

FLEETVILLE

Junior School



Attendance Policy

Mission Statement/Vision

We believe that children cannot learn if they are absent from school. Therefore, we aim to ensure that all our children and young people take full advantage of the educational opportunities available to them and to raise standards by promoting regular attendance and punctuality of all pupils.

Aims/Expectations

At Fleetville Junior School, we aim to:

- Create a culture in which good attendance is accepted as the norm for all of our pupils.
- Demonstrate that good attendance and punctuality is valued by the school.
- Maintain and develop effective communication regarding attendance between home and school.
- Safeguard our pupils through the rigorous monitoring of attendance.

Attendance Targets/Attendance Registers

To keep whole school attendance above 96% and persistent absence to below 6%.

We will maintain registers in line with the rules governing the maintenance of registers, including removal from roll, are contained in the Education (Pupil Registration) (England) Regulations 2006. Attendance registers are legal documents that may be required as evidence in court cases.

Leadership & Management

Through our leadership and management of attendance, we:

- Have high expectations and core values for attendance, which are communicated to and understood by all staff, pupils and families.
- Make sure all staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.
- Expect good attendance and punctuality from all members of the school community and make sure that all pupils understand its importance.
- Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower all staff to take responsibility for attendance.
- Recognise attendance as an important area of school improvement.

The Role of All Staff

All members of staff should:

- Treat all pupils with dignity.
- Build relationships rooted in mutual respect and observe proper boundaries.
- Take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively.
- Understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils particularly for children with a social worker and those who have experienced adversity.
- Deliver clear messages about expectations, routines and consequences to new pupils and families through admission/transition events.
- Use physical presence to reinforce routines and expectations on arrival and departure.

- Regularly communicate expectations for attendance and punctuality and school performance through channels of communication with staff, pupils and parents.
- Monitor implementation of policy and practice in themselves and others.
- Establish, implement and monitor robust arrangements to identify, report and support children missing education (CME).
- Develop good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND)
- Ensure that parents fully understand the demands and responsibilities of elective home education

See guidance on HCC Grid regarding Children Missing Education

<https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/children-missing-from-education>

See guidance on HCC Grid when a parent is considering EHE

<https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/elective-home-education>

Role of the Headteacher

The Headteacher is responsible for:

- The implementation of the policy.
- All staff knowing and understanding their responsibilities for attendance.
- Agreeing whether an absence should be authorised. The power to authorise an absence rests with the Headteacher or delegated person within the school, and not with parents or the local authority – see Appendix A for circumstances under which an absence will be authorised.
- Working actively to maximise attendance rates, both in relation to individuals & the pupil body as a whole.
- Having clear policies in place to address persistent absence.
- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring trends.
- Implementing a system for all parents to report a child's absence.
- Reporting to the Governing Body the attendance figures and progress to achieving the set targets.
- Reminding all parents of their commitment to this policy.
- Building respectful relationships with all staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school.
- Communicating openly and honestly with all staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Modelling respectful relationships and appropriate communication for all staff and pupils.

This will help relationships between pupils and staff to reflect a positive and respectful culture.

Role of the Teaching Staff

Teachers are responsible for:

- Setting an example of punctuality and good attendance.
- Implementing the policy.
- Ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date.
- Monitoring class and individual attendance patterns.
- Informing their line manager of any concerns.
- Emphasising with children the importance of punctuality and good attendance.
- Reminding parents of their commitment to this policy.
- Building respectful relationships with all staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school.
- Communicating openly and honestly with all staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Modelling respectful relationships and appropriate communication for all staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:
 - o treat pupils with dignity
 - o build relationships rooted in mutual respect and observe proper boundaries
 - o take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence handling confidential information sensitively
 - o understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils particularly for children with a social worker and those who have experienced adversity
 - o communicate effectively with all families regarding pupils' attendance and well-being

Teachers will use some of all of the following to improve attendance:

- Emphasise the importance of attendance and its impact on attainment.
- Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom.
- Follow up on absence and lateness with pupils to identify barriers and reasons for absence.
- Explain the impact of absence and poor punctuality to parents and pupils.
- Review form attendance weekly to identify issues, intervene early and share concerns with the admin team and safeguarding leads.
- Consider the individual needs and vulnerabilities of pupils.

Pupils at risk of persistent absence

Teachers will:

- Welcome pupils back following an absence and provide good catch-up support to build confidence and bridge gaps. This could include:
 - o buddy support
 - o one to one input
 - o alerting senior staff to any barriers and problems shared by the pupil or parent.

- Establish action plans to remove barriers, provide additional support and set targets. This could include:
 - o lunchtime arrangements
 - o support with uniform (e.g. spare sweatshirts) or emotional wellbeing
 - o make regular contact with families to discuss progress
 - o consider what support for re-engagement might be needed, including for vulnerable groups

Pupils who are persistently absent

Teachers will endeavour to:

- Prepare supporting resources to ensure pupils can access learning when they return.
- Develop targeted intervention to address gaps and build pupils' confidence (including considering small group additional support).
- Contribute to action plans which attendance staff draw together where appropriate.
- Provide encouragement when pupils attend and arrive on time.

Role of Parents

Parents are responsible in law for ensuring that their children of compulsory school age receive an efficient education suitable to their age, ability, aptitude and any special educational needs that they may have. Most parents fulfil this responsibility by registering their children at a school.

Parents whose children are registered at a school are responsible for ensuring that their children attend and stay at school.

Parents are responsible for:

- Ensuring that their children are punctual and know the importance of good attendance.
- Instilling in their children an appreciation of the importance of attending school regularly.
- Impressing upon their children the need to observe the school's code of conduct.
- Informing the school on the first day of absence, by 9.00am at the latest.
- Providing the school with an explanation for the absence.
- Informing the school of any changes to their contact details.
- Taking an active interest in their children's school career, praising and encouraging good work and behaviour and attending parent's evenings and other relevant meetings.
- Working in partnership with the school to resolve issues which may lead to non-attendance.
- Avoiding arranging medical/dental appointments during school hours.
- Not booking holidays during term-time. These will not be authorised.
- Treating staff with respect.
- Actively supporting the work of the school.
- Communicating as early as possible circumstances which may affect absence or require support.

SLT in conjunction with School Attendance Officer (Receptionist)

The SLT is responsible for:

- Implementing the policy with the Headteacher.

- Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families.
- Implementing robust school systems which provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
 - o children who have a social worker including looked-after children
 - o young carers
 - o children who are eligible for free school meals
 - o children who speak English as a second language
 - o children who have special educational needs and disabilities
- Keeping the Head and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of all pupils and to implement attendance procedures.
- Compiling attendance data for the Head, the Governing Body and the Local Authority Attendance Officer (LAAO).
- Ensuring registers are kept up to date.
- Consultations with the LAAO.
- Contacting parents if they have not reported their child's absence by 9.10 am.
- Sending a letter if no contact is made.
- Arranging meetings with parents to ensure clear channels of communication are in place and offer support/interventions where necessary.
- Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.
- Ensuring that the Local Authority is notified of any pupil who fails to attend school regularly via a **10 Day Absence Form**.

See guidance on HCC Grid for form –

<https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/attendance-guidance-and-statutory-responsibilities>

Intervention

Intervention can be used in a range of circumstances but will always be delivered in a targeted way, in response to data or intelligence. The school will:

- Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence (register inspections, code analysis, cohort and group monitoring, punctuality, lesson attendance across subjects and benchmarking).
- Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.
- Create action plans in partnership with families and other agencies that may be supporting families, for example, children's social care and early help services. Commission or deliver interventions to improve attendance.
- Monitor the impact of any intervention, making adjustments if necessary and using findings to inform future strategy.
- Where interventions fail to address attendance issues, identify the reasons why and, where appropriate, change or adjust the intervention.
- Follow local authority codes of conduct, policies and procedures and make referrals for statutory intervention when interventions have not resulted in improved attendance and relevant triggers / thresholds are met.

Encouraging good attendance

The School encourages good attendance by:

- Using clear and consistently applied systems and processes to improve attendance and address absences. Makes sure these systems are inclusive and appropriate for all pupils.
- Publicising good attendance during assemblies, newsletters and the termly report to the Governing Body.
- Awarding good attendance certificates to pupils when they have achieved 100% attendance.

Dealing with lateness

The office staff and SLT monitor lateness and inform:

- The Head/SLT/Teachers of patterns of lateness.
- Parents of the school's concerns and arrange a meeting so that the problem can be addressed.
- The School gates are opened at 8:45am and pupils enter the school on arrival.
- Registers are taken at 8.55 am and teaching begins at 9:00am.
- Pupils who arrive before the register has closed between 9.00 am and 9.05am will be marked as 'late' but counted as present for that session (Code L).
- Pupils who arrive after 9.30 will be marked as late after register have closed (code U).
- When a pupil arrives after the register has closed and provides a satisfactory explanation, he/she should be marked as 'authorised absent' for that session.
- When a pupil arrives after the register has closed and fails to provide a satisfactory explanation, he/she will be marked as 'unauthorised absent' for that session.

Pupils at risk of Persistent Absence

Persistent absence occurs when a child's attendance falls below 90%. Absenteeism at this level will considerably damage a pupil's educational prospects and the school will work alongside parents/carers to tackle this issue by:

- Establishing robust escalation procedures which are initiated before absence becomes a problem, for example by:
 - o sending letters to parents and carers
 - o meeting with parents and carers
 - o engaging with local authority attendance teams and/or independent attendance organisations
 - o using fixed penalty notices
 - o engaging with children's social care staff, including Virtual School Heads and social workers where appropriate
 - o establishing a range of evidence-based interventions to address barriers to attendance
 - o monitoring the implementation and quality of escalation procedures (and intervention), for example:
 - o having a review
 - o sampling of case files
 - o evaluating the impact of escalation procedures and seeking robust evidence of the escalation procedures that work and that reflect the school context best
 - o attending or leading on attendance reviews in line with escalation procedures

- engaging governors in attendance panels to reinforce messages and outline relevance in terms of training and employment.

Pupils who are persistently absent

The school will carry out the following to address persistent absence:

- establish clear and effective service level agreements with external partners to support pupils with persistent absence, including:
 - local authority attendance services
 - independent attendance organisations
 - school family workers
 - alternative providers
 - school nursing and mental health professionals or charities
 - children's social care staff where appropriate
 - establish good relationships with a network of voluntary organisations and charities to support vulnerable pupils including those with persistent absence, for example:
 - mentoring organisations
 - young carers association
 - engage in or lead on attendance reviews and meetings in line with escalation procedures

Absence

Holidays during term time

From 1st September 2013, the Education (Pupil Registration) (England) (Amendment) Regulations 2013 change the rules about term-time holidays.

The Education (Pupil Registration) (England) (Amendment) Regulations 2006 allowed schools to grant up to 10 days absence in any school year for the purpose of a family holiday. The 2013 amendments to the 2006 regulations remove references to family holidays and extended leave as well as the threshold of 10 days.

The amendments specify that head teachers may not grant any leave of absence during term time unless there are "exceptional circumstances". If the holiday is taken unauthorised, schools may impose a penalty fine or issue court proceedings.

The schools of Spiral Partnership Trust will therefore not authorise leave of absence in term time unless they are for exceptional circumstances. All such applications will need to be on the school application form (Appendix A), which is available from the school office and the website. Applications will need to be at least 3 weeks before the expected absence, and include the reason for the request. An appointment may, on request from the parent, be made to discuss the request and the reasons behind it face to face.

The applications will be considered by the head teacher. The head teacher has the discretion to allow up to 5 days leave in exceptional circumstances, which is interpreted as:

"...being of unique and significant emotional, educational or spiritual value to the child which outweighs the loss of teaching time."

Examples could include:

- Service personnel returning from / scheduled to embark on a tour of duty
- Bereavement or Family crisis
- Significant family event
- When it is company policy for an employee to take leave only at a specified time of the year (evidence required from employer)

The school will reply in writing to the parent/carer within 5 working days with reasons for the decision. They will also take into account the child's previous attendance record and the impact of the specific time of year in which absence is requested. Absence will be unauthorised if no explanation is forthcoming from the parents or if the school is dissatisfied with the explanation.

See letter from Jo Fisher, Director of Children's Services on HCC Grid when considering a term-time holiday –

<https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/holidays-in-term-time>

Religious Observance – a maximum of 3 days absence is allowed for recognised religious observance.

Medical, Dental or Hospital Appointments – please ensure these appointments take place out of school time in order not to disrupt your child's education.

Fixed Penalty Notices

Statement on how school follows Hertfordshire County Council's Penalty Notice for Truancy Code of Conduct and procedures:

- We expect parents/carers to work with us to address attendance problems.
- If a pupil has at least 15 sessions (half day= 1 session) unauthorised absence in the current and/or previous term (including unauthorised holidays), the Head Teacher may ask the Local Authority to issue a Penalty Notice.
- The penalty is £60 if paid within 21 days of receipt of the notice, rising to £120 if paid after 28 days.
- If the penalty is not paid the Local Authority may prosecute parents/carers for their child's irregular attendance.

Follow guidance on HCC Grid when considering a Fixed Penalty Notice -

<https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/penalty-notices-for-unauthorised-absenceholiday>

Part-time Timetables

As part of the framework for the inspection of services for children in need of help and protection, children looked after, and care leavers (Ofsted June 2015) local authorities are required to provide detailed data on school age children in their area who are not in receipt of full-time education and schools are similarly expected to maintain data on students of compulsory school age who are on their roll but attending on a part-time timetable.

The Local authority has published guidance for all maintained school, academies, free schools, studio schools, UTCs, ESCs and PSBs on the use of part-time timetables for pupils

of compulsory school age (the term after their fifth birthday to the last Friday in June following their 16th birthday)

All schools are required to return information on children who are on part-time tables within five days of the pupil starting or ending a part-time timetable.

Follow guidance on HCC Grid when considering a part-time timetable -

<https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/attendance-part-time-students>

Appendix A



 FLEETVILLE INFANT & NURSERY SCHOOL AND FLEETVILLE JUNIOR SCHOOL 	
<u>Application for Leave of Absence</u>	
The 2013 amendments to the 2006 Education (Pupil Registration) (England) Regulations specify that head teachers may not grant any leave of absence during term time unless there are "exceptional circumstances". This is interpreted as: "...being of unique and significant emotional, educational or spiritual value to the child which outweighs the loss of teaching time." Examples could include: • Service personnel returning from / scheduled to embark on a tour of duty • Bereavement or family crisis • Significant family event • When it is company policy for an employee to take leave only at a specified time of the year (written evidence required from employer) The merits of each individual request will be evaluated against the exceptional circumstances and details given. This will be supported by the evidence considered by the school. If your child is absent from school because of a holiday which has not been agreed, this will be classified as an unauthorised absence and you may be fined or legal action taken against you.	
Name of Pupil:	Class:
Date of leave of absence from _____ to _____ No. of days _____	
Please state the reason for the request of leave of absence. Please provide as much detail as possible. Continue on a separate piece of paper if required.	
Signed _____	Name _____ (Parent/Carer)
Date _____	
Office use only:	Assessment of Information
When is the request planned for? September is critical for transition. Exams and tests should be avoided.	
Pupil's attendance level? (Up until Autumn half term use the % figure from the previous year)	
Pupil's school engagement is above, below or in line with expectation?	
Any special mitigating or aggravating circumstances which indicate that this request should be authorised or not authorised?	
Delete where appropriate:	REQUEST APPROVED / REQUEST DENIED
Reason and further information:	
Agreed return date _____	
COMPLETED BY:	DATE:

Absences will be authorised if:

- The pupil is absent with leave as agreed by the Headteacher.
- The pupil is ill and has not been asked to provide proof of absence.
- The absence occurs on a day exclusively set aside for religious observance by the religious body to which the pupil's parent belongs.
- The pupil is the child of Traveller parents who are known to be travelling for occupational purposes and have agreed this with the school but it is not known whether the pupil is attending alternative provision.
- There is a close family bereavement of an immediate family member (parent/carer, child, sibling, or grandparent).
- Leave of absence has been applied for in advance and has been granted because of exceptional circumstances relating to the application (parents cannot expect, as of right, that the school will grant leave of absence).
- Leave of absence to allow a pupil to take part in a performance within the meaning of s37 of the Children and Young Persons Act 1963 @ for which a child performance licence has been issued. HCC will not issue a child performance licence where absence is required without the written permission of the Headteacher.

Only the school can authorise an absence. The fact that a parent has provided a note or other explanation (telephone call or personal contact) in relation to a particular absence does not, of itself, oblige the school to accept it.

If, after further investigation doubt remains about an explanation offered – or when no explanation is forthcoming at all – the absence will be treated as unauthorised and the parent informed.

Appendix B

Further resources - Statutory guidance

School behaviour and attendance: parental responsibility measures

Children missing education

[Supporting pupils with medical conditions at school](#)

Keeping children safe in education

[Alternative provision](#)

Education for children with health needs who cannot attend school

School exclusion

Guidance and resources

School attendance: guidance for schools

Checklist for school leaders to support full opening: behaviour and attendance

Mental health and wellbeing resources

Mental health and behaviour guidance

Approaches to preventing and tackling bullying

Respectful School Communities Tool

[Skills for care: toolkit for social workers to support conversations about returning to education settings in September](#)

Education Endowment Foundation: research on texting parents

[Education Endowment Foundation: research on parental engagement](#)

[National statistics: Pupil absence in schools in England](#)

APPENDIX C – School Attendance Codes

ATTENDANCE CODES, DESCRIPTIONS AND MEANINGS

CODE	DESCRIPTION	MEANING
/	Present (AM)	Present
\	Present (PM)	Present
B	Present at off site educational activity	Approved Education Activity
C	Leave of absence authorised by the school	Authorised absence
D	Dual registered at another educational establishment	Not expected to attend this session
E	Excluded (no alternative provision made)	Authorised absence
G	Holiday (NOT agreed <u>or</u> days in excess of agreement)	Unauthorised absence
H	Holiday authorised by the school	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J	Interview	Approved Education Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Other unauthorised absence	Unauthorised absence
P	Supervised sporting activity	Approved Education Activity
R	Day set aside exclusively for religious observance	Authorised absence
S	Study leave	Authorised absence
T	Gypsy, Roma and Traveller absence for occupational reasons	Authorised absence
U	Late and arrived after the registers closed	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience	Approved Education Activity
X	Not required to be in school (non-compulsory school age pupils)	Not counted in possible attendances
Y	Unable to attend due to exceptional circumstances	Not counted in possible attendances
Z	Pupil not on admission register	Not counted in possible attendances
#	School closed to all pupils (Planned)	Not counted in possible attendances

Detailed advice on the use of these registration codes can be found at www.education.gov.uk/aboutdfe/advice/f00221879/advice-on-school-attendance

Code X: not attending in circumstances relating to coronavirus (COVID-19)

(This code is not counted as an absence in the school census)

This code is used to record sessions where the pupil's travel to or presence at school would conflict with:

- guidance relating to the incidence or transmission of coronavirus (COVID-19) from Public Health England or the Department of Health and Social Care¹² or
- any legislation (or instruments such as statutory directions) relating to the incidence or transmission of coronavirus (COVID-19).

Addendum: recording attendance in relation to coronavirus

Not attending in circumstances relating to COVID-19

This category must be used to record sessions that take place in the 2021 to 2022 academic year where a pupil does not attend because their travel to, or attendance at, school would be:

- contrary to guidance relating to the incidence or transmission of COVID-19 from UK Health Security Agency (UKHSA), and/or the Department of Health and Social Care (DHSC)
- prohibited by any legislation (or instruments such as statutory directions) relating to the incidence or transmission of COVID-19

This category must only be used to record where a pupil is not attending for the reasons set out above. It should not be used to record any other type of non-attendance or absence - for example, where a parent or pupil is anxious about attending school because of COVID-19.

The schools COVID-19 operational guidance sets out when pupils should self-isolate and when they ought to be tested in the 2021 to 2022 academic year.

Examples in which 'not attending in circumstances relating to COVID-19' could apply
In line with current legislation and guidance from the UKHSA and DHSC, examples are as follows.

Pupils who are required to self-isolate as they have symptoms of COVID-19

Pupils who have symptoms of COVID-19, or have had a positive lateral flow device (LFD) test, should follow the latest government guidance on whether they need to take a polymerase chain reaction (PCR) test.

Where a pupil is required to take a PCR test, and they test negative and feel well, they can stop self-isolating and return to school. If the pupil remains unwell following the PCR test (such as with a different illness), then they should be recorded as code I (illness).

Code X should only be used up until the time of the negative test result. Schools should not retrospectively change the attendance register due to a negative test result. For symptomatic pupils, Code X should be used for the period of self-isolation until the test.

After a pupil tests positive for COVID-19 (LFD or PCR), they should be recorded as code I (illness) until they are able to return to school. They should continue to self-isolate in line with public health guidance.

Pupils who are a close contact of someone who has symptoms or confirmed COVID-19

From 14 December 2021, adults who are fully vaccinated and all children and young people aged between 5 and 18 years and 6 months (pupils) identified as a contact of someone with COVID-19 are strongly advised to take a LFD test every day for 7 days and continue to attend their setting as normal, unless they have a positive test result.

Daily testing of close contacts applies to all contacts who are:

- fully vaccinated adults – people who have had 2 doses of an approved vaccine
- all children and young people aged 5 to 18 years and 6 months (pupils), regardless of their vaccination status
- people who are not able to get vaccinated for medical reasons
- people taking part, or have taken part, in an approved clinical trial for a COVID-19 vaccine

Although close contacts are strongly advised to get a test, they should continue to attend school unless they are symptomatic. Schools should follow up with families if they are not satisfied with the reason as to why the pupil is not in school. Schools can request supporting evidence from the family. Where the school is not satisfied with the reason given for absence, they may record this using one of the unauthorised absence codes, in line with the school attendance: guidance for schools.

Children under 5 years are exempt from self-isolation and do not need to take part in daily testing of close contacts.

Pupils with SEND identified as close contacts should be supported by their school and their families to agree the most appropriate route for testing including, where appropriate, additional support to assist swabbing. For further information please see SEND guidance.

Further information is available in NHS Test and Trace: what to do if you are contacted and in the stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection.

Pupils who are required by legislation to self-isolate as part of a period of quarantine

As usual, parents should plan their holidays within school breaks and avoid seeking permission to take their children out of school during term time. Families should also consider that their child may need to self-isolate following trips overseas that require a period of quarantine. If a pupil is required to be in quarantine on arrival in, or return to, the UK, the school should use code X in the register.

Pupils who are self-isolating but who have not had a test

In line with public health advice, pupils with symptoms must self-isolate and schools should strongly encourage pupils to take a PCR test. Where the pupil is unable to take a PCR test, the school should record the pupil as code X in the register.

Schools should follow up with families if they are not satisfied with the reason as to why the pupil is not in school. Schools can request supporting evidence from the family. Where the school is not satisfied with the reason given for absence, they may record this using one of the unauthorised absence codes, in line with the school attendance guidance for schools.