shown above. Wherever possible it will seek to apply fixed penalty notices to discourage parents from going against the ruling made by the Head Teacher.

This guide outlines the considerations schools are expected to make when holiday requests in term time are made.

<http://www.education.gov.uk/rsgateway/DB/SFR/s001060/sfr04-2012nt.xls>

NB Following Charlie Taylor's recommendations, Government intent to strengthen the rules around Term Time holidays by September 13.

Appendix C

Sheffield School Attendance Targets % (Draft)

	2010/11	2011/12	Target 2012/13	Target 2013/14	Target 2014/15
Primary					
National	95.00	*			
LA	94.55	95.25	0.15	0.15	0.15
Secondary					
National	93.5	*			
LA	92.59	93.60	0.30	0.30	0.30
Special					
National	90.00	*			
LA	88.30	88.87	0.40	0.40	0.40

* National figures not yet released due in February 2013

Persistent Absence Targets %

	2010/11	2011/12	Target 2012/13	Target 2013/14	Target 2014/15
Primary					
National	3.90	*			
LA	5.10	4.30	0.40	0.40	0.40
Secondary					
National	8.40	*			
LA	10.60	9.00	0.73	0.73	0.73
Special					
National	16.70	*			
LA	19.70	20.6	1.00	1.00	1.00

* National figures not yet released due in February 2013

LAC Targets %

	2009/10	2010/11	2011/12	Target 2012/13	Target 2013/14	Target 2014/15
National	94.2	94.5	*			
LA	92.8	93.1		0.46	0.46	0.46

* National figures not yet released due in February 2013

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