YSGOL CYNFRAN

CONWY SCHOOL

ATTENDANCE POLICY

Professional Development Review Policy			
Approved by	Full Governing Body	**Approved On**	
Review Period	1 Year	**Last updated/changed**	June 2025
Author	Conwy LA/Beth Hughes	**Date of Next Review**	September 2027

Policy Control

Policy Title:	Attendance Policy for Schools
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Owner:	Headteacher (or other member of SLT) Beth Hughes
GB member/staff responsible for policy review: Chair of Governors	Gwyn Davies

Policy Revision History

Date	Version	Lead Reviser	Additional Revisers	Description	Date ratified by full GB

1. Mission statement

(Name of school) is committed to providing a full and efficient education to all pupils and embraces the concept of equal opportunities for all.

Regular school attendance has a positive effect on children and young people and a strong impact on learner outcomes, standards and progression. Within this, regular attendance supports the development of literacy and numeracy skills, and on the conceptual understanding needed for further study and success in the workplace. Analysis shows that examination outcomes link strongly to attendance rates, for example, where a modest increase in absence can lower outcomes. Lessons missed can mean missing key information, skills and ideas.

Good attendance also has a positive effect on emotional and physical wellbeing. Establishing good attendance patterns from an early age is vital for social development. For example, the more time a child spends with other children in the classroom and as part of broader school-organised activities, the more chance they have of making friends, of feeling included, and of developing social skills, confidence and self-esteem. Conversely, extended absence from school is linked with behavioural and social problems. These effects can be long lasting and can affect a young person's mental health and their long-term life chances. Absences can start a negative cycle, where learners start to be absent for reasons such as bullying or not coping with school work, with prolonged absence only likely to make the situation harder to resolve. The inter-relationship between attendance and wellbeing is considered so strong that attendance is often considered a proxy measure for learner wellbeing.

Attending school also supports learners' wider development as full and rounded members of society. The Curriculum for Wales is based on four purposes that demonstrate the breadth of the academic, wellbeing and social benefits that learners gain by attending school. Because of the well-established links between attendance and attainment, wellbeing and citizenship, improving attendance has long been an important policy aim for governments, local authorities and individual schools. Internationally, the advantages of education are such that the right to a comprehensive range of education and learning opportunities is one of the seven core aims of the Welsh Government based on the United Nations Convention on the Rights of the Child (UNCRC).

Attending school is also crucial from a safeguarding perspective, ensuring that children are seen, safe and heard, and not exploited. Active follow-up of absence is a major element in their care and protection. This is one of the main reasons why recording and monitoring attendance accurately is so important.

We will provide an environment where all pupils feel valued and welcomed and are committed to the fundamental principle that early intervention and partnership working is crucial in ensuring the attendance, protection and wellbeing of all children.

The school will follow the All Wales Child Safeguarding procedures and local protocols in relation to specific and identifiable wellbeing issues that prevent a child from accessing education, or where there are safeguarding concerns.

For a pupil to reach their full educational achievement, a high level of school attendance is essential. We will consistently work towards a goal of 100% attendance for all pupils. Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance.

School attendance is subject to education law and guidance and our school attendance policy is written to reflect this legislation and the guidance produced by the Welsh Government. For information relating to this legislation and guidance, see Appendix 2.

The legislation makes provision for a school day which is to be divided into two sessions with a lunch break in the middle and to be available for 190 days in any school year.

The school will review its systems for improving attendance on an annual basis to ensure that it is operating in the best way possible to enable all pupils to develop the sense of belonging, engaging and participating as identified by the Governors, local authority, and Welsh Government.

https://www.gov.wales/school-attendance-and-absence

This policy will contain the procedures that the school will use to work towards meeting its attendance targets, as set by the local authority.

2. Promoting attendance

The foundation for good attendance is a strong partnership between the school, parents, carers and pupils.

Schools are required to be open to pupils for 190 days in an academic year or 380 sessions (half days) by **the Education (School Day and School Year) (Wales) Regulations 2003** as amended. The purpose of the Education (School Day and School Year) (Wales) Regulations 2003 is to establish the framework for the structure of school days and school years in Wales. These regulations ensure that schools meet for at least 380 sessions during any school year, which is divided into two sessions with a break in the middle. This structure is designed to provide a minimum number of sessions for students to attend school, ensuring that they receive a full education.

WG attendance coding recording may be used in conjunction with systems to record attendance in 'lesson by lesson' systems, but schools may find that they need to record other reasons in this type of system.

However, where such systems are used and the first lesson in the morning or any session in the afternoon after the lunch break is used to substitute for the morning and afternoon registration, then the codes in this guidance note must be used for those sessions. The guidance should be used in conjunction with the **Education (Pupil Registration) (Wales) Regulations 2010**.

The Welsh Government believes that these codes are best used within electronic systems for recording attendance and absence of pupils. Such electronic systems are capable of producing the data necessary for absence returns to the Welsh Government without time consuming counting up of possible attendances and actual absences.

The 2026 revision of attendance codes will assist schools, local authorities and Welsh Government in monitoring not only whether pupils are absent with or without the permission of the school, but why pupils are absent from school. They can use this information to formulate interventions to address deteriorating attendance, poor attendance, persistent absence and other issues that the data provides.

We will ensure that our pupils are made aware of the importance of good attendance and how this will benefit them, both now and in the future; we will offer reward schemes for individual

learners, classes and year groups who have high levels of school attendance, no unauthorised absence and/or have shown to significantly improve their attendance rates.

We will use a variety of strategies to intervene at an early stage to encourage improved attendance of individual pupils and assist to overcome any barriers that may be preventing the expected level of attendance. These strategies may be school-based or may be implemented jointly with other partners to ensure the most appropriate support for the individual and their family.

The home school agreement will contain details of how we will work with parents and carers and our expectations of what they will need to do to ensure pupils achieve good attendance. These expectations and potential consequences of not meeting the expectations will be regularly communicated to parents throughout the academic year in various ways such as text messages, the school website, newsletters and at parents' evenings.

The school approach to improving attendance is underpinned by our commitment to:

- Providing an effective and empathetic approach to parents of children with persistent absence issues.
- Providing timely assessments of additional learning needs for all children who require them.
- Ensuring appropriate access is available to support for children's additional learning and mental health needs, whether outlined in an Individual Development Plan or not.
- Supporting and providing advice for parents of children with low attendance.
- Utilising Community Focused School approaches and utilising family engagement officers.

3. School procedures

Any pupil who is absent from school at the morning or afternoon registration period will have their absence recorded as being authorised, unauthorised or as an approved educational activity (attendance out of school). Only the head teacher, or a member of staff acting on their behalf, can authorise absence.

If there is no known reason for the absence at registration, then the absence will be recorded in the first instance as unexplained (N code) and promptly followed up by the school as part of its early intervention and safeguarding strategies. This will be in the form of a text message, telephone call or letter to the parent or carer to enquire about the whereabouts of the pupil.

If no reason is given by the end of 10 school days or the reason given is not reasonable, the pupil will be recorded as an unauthorised absence (O code). The registration code O is used if a pupil is out for the whole session.

Schools should be informing the parents when the absence is unauthorised. The following list gives some examples of reasons for an unauthorised absence, but the list is not exhaustive:

- pupil's, parent's, sibling's, relative's birthday
- shopping
- having their hair cut
- special treat
- market days
- 'couldn't get up'
- closure of a sibling's school for INSET (or other) purposes

The coding for any absences will be in accordance with the guidance provided by the Welsh Government's All Wales Attendance Framework as in Appendix 1.

4. Punctuality

Regulations outline that the attendance register should be taken at the commencement of each morning session and once during each afternoon session (after the last lunch break as opposed to a session which is scheduled for the afternoon (pm) but takes place before the lunch) and Welsh Government advises registers should remain open for 30 minutes.

Morning registration will take place at the start of school at 9am. The registers will remain open for a maximum of 30 minutes from this start time, in accordance with Welsh Government advice. Any pupil arriving after this time will be marked as having an unauthorised absence (U code) unless there is an acceptable explanation i.e. school transport was delayed. In addition, where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered (M code in this instance).

Pupils arriving after the start of school but before the end of the 30-minute registration period will be coded as late (L code).

Where schools set different session times, they should close the register 30 minutes after the register was taken for any pupils attending any internal provision.

For example:

- if the main school day starts at 8.30am the register for the main school should close at 9.00am and the attendance of a pupil arriving after 9.00am should be recorded with code U)
- if the internal provision starts at 9.30am the register for the internal provision should close at 10.00am and the attendance of a pupil arriving after 10.00am should be recorded with code U)

Schools should actively discourage and identify patterns of late arrival.

For safeguarding and educational reasons, schools must follow up all unexplained and unexpected absence in a timely manner, such as through ‘First Day Response Procedures’.

Afternoon registration will be at 1pm and any pupil arriving after this time will be marked as present but late (L code) if they arrive within 30 minutes or an unauthorised absence (U Code) if they arrive more than 30 minutes after the start of the afternoon session.

In the event of three late arrivals, the school will contact the parent by letter to inform them of the impact on their child’s attendance and subsequent attainment. Should the pupil continue to arrive late for registration after being issued with this letter, the school will issue a second letter inviting the parent or carer to a meeting to discuss the barriers that are preventing punctual arrival and offer support where appropriate. Following this meeting, if the pupil is late again, parents and carers will be invited to a meeting with the head teacher or attendance lead together with the Link Governor for Attendance to discuss the matter and possibly take further action.

Parents and carers are reminded that the local authority may issue a fixed penalty notice for persistent lateness after the close of the register in accordance with the local authority’s Code of Conduct for the Issuing of Fixed penalty Notice for Non-School Attendance, if the number of unauthorised absences or lates (O or U codes) is 10 sessions or greater in the current term.

5. First day absence

Parents and carers are reminded that they should contact the school by 9:00am if their child is not able to attend school on that day. Parents and carers must indicate a reason for the child's non-attendance and indicate the likely date they will return to school. Parents should be prepared for the members of school staff to ask questions about the pupil's condition, the patterns or trends in their absences and any treatment they may be receiving.

If a parent or carer does not contact the school, staff will endeavour to ascertain the specific reason for non-attendance as soon as possible on the first day of absence, after both morning and afternoon registration. This may include a telephone call, texting service, a home visit from a member of school staff or an Education Welfare Officer. Once the specific information is received, the register will be amended to reflect the appropriate absence code (see Appendix 1 for the types of code).

Priority will be given to children who are deemed to be particularly vulnerable, e.g. those known to Children's Services or are looked after (CLA). The local authority's Education Welfare Service will be notified of unexplained absences of five days or more in a school operating within the SLA, which will be reduced to only 24 hours if the pupil is on the child protection register, who may conduct an unscheduled home visit to determine if the pupil is safe and well (in a SLA operating school this will be completed by the ESW and school will take this responsibility in a non-SLA operating school).

Any learners may be subject to a visit under direction from the school where the school has any concern around attendance, or lack of contact from parents. These visits are intended to offer the right support to overcome any barriers to attending schools.

6. Absence notes and supporting evidence

Notes received from parents explaining the reason for the absence will be kept on file in line with school retention policies. Parents and carers are aware that only the head teacher or their representative can authorise an absence and that further information such as a letter from a GP or consultant may be required to support reasons given for absence.

7. Medical and illness absences

The school appreciates that there are times a pupil has to attend a medical appointment during the school day. In these instances, a copy of the hospital appointment letter should be provided to the school **prior** to appointment date to inform the school of the set scheduled time. Routine GP or dental appointments should be arranged whenever possible for times outside of the school day.

If a pupil is repeatedly absent due to illness, the school should request supporting evidence that the pupil is receiving the necessary medical treatment. An appointment card, consultant letter, photograph of prescription medication, would all suffice as medical evidence. Without the necessary evidence, the school may notify the parent or carer that all future absences will be unauthorised until the necessary medical evidence has been provided, and a referral to the Education Welfare Service may be made.

8. Continuing and frequent absence

Within the school it is the responsibility of the class teacher/registration tutor or attendance officer to be aware of and bring attention to the head teacher (or person to whom they have delegated responsibility for attendance), any emerging attendance concerns.

In cases where a pupil begins to develop a pattern of absences, the school will try to resolve the problem as soon as possible. This may involve inviting the parents or carers and the pupil into school for a meeting. However, should this absence persist a referral will be made to the Education Welfare Service when the attendance drops below 80% for the preceding six school weeks.

Should absence persist and the attendance drop below 80% for the preceding six school weeks then the school will follow their attendance protocol for this scenario and refer into the ESW service depending on whether the school opts into the ESW SLA agreement or not.

For unauthorised absences of 10 sessions or more in a school term (there are two sessions in a day, morning and afternoon), the local authority may issue a fixed penalty notice in accordance with the local authority's Code of Conduct.

9. Persistent absence

Welsh Government defines persistent absence as pupils whose absence level is more than 10% (less than 90% attendance). These pupils will be subject to an action plan to support their return to full attendance. This plan may include a referral to the Attendance and Wellbeing Service for additional support for the pupil and their family.

If the pupil and family does not engage with the action plan, in cases of unauthorised absence the FPN process may be used. If this does not result in improved attendance then court action may be taken against the main parent(s) or carer(s) via the Attendance and Wellbeing Service.

10. Absence related to discrimination

A pupil's absence from school may be due to bullying, which can take many forms and can be direct (either physical or verbal) or indirect, for example, ignoring a pupil or not talking to them. Some of this bullying may be discriminatory.

As a school, we will monitor and report all discriminatory incidents each term and if the reason for a pupil's absence is related to any of the above issues, we will take action to deal with the situation.

11. Leave of absence in term time

Leave of absence during term time is actively discouraged as it negatively impacts on the pupil's ability to engage with the full curriculum. Parents and carers do not have the automatic right to withdraw their children from school for a family holiday and will be reminded of the effect that absence can have on a pupil's potential achievement.

The school will consider any application for leave of absence; parents and carers must apply in advance for permission for their child to have leave of absence (four weeks minimum notice for a planned leave of absence). Forms to request a leave of absence can be obtained from the school, either in paper copy from the school office or from the school website. The head teacher will consider the request and respond in writing within 5 school days to inform the parent or carer whether the request has been authorised. Subsequently, a parent or carer can make an informed decision whether they wish to pursue the absence in the knowledge of any potential consequences.

Parents and carers are advised that a fixed penalty notice may be issued by the local authority when permission for a leave of absence has not been authorised by the school. The local

authority's Code of Conduct for Issuing Fixed Penalty Notices can be obtained from the school, the local authority's website or the Education Welfare Service.

Conwy operates a policy whereby leave of absence requests will not be authorised unless exceptional circumstances are evident and evidenced.

Exceptional circumstances remain at the discretion of the Headteacher as school know their pupils and families and are best placed to make those judgements. If the Headteacher's decision is not to agree the request, then the holiday will be an unauthorised absence (G). A suggested list of exceptional circumstances could be:

- Those families of serving armed forces personnel where they are unable to take a holiday during the coming school holiday period
- Parents of a child experiencing a life limiting illness that requires them to go on holiday at that time and not during a school holiday period
- Family that has suffered acute trauma
- To attend a wedding or funeral of a person close to the family
- Where parents have provided evidence that their work patterns prevent them from taking holidays in line with published school term dates, for example a letter from their employer stating why they need to take their leave during this period
- Any other circumstance that is viewed as exceptional (if an event can reasonably be scheduled outside of term-time then it would not be normal to authorise absence)

Local Authority guidance on taking leave of absence during term time is very clear in that no leave of absence requests will be authorised unless agreed by the Headteacher, and this information should be relayed to parents regularly.

If the parents do not apply for the leave of absence in advance of taking it the pupil must be recorded as unauthorised absence using code G, as the regulations do not allow schools to give retrospective approval.

If a school does not agree absence and the pupil goes on holiday, absence is unauthorised (code G).

If parents keep a child away for longer than was agreed, any additional absence should be recorded as unauthorised (code G).

12. Fixed Penalty Notices for Non-Attendance at School

The school may request the local authority to issue a fixed penalty notice where a parent/carer has failed to secure their child's regular attendance at school. A penalty notice can be requested against one of following four criteria:

- Where there is a minimum of 10 unauthorised sessions (5 school days) in the current term (these do not need to be consecutive) which may or may not include pupils who are persistently arriving after the close of the registration period (recommended that registers be kept open for thirty minutes);
- Where a parent(s)/carer(s) refuses to engage with a school in the interest of improving their child's school attendance levels;
- Where a pupil is repeatedly caught truanting in public places during school hours;
- Where a leave of absence in term time has been requested but has been unauthorised.

Schools to amend criteria above to agree with their code of conduct.

To comply with The Education (Penalty Notices) (Wales) Regulations 2013, the school will operate in accordance with the local authority's Code of Conduct for fixed penalty notices for regular non-attendance at school. It remains the discretion of the head teacher to authorise absences in line with The Education (Pupil Registration) (Wales) Regulations 2010 attendance codes and supplementary guidance provided by the local authority.

Each pupil's absence will be considered on its own merits and if appropriate, a fixed penalty notice may be requested to encourage improved future attendance. If a pupil's attendance is significantly low, a referral to the Education Welfare Service may be considered as an alternative to requesting a penalty notice.

13. Reintegration

The school will welcome back all pupils on return from an absence.

If the pupil has been absent for a considerable period of time, a reintegration plan will be introduced tailored to the needs of the individual. This will include ensuring that the pupil is offered help to catch up on missed work and offered to be brought up to date on any information that has been passed to the other pupils. A PSP may be useful to support this reintegration effort.

14. Roles and responsibilities

Ysgol Cynfran is aware that ensuring regular school attendance is a demanding area of work that depends on establishing and utilising close working relationships between parents, pupils, schools, the local authority and other professionals who work with children.

A key part of any successful working relationship is a clear understanding of each person's role and responsibilities, and as such the following sets out to clarify the roles and responsibilities for those people engaged with tackling absence issues.

14.1 The Parent/Carer

Under section 7 of the Education Act 1996, the parent/carer is responsible for ensuring that their child of compulsory school age receives efficient full-time education that is suitable to their child's age, ability and aptitude and to any special educational needs the child may have. This can be by regular attendance at school, alternative provision or by elective home education (the parent can choose to provide education for their child).

A pupil's punctuality is also a legal requirement and parents/carers of a pupil who is persistently late (after the close of the register) can also face legal proceedings. Sometimes, there are situations at home that may make it difficult for a pupil to arrive on time and as such due consideration is given to any help or assistance a family may need in these circumstances.

14.2 The School

Schools are required under the Education (Pupil Registration) (Wales) Regulations 2010 to take an attendance register twice a day; at the **start** of the morning session and once during the afternoon session. The accuracy of the register is important in order to support any statutory interventions that may be required. It should be noted that it is an offence not to maintain accurate registers.

The school has the responsibility to monitor individual attendance rates at least weekly and use their own intervention methods to tackle individual pupil attendance issues where the pupil's

attendance rate is 90% and below. In schools that opt into the ESW SLA agreement a referral to the Education Welfare Service should be made by the school when an individual's attendance falls to 80% or below over a six week period, the school have exhausted their attendance interventions without success and there is no exceptional reason for this (i.e. the majority of the absence is unauthorised). In schools that opt into the ESW SLA agreement, with any case where a learner has not been seen by school staff and no communication received from the parent/carer over 5 school days, then the school should refer a pupil to the Education Social Work Service for Wellbeing Response visits. Schools that do not opt into the ESW SLA agreement may choose to complete Wellbeing Response visits in line with the criteria above.

Attendance Lead will be responsible for the strategic management of attendance across the school. They will scrutinise the data on a weekly basis, monitor trends and patterns across cohort of pupils, and evaluate interventions for their impact and effectiveness and direct resources for the best possible outcome.

Form tutors will be responsible for completing the session registers fully and accurately during every registration. This practice ensures good safeguarding processes, enabling the school to know where every pupil is at the start of all sessions and to commence the 'first day response' process if the pupil is not present. Notes within the appropriate information management system should be used to ensure that the additional details relating to the absence are captured and retained on file. Form tutors will be expected to hold 'return to school' discussions with pupils after periods of absence to ascertain the reason and to understand if there are any barriers to the pupil fully engaging in their education or if they require any additional support.

Subject tutors will be responsible for completing lessons registers; ensuring they are completed fully and accurately during the lesson itself. Subject tutors will be expected to review the attendance for their subject area at pupil level, making judgments on trends in the data, undertaking discussions with pupils and parents if required where there are concerns.

Attendance Officer/Attendance Administrator will be responsible for the daily operation duties of the attendance team. They will ensure that all registers, both session and lesson, are completed on a daily basis and if not will escalate this to the Attendance Lead for action. They will undertake the 'first day response' on each morning for those pupils whose families have not made contact. They will collate the supporting evidence, and chase any outstanding forms, absence notes, holiday request forms etc. The officers will compile the data in preparation for analysis by the Attendance Lead, form tutors and heads of year, and make the referrals to the Education Welfare Service.

In order to request a fixed penalty notice, the school will monitor the individual attendance patterns of their pupils. If trends are identified that match the criteria stated in the local authority's Code of Conduct, a school has the opportunity to make a formal request to the local authority to issue a penalty notice.

14.3 The Education Welfare Service (EWS)

The principal function of the Education Welfare Service is to improve attendance in all schools and alternative education provisions across the local authority by supporting pupils and their families to overcome their barriers to engagement.

The service provides support to schools, pupils and their families to ensure regular attendance and address any difficulties relating to absenteeism. The Education Welfare Service works collaboratively with a range of support services and agencies and provides an essential link

between home and school to ensure that pupils benefit from the educational opportunities available to them.

The service acts on behalf of the authority in its statutory enforcement capacity and is responsible for a number of related duties that include:

- the regulating and issuing of child employment and performance licenses for school age children and young people, and their chaperones;
- to investigate, locate and track children who are referred as “Children Missing from Education”;
- to oversee the education needs of vulnerable pupils e.g. Gypsy Traveller families;
- to work in partnership with the Police in the arrangement and coordination of formal truancy operations in accordance with Crime and Disorder legislation.

14.4 Supporting Engagement into Education, Employment and Training Team

Some LA’s have an Education, Employment and Training Team, or similar, who have a remit to work with young people up to the age of 25. The staff work closely with Careers Wales and the school to ensure the successful transition of young people who are at risk of disengaging from year 11 to post 16 education, employment and training.

14.5 Youth Engagement and Belonging

Conwy Youth Engagement service will provide early intervention and prevention support for young people aged 11 years and above. The service supports through providing informal learning opportunities which raise self-esteem, build confidence, improve aspirations, and encourage peer to peer learning while assisting the reintegration into formal education. In line with the Youth Engagement and Progression framework the team will work closely with schools to provide young people with support and guidance to overcome social and emotional barriers which maybe impacting their attendance or preventing them from fully engaging in learning

15. Attendance initiatives

The school and local authority will work closely together to raise the awareness of school attendance, promote good attendance and tackle unauthorised absence.

The school will use an awards system to reward pupils who have excellent or improving attendance. Any reward system must be meaningful to the children and the timing of rewards needs to be taken into account to ensure that the children can make the link between their attendance and any rewards.

The school will work with the Education Welfare Service to undertake local authority initiatives such as the Wellbeing Response Visits, Meet and Greet sessions and target groups.

16. Coding and attendance

All pupils who are on role but not present in the school must be recorded within one of the categories identified in this section taken from the WG updated attendance coding guidance. It is vital that the codes are used in accordance with the coding guidance obtained in the WG web link below:

https://www.gov.wales/school-attendance-codes-guidance-html#208040

Statistical category	Codes in this category
1. present	/\ and L
2. approved education activity	B, B1, B2, J, P1, P2, V and W
3. authorised absence	C1, C2, C3, C4, F, H, I1, I2, M, S, E, R and T
4. unauthorised absence	N, O, G, U
5. not required to attend	D1, X, Y1, Y2, Z and #

The information below is taken from the updated WG attendance coding guidance released in 2026 for reference within this policy.

Schools will still be required to put pupils on the admissions register on the first day that they expect the pupil to attend from previous agreement or notification and not when they first attend
If a pupil does not return to school following a leave of absence, the school and the local authority are still required to ascertain where that pupil is. If both the school and the local authority fail, after reasonable enquiry, to ascertain where the pupil is, and the failure to return to school exceeds 10 days, the school may delete the pupil's name from the admissions register. Previously, there was no requirement to try and ascertain where the pupil was.

A school is still able to delete a pupil's name from the admissions register on the ground that the pupil has an unauthorised absence of at least 20 school days; and the school has no reason to believe that the pupil cannot attend due to sickness or other unavoidable cause and both the school and the local authority have failed after reasonable enquiry to ascertain where the pupil is. Previously the period of unauthorised absence was for 4 weeks rather than 20 school days and there was no requirement that the school had no reason to believe that the pupil could not attend due to sickness or unavoidable cause.

If a pupil has been detained under a court order of custody lasting at least 4 months and the school does not have reasonable grounds to believe that the pupil will return at the end of that period, the school can still delete the name of the pupil from the register. Previously, a pupil's name could be deleted from the register if he or she had been absent for 4 weeks and had been detained by court order.

The requirement remains that schools must inform their local authority when a pupil's name is deleted from the register. The school must inform the local authority as soon as the grounds for deletion are met and before deleting the pupil's name. As well as the previous requirement where parents elect to educate their own children, the requirement now applies to deletions where a pupil has:

- *ceased to attend the school and no longer lives at a reasonable distance from the school (this does not apply to pupils who are boarders)*
- *been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school that he intends to continue with his education beyond the compulsory school age*

- *been detained in custody for not less than 4 months, and the school has reasonable grounds to believe that the pupil will not return to the school following his detention*
- *been permanently excluded from the school*

Where a school register is kept on computer, the school must ensure that it produces a back-up copy of the register, either electronically or on microfiche or in print at least once a month. Previously, the back-up copy had to be in printed format.

Absences are coded in one of the following categories:

- **Authorised absence: C1, C2, C3, C4, F, H, I1, I2, M, S, E, R and T**

These codes are for those sessions where pupils are away from school for a reason that is deemed to be valid within the approved code list for attendance (see Appendix 1). Evidence should be requested to support the reason given (e.g. medical evidence, appointment cards, etc.). There are changes to the code C for authorised absence which is now subdivided into the following categories:

- C1: other authorised circumstances (not covered by another appropriate code or description for exceptional circumstances)
- C2: an authorised absence for a paid performance
- C3: an authorised absence where a headteacher has agreed to a parental request for their child to be flexi schooled
- C4: an authorised absence for a reduced timetable
- The illness code I is also subdivided into I1 and I2, which would allow schools to code for both physical and non-physical illnesses. The use and additional information in the previous I code has been revised in conjunction with the separation into the 2 distinct categories (I1 and I2).

- **Unauthorised absence: N, O, G and U**

These codes are for those sessions where pupils were absent and no reason has been provided, or whose absence is deemed to be without valid reason. There have been no changes made to the definition of these codes but the use and additional information in relation to the codes has been revised.

- **Approved educational activity: B, B1, B2, J, P1, P2, V and W**

There are changes with code B1 being used where pupils are provided with education online by the local authority, and code B2 being used where pupils are provided with education online by the school, following agreement by a local authority panel. Another change is that code D1 (dual registered) is now no longer categorised as an approved educational activity and has been changed to categorise D1 as no longer required to attend.

Previously when a pupil was dual registered both registers had to mirror each other; it is now not the case with the school using code D1 on the days that the pupil is scheduled to be on roll elsewhere and attendance and any absences being recorded by the other school or PRU on the days the pupil is scheduled to attend.

There are changes that code P is subdivided into the following codes: P1 (approved sporting activity) and P2 (approved performing activity). The use and additional information in all the approved educational categories have been revised.

- **Not required to attend: D1, X, Y1, Y2, Z and #**

There are changes here with D1 (dual registered) proposed to no longer being categorised as an approved educational activity but now categorised as no longer required to attend. The Y code which previously signified a school closure has been subdivided into Y1 and Y2, to enable local authorities and Welsh Government to have a greater understanding of the reasons behind school closures. The use and additional information in the previous code Y have been revised in conjunction with the separation into the 2 distinct categories (Y1 and Y2).

17. Dual Registration (code D1)

The registration code D1 is used for dual registration of pupils at more than one school.

An example of this is where a pupil is dually registered at school X and school or setting Y and is attending school or setting Y. School X codes the pupil D1 (not required to attend) while they are attending school or setting Y and vice-versa. Both schools share responsibility for the child. Failure to attend the agreed provision when the provision is expecting the pupil at the proper time without good reason is unauthorised absence.

This code is used to indicate that the pupil is not required to attend the school at which they are registered but are required to attend the institution providing the provision. The main examples of dual registration are pupils who are attending a pupil referral unit, EOTAS provision, a hospital school or a special school on a temporary basis. The following table shows the meaning of the code in different contexts.

Context	Meaning
Brief meaning	Dual registration (for example pupils attending another school or educational setting)
Statistical meaning	Not required to attend
Legal meaning	Not required to attend
Physical meaning	Out for whole session

The law allows a pupil to be registered at more than one school.

This code is to be used when a pupil is dually registered at two schools and, for the session in question, they are not required to attend your school.

This code is used to indicate that the pupil is not required to attend their school but are expected to attend the other school at which they are registered. The main examples of dual registration are pupils who are attending a pupil referral unit, EOTAS provision, a hospital school or a special school on a temporary basis.

The school where the child is expected to attend on that day is responsible for accurately recording the pupil’s attendance and following up non-attendance.

Pupils who are dually registered at two schools should be registered as such in both schools' information management systems (MIS) under 'pupil enrolment status'. Schools must have clear arrangements in place to ensure that when a pupil is expected to attend another school or setting, that setting can notify the 'other' school of any absence. This enables both schools to record the attendance, absence, the requirement to attend accurately using the correct attendance code and to discuss any attendance concerns. For safeguarding and educational purposes, the school where the pupil is due to attend is responsible for following up all unexplained or unexpected absences promptly, for example through standard 'First Day Response' procedures.

18. Retention of records

Computer registers are preserved as electronic back-ups copies. Attendance regulations stipulate that attendance records should be retained for at least three years; however it is good practice to extend this period in line with the education record retention schedule.

19. Register checks

The local authority will formally check the school registers on a termly basis to ensure there is compliance with the national legislation. It should be noted that registers are legal documents and it is an offence not to maintain accurate records.

20. Attendance targets

A system for analysing performance towards the targets has been established and the head teacher is responsible for overseeing this work. The school and Governing body will make use of the attendance data available from the Consortium and the local authority when reviewing its targets and analysis of the outcomes in comparison with similar schools from across the region.

The head teacher will present the attendance data in each of the termly reports to the Governing body for the figures to be scrutinised against the attainment data. The Governors will have the opportunity to challenge the data alongside the practices for managing attendance, in order to tackle the overall absence rates across the school and within specific cohorts of learners.

Our school targets are:

Improve whole-school attendance with an aim of 95% or above.

Reduce the percentage of pupils with attendance below 90% to under 15%

Improve attendance of pupils eligible for FSM by 2%

21. Strategic Action Plan

The school will produce an action plan to show how the school will set about achieving its attendance targets. This will include the school's aims for its vulnerable groups of learners, how it intends to close the gaps between the FSM and non FSM pupils' attendance, the operational management of attendance, the strategic management of attendance including the evaluation of impact of interventions etc.

This action plan will be reviewed on an annual basis and will be used to inform the School Improvement Plan.

Appendix 1

The registration system

The following national codes will be used to record attendance information.

https://www.gov.wales/school-attendance-codes-guidance-html#208040

The recommended codes are grouped under the following 5 statistical categories:

- Present.
- Approved educational activity (marked as present).
- Authorised absence.
- Unauthorised absence.
- Not required to attend.

Code	Meaning	Statistical category
/\	Present at registration	Present
L	Late but arrived before the register closed	Present
B	Educated off-site (not dual registration)	Approved educational activity
B1	Pupil in receipt of online learning provided by a local authority	Approved educational activity
B2	Pupil in receipt of online learning provided by the school	Approved educational activity
J	Interview	Approved educational activity
P1	Approved sporting activity	Approved educational activity
P2	Approved performance	Approved educational activity
V	Educational visit or trip	Approved educational activity
W	Work experience (not work based training)	Approved educational activity

Code	Meaning	Statistical category
C1	Other authorised circumstances (not covered by another appropriate code or description)	Authorised absence
C2	Absence due to a paid performance	Authorised absence
C3	Pupil who is flexi-schooled	Authorised absence
C4	Pupil who is on a part-time timetable	Authorised absence
F	Agreed extended family holiday	Authorised absence
H	Agreed family holiday	Authorised absence
I1	Physical illness	Authorised absence
I2	Non-physical illness	Authorised absence
M	Medical or dental appointment	Authorised absence
S	Study leave	Authorised absence
E	Excluded but no alternative provision made	Authorised absence
R	Day set aside exclusively for religious observance	Authorised absence
T	Traveller absence	Authorised absence
N	No reason for the absence provided yet	Unauthorised absence
O	Other unauthorised (not covered by other codes or descriptions)	Unauthorised absence
G	Family holiday (not agreed or sessions in excess of agreement)	Unauthorised absence

Code	Meaning	Statistical category
U	Late and arrived after the register closed	Unauthorised absence
D1	Dual registered (pupil attending other educational setting)	Not required to attend
X	Untimetabled sessions for non-compulsory school-age pupils	Not required to attend
Y1	Partial closure	Not required to attend
Y2	Whole-school closure	Not required to attend
Z	Pupil not on roll yet	Not required to attend
#	School closed to all pupils	Not required to attend

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School attendance codes changes

We have updated the school attendance codes and accompanying guidance to support accurate and consistent recording of attendance across Wales. Consistent attendance enables pupils to develop key skills, build and maintain positive relationships, and remain connected to their school community.

The use of clear and consistent attendance codes helps identify patterns of absence more effectively and to take action if necessary. There are 5 categories for recording attendance. The table below shows the categories with new codes or a changed category highlighted in green.

	Category	Codes												
	**Present** – the pupil is in school or is attending on time.	/ \	L											
	**Approved educational activity** – the pupil is learning off-site, for example placements or activities approved by school.	B	B1	B2	J	P1	P2	V	W					
	**Authorised absence** – the pupil is absent with school approval, for example illness or agreed leave.	C1	C2	C3	C4	F	H	I1	I2	M	S	E	R	T
	**Unauthorised absence** – the pupil is absent without an accepted reason.	N	O	G	U									
	**Not required to attend** – the pupil is not expected to be in school, for example closure or dual registration days.	D1	X	Y1	Y2	Z	#							

More information can be found in the 'School attendance codes: guidance' on the Welsh Government website:


www.gov.wales/school-attendance-codes-guidance

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Appendix 2

Legislation and guidance

The Education Act 1996 Part 1, Section 7 states:

The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable:

(a) to his age, ability and aptitude and

(b) to any special needs he may have either by regular attendance at school or otherwise.

For educational purposes the term parent means natural parents and includes any person who has parental responsibility or has day to day care of the child.

Section 444 1, 1(a) and (ZA) contains the details of when an offence is committed if a child fails to attend school or alternative provision arranged by the Local Authority.

The Education (Penalty Notices) (Wales) Regulations 2013 set out the framework for the operation of the Fixed Penalty Notice scheme.

The Equalities Act 2010 (Statutory Duties) (Wales) Regulations 2011

Registers and admission.

- The Education (Pupil Registration) (Wales) Regulations 2010
- The Education (School Day and School Year) (Wales) (Amendment) Regulations 2006

Attendance targets

- The Education (School Performance and Unauthorised Absence Targets) (Wales) (Amendment) Regulations 2006.

Guidance documents relating to attendance

- All Wales Child Protection Procedures
- Keeping Learners safe
- Belonging, engaging and participating – Guidance on improving learner engagement and attendance
- The All Wales Attendance Framework
- The National Assembly for Wales Circular 47/2006 Inclusion and Pupil Support.
- Local Code of Conduct relating to the Fixed Penalty Notice scheme
- Welsh Government Guidance on penalty notices for regular non-attendance at school
- Welsh Government Guidance on attendance codes

Appendix 3

Attendance Support Programme

Name:
Form group:
Date:
Present:

Please ensure a Pastoral Support Plan (PSP) is in place for any pupil with attendance concerns. The regular monitoring, reviews, evaluations and modifications of this plan are an essential part of any attendance support within the wider inclusion support around a pupil.

https://www.gov.wales/pastoral-support-plan-psp

Alongside this PSP the table below will be of use when considering attendance support strategies for a pupil:

WAG Circular 47/06 Inclusion and Pupil Support (Annexe 3iii) linked strategy	**Considered? (if not include why not)**	**Monitoring? Include date(s)**	**Reviewed? Include date(s)**	**Evaluated? Include date(s)**	**Positive impact? (please include what the impacts are of the strategy**
PSP in place and monitored, reviewed, evaluated and modified regularly.					
Review any learning difficulties that may affect behaviour. This will include any ALN considerations for the pupil.					
Consider additional support from relevant professionals.					
Ensure that the pupil's one page profile (if one is appropriate) has been shared with relevant staff.					
Consider any social difficulties and / or alleged bullying that the pupil may be experiencing.					
Consider if anxiety is a factor and use of EBSA resources.					

Consider changing class, sets or groups and giving direction on where and with whom to sit.					
Consider the use of a buddy or mentor and sharing pupil profile with all relevant staff.					
Consider placement within the school's on site inclusion centre (OSIC) to provide additional support.					
Consider referrals to the ESW Service and the Educational Psychology service.					
Consider specialist support from outside agencies e.g. Family Centre, CAMHS, etc					
Consider organisation of a multi-agency meeting to discuss the case.					
Consider alternative curriculum models where appropriate to support the principles of developing engagement, participation and belonging.					
Consider, with the agreement of the pupil, the pupil's parent / carer, and the receiving school, a managed move to another school to provide a fresh start with the opportunity to develop new relationships.					
Consider Fixed Penalty Notice warning letter(s)					
Consider or implement Fixed Penalty Notice proceedings or court action.					
Consider FPN, Parental Prosecution or an Education Supervision Order as a strategy to improve attendance.					
Other..					

A review date of …….. has been agreed.

All present are signatories to the arrangements set out in this attendance support program:

Full name	Signature	Status
		Young person
		Parent / carer
		School pastoral link
		School attendance lead
		ESW link member

School Attendance Self Evaluation Audit Tool

This self-evaluation checklist is an important tool to help identify areas for improvement within school, to assist with targets and to prioritise actions for improvement in attendance.

It will be important to offer a range of interventions and strategies to improve engagement and enable sustained improvements.
Please allocate a colour – Red, Amber, or Green to each of the following questions and statements.

Green = Goods, standards achieved
Amber = Satisfactory standard, requiring further work
Red = Inadequate and immediate action required

Please add relevant comments in the Actions / Areas for improvement section.

Your cooperation in completing this form will assist the Education Social Work Service to assess and review school's capacity to improve their overall attendance in a structured and sustainable manner.

School	
Pupil Numbers	
Staff Member completing form	
Designation	
Date	

Please use the school attendance dashboards since Sept 2023 for this self-evaluation audit.

Benchmarking of school attendance is also available to support with this process from SIS manager at the LA.

Strategic Attendance Audit Toolkit

School to complete the three year trend table below using attendance data:

Academic Year	Attendance %	Authorised absence %	Unauthorised absence %	Total absence %	Benchmark position	FPN warning letters issued	FPNs issued
2018-2019							
2022-2023							
2023-2024							

Strategic management of attendance – audit toolkit

Aspect	RAG rating	Development required?	Achieved?	Linked support required?
Designated SLT person with responsibility for attendance				
Half termly attendance dashboards used effectively to monitor, review and evaluate attendance				
Half termly attendance dashboards used effectively to inform the SLT of attendance patterns / themes				
LA provided attendance dashboards used effectively to inform the governing body of the school of attendance patterns / themes				
Nominated governor with an attendance remit				
The school attendance policy is appropriate, reviewed within the last two years and supportive of the 'belonging, engaging and participating' guidance from WG				
Attendance lead scrutinises attendance data weekly				
Attendance lead evaluates impact of attendance interventions and takes lead responsibility				
Form tutors are clear on their role within attendance management of pupils				
Subject teachers are clear on their role in completing lesson registers and monitoring attendance within their subject				
The attendance officer checks for completion of registers along with first day checks around absence				
Clear threshold and pathway for the issuing of FPN warning letters and FPNs in place and understood				
Clear pathways established and understood to engage with various external agencies to support improving attendance				
Staff induction program includes attendance areas				

The attendance policy – audit toolkit

Aspect	RAG rating	Development required?	Achieved?	Linked support required?
The school attendance policy is up to date, appropriate to the school setting and is regularly reviewed				
Staff roles and responsibilities around attendance are identified, clarified and defined within the policy				
Staff are trained to have full awareness of the attendance policy and apply this within their role(s)				
The attendance policy is integrated appropriately with other school policies (e.g. safeguarding)				
Policy and procedures regarding engaging with external agencies to support with attendance are clear and embedded in school operation				
School attendance policy clarifies procedure around requests for holiday(s) in term time				
The attendance policy in practice is monitored and quality assured				
The governing body has oversight of QA processes around the implementation of the attendance policy				
The timeline of review for the attendance policy is clear with key dates identified.				
The governing body link member is identified in the policy				
The staff member responsible for the review of the attendance policy is identified				
The date of ratification of the attendance policy by the governing body is identified				

Managing pupil attendance – audit toolkit

Aspect	RAG rating	Development required?	Achieved?	Linked support required?
First day absence response is in place each morning if no contact from a parent for an absence				
Attendance officer completes a register check on a daily basis				
Attendance officer has a clear process to escalate any register issues to the attendance lead				
Clear identification of who collates and / or chases the supporting evidence around pupil absences				
Form tutors complete the session registers in each morning registration session and have a clear cut off time for completion. Legal position if this is not completed clear with staff. Afternoon session process embedded.				
Form tutor to hold a return to school discussion with pupils in their form after a period of absence to ascertain the reason and also if there are any barriers to the pupil engaging in their education.				
Subject teachers are clear on their role in completing lesson registers				
Attendance lead monitors attendance rates weekly				
3 letters within SIMS used effectively and appropriately when absence reason(s) are not clarified by a parent.				
House and / or year heads operate with their teams to implement attendance interventions consistently and evaluate impact				
Member of staff with lead responsibility for improving pupil attendance is clear in any attendance intervention planning				
Attendance support program utilised if a pupil's attendance is of concern and lead person identified				

Meetings with the parent / carer are used effectively and consistently to support improving pupil attendance where needed (both internal and external support)				
Clear pathway and threshold embedded to trigger referral to the ESW service				
Clear threshold and pathway for the issuing of FPN warning letters in place, understood and utilised				
Clear threshold and pathway for the issuing of FPNs in place, understood and utilised				
Clear reintegration strategies / route(s) for a pupil returning from a long term absence				
Regular meetings with the ESW link member completed to identify and agree pupil interventions, along with any reintegration resource planning for long term absence pupils (e.g. OSIC use)				
The school knows the whereabouts of every pupil in the school day for safeguarding purposes				
The school is supported by external agencies appropriately and effectively around pupil attendance concerns				
The school engages within it's cluster on attendance issues				

Data management and analysis – audit toolkit

Aspect	RAG rating	Development required?	Achieved?	Linked support required?
LA half termly dashboards are reviewed to inform development				
The use of FPN warning letters and FPNs is tracked alongside other interventions				
Attendance issues are a standing agenda item in SLT meetings				
The attendance of key groups of learners is analysed to inform interventions and provide positive impact				
N codes and missing marks are challenged and resolved in a timely manner				
Types of absences and use of absence codes analysed to inform intervention planning and provide positive impact				
Cluster attendance data analysed to support effective transition planning and secure a positive impact on pupil attendance				
Cluster and / or in-house attendance data utilised to support planning of interventions / strategies at key transition points				
The use of reduced timetable / flexi schooling packages is monitored and analysed effectively including correct use of attendance coding in SIMS)				
Pupils are aware of attendance data through the use of signage and tutor led feedback				
Attendance data is used to support effective initiatives to reward pupil attendance				
Data analysis is used to identify pupils with either decreasing or improving attendance to support form tutor led interventions				

Communication – audit toolkit

Aspect	RAG rating	Development required?	Achieved?	Linked support required?
Pupils informed of their personal attendance and a target attendance figure				
Parents clearly informed of their child's attendance figure and a target figure regularly				
School report contains attendance data / trends for the pupil				
School contacts home to celebrate improved attendance with a pupil				
School communications used effectively to communicate to parents / carers of the importance of good attendance and the links to attainment				
School communications used effectively to communicate to parents / carers various support agencies and networks to help with attendance				
School regularly promotes the benefits of good attendance within the school to the pupils				
School rewards system used effectively to reward good attendance				
Pupil voice input into attendance reward processes				
School website used to promote good attendance positive links to attainment				
School website used effectively to provide web links to various support agencies and networks to help with attendance				

Appendix 4

Reduced timetables guidance

1. Guidance overview

This document is intended to support all schools, Pupil Referral Units (PRUs) and other educational settings within the current legal and safeguarding framework for learners medically fit to attend school. Please note: This does not refer to nursery/reception children who are placed on a staggered intake.

2. Welsh Government Guidance

The guidance is informed by the United Nations Convention on the Rights of the Child (UNCRC). It has been developed to ensure that all children in Wales, including those who are educated at home, receive their rights as accorded by the UNCRC. The general principles of the UNCRC guide how the rights of the child are promoted and protected through this guidance. These principles are:

- non-discrimination (Article 2)
- best interests of the child (Article 3)
- right to life, survival and development (Article 6)
- respect for the views of children (Article 12).

Section 7 of the Education Act 1996 sets out the duty placed on parents to secure a full time, suitable and efficient education for children of compulsory school age, either by sending the child to school or through other means.

Welsh Government guidance ‘Belonging, Engaging and Participating’ (November 2023) stipulates that part-time timetables should only be used in exceptional circumstances as a short-term measure, (generally no more than a six-week period) with the intention of returning to fulltime attendance at school sooner, if feasible. Schools should ensure learners who are on a part-time timetable, receive a full education, where this is appropriate for individual learners.

Schools, PRUs and educational settings have a statutory duty to ensure all learners on their roll receive a full-time educational entitlement and achieve the best possible outcomes. This applies even when a pupil is on a reduced timetable. Arrangements must be put in place to ensure schools comply with this duty. These could include for example, providing the pupil with on-line or hard copy resources and work.

In exceptional circumstances where a pupil requires a reduced timetable for a short period of time, a Pastoral Support Plan (PSP) must be in place to support this intervention with a clearly defined timeline.

The PSP is a school-based intervention to help individual learners and for schools to identify any support mechanisms which need to be put in place. The PSP should identify precise and realistic behavioural outcomes for the child to work towards.

PSPs can also be used in other circumstances, such as a managed move or returning to school from a long health related absence.

The Well-being of Future Generations (Wales) Act 2015 promotes a more equal Wales by supporting an inclusive, equitable education system where all children are supported to overcome barriers to learning and participation.

3. Education provision guidance

All children, regardless of their circumstances, are entitled to a full-time education which is suitable for their age, ability, aptitude and takes account of any additional learning needs (ALN) they may have. The local authority has a statutory duty to secure a full-time education appropriate to their needs for all learners deemed fit for school. Welsh Government recommends that schools should offer all learners the required number of hours per week of education provision.

Year	**Required number of hours per week of education provision**
Reception to Year 1	Minimum of 10 hours a week
Years 3 to 11	Sessions must allow sufficient lesson time to deliver a broad and balanced curriculum that includes the national curriculum and religious education. Schools are free to decide the length of each lesson.

All schools must be open to learners for no less than 380 sessions (190 days).

Special schools may be more flexible as they will need to allocate time for activities particular to the requirements of their pupils, such as training in mobility, signing or the use of Braille and for any medical treatments required. They also need to consider the length of time that pupils spend each day travelling to and from school. However, in general, special schools should provide a level of provision which is in the educational interests of the individual pupil. When determining hours of taught lessons, special schools should bear in mind the range and level of work being undertaken by pupils as well as their chronological age.

For learners deemed not fit to attend school because of medical issues the Schools' Healthcare Policy and the Local Authority Education Other Than At School (EOTAS) offer will be considered.

4. When can a reduced timetable be used?

The best interests of the child should be at the heart of decision making by both local authorities and schools.

Schools have a statutory duty to provide a full-time education for all learners. Schools can face legal challenge if this is not the case.

A reduced timetable can be used in exceptional circumstances, where every other avenue has been exhausted, for example:

- Where a school has explored all options to ensure the pupil attends regularly
- As part of a planned reintegration into school following an extended period of exclusion
- As part of a planned reintegration after a period of low or non-attendance
- As part of a managed move process
- Following an extended absence due to ill health or medical reasons

Part-time timetables should never be used as a means of managing behavioural issues. Before a decision is made to put in place a reduced timetable, parents and learners and the local authority should be fully consulted. Reduced timetables developed by the school without local authority involvement and parental agreement could be construed as an unofficial exclusion and could be unlawful if the parent has not requested leave for their child and/or the school could be regarded as preventing the pupil from accessing the curriculum.

4.1 Attendance coding

Under the updated All Wales School Attendance Framework, learners are recorded under attendance code C4 which counts as an ‘authorised absence’ from school if accessing a reduced timetable of provision that is agreed (e.g. part of staggered intake or reintegration package).

4.2 Reduced timetables

Flexi-schooling is not the same as a reduced timetable package for a child. A child accessing Alternative Provision commissioned by schools still have entitlement to full-time education and should not be placed on a reduced timetable unless they are being re-integrated back into education.

All pupils of compulsory school age are entitled to a full-time education appropriate to their age and irrespective of their needs. In exceptional circumstances, there may be a short-term need for a temporary reduced timetable to meet a learner’s individual needs, but this cannot be a long-term solution.

Reduced timetables must be recorded in a pastoral support programme and have a short time limit. Following this time period, a learner must be expected to access full-time education unless there are exceptional circumstances.

Welsh Government are very clear that a reduced timetable should not be used to manage a child’s behaviour, as unlike formal exclusions, as set out in the Education Act 1996, reduced timetables are not open to challenge via the discipline committee or local authority independent appeal panel. Reduced timetables can, however, be challenged by parents and carers making a disability claim via the Education Tribunal for Wales.

A reduced timetable should not be used to meet a learner’s support needs or additional learning needs. Where a learner has social, emotional and behaviour difficulties, the school must put in place appropriate support to meet their needs

and if necessary, decide to put in place a school maintained Individual Development Plan.

Where a learner cannot attend school and has a reduced timetable to assist with reintegration following a period of illness or exclusion, arrangements should be put in place for full-time education to be delivered whilst the part-time placement is in place.

Schools have safeguarding responsibilities for all learners on roll and, therefore, must be aware that even with parent/carer agreement to a reduced timetable for reintegration purposes the school is responsible for the safeguarding and welfare of all learners on roll who are off-site during school hours. Where evidence suggests that a child will be exposed to safeguarding risks if not in school, then a reduced timetable must not be considered as an option.

Schools should undertake a thorough risk assessment before the implementation of a reduced timetable and consider safeguarding measures for the duration of the arrangement. There should be written agreement about who is responsible for keeping the child safe for the time they would normally be in school.

5. Reduced Timetable Process Flow Chart

Step 1. School gathers clear evidence in the form of robust assessment information to support the rationale for a reduced timetable and incorporates this into the WG PSP document (https://www.gov.wales/pastoral-support-plan-psp). This is to be retained as the key document to demonstrate agreement with both school and the learner/parent.

Step 2. School meets with parents / carers to discuss the proposed PSP and any linked interventions (this could be part of an IDP review). It is vital that a review calendar / schedule is agreed as a part of this process with the family to support ongoing review of the PSP agreement.

Step 3. School completes the PSP document following this meeting and a copy can be made available if needed for the Local Authority. The parent/carer must receive a copy of the PSP documentation and formally agree to this.

Step 4. Named senior member of school staff to monitor and review at agreed review periods and at the end of the initial 6-week period. Notify the LA that either the pupil is now returning to full-time education in school or that a decision to extend is agreed with all parties.

Step 5. A further 7-week period may be considered in exceptional circumstances.

Reporting to the LA – Any reduced timetable must be reported to the LA.

Appendix 5

Flexi-schooling guidance

1. Guidance overview

Flexi-schooling is an arrangement where, following a formal request from a parent / carer and with the approval of the school, a child spends some part of the week attending school and the rest of it being educated at home. It is important to note that flexi-schooling is not home education. In such arrangements, the child will always continue to remain on the school roll. This may be a better alternative to home education if a parent/carer wishes to educate their child at home but cannot or do not want to do so full-time.

The use of flexi-schooling in Wales is relatively new and as such Conwy are using the guidance and process contained within this document to guide schools and parents through the process. The approach is anticipated to be used in a minority of cases to support learners and their parents through difficult circumstances to encourage long term re-engagement in their school setting.

2. Welsh Government Guidance

Information contained with this document is linked to Welsh Government Guidance for Elective Home Education. This can be seen in the following link:

https://www.gov.wales/sites/default/files/publications/2023-10/elective-home-education-guidance-oct-2023.pdf

https://gov.wales/sites/default/files/publications/2018-03/elective-home-education-non-statutory-guidance-for-local-authorities.pdf accessed 23/3/2022

Conwy Local Authority has to exercise the functions under section 436A of the Education Act 1996, which places a duty on local authorities to make arrangements to establish the identities of children in their area who are of compulsory school age who are not registered learners at a school and are not receiving suitable education otherwise than at a school. Local authorities must have regard to this statutory guidance in exercising their functions under that section. This guidance also sets out the roles and responsibilities of both local authorities and parents under the current legislative framework.

The guidance outlined in the links above is informed by the United Nations Convention on the Rights of the Child (UNCRC). It has been developed to ensure that all children in Wales, including those who are educated at home, receive their rights as accorded by the UNCRC. The general principles of the UNCRC guide how the rights of the child are promoted and protected. These principles are:

- non-discrimination (Article 2)
- best interests of the child (Article 3)
- right to life, survival and development (Article 6)
- respect for the views of children (Article 12).

Section 7 of the Education Act 1996 sets out the duty placed on parents to secure a full time, suitable and efficient education for children of compulsory school age, either by sending the child to school or through other means. One of these means is for a parent to decide to home educate. Balanced against this decision, is the expectation that Conwy LA can assess the suitability of the education parents provide. In order for a local authority to carry out that function, it is not unreasonable for local authorities to ask parents about their approach and the education being delivered. When arriving at a decision about the suitability of the education provided, local authorities should base this on the parents' approach and the education being delivered, and not on the requirements of the CfW.

The Well-being of Future Generations (Wales) Act 2015 promotes a more equal Wales by supporting an inclusive, equitable education system where all children are supported to overcome barriers to learning and participation.

3. What is Elective Home Education?

The Elective Home Education community in Wales is a diverse population with families choosing to home-educate for a variety of reasons. These may include:

- Ideological or philosophical
- Health (including emotional health and well-being)
- Cultural
- Religious
- Bullying
- Special educational provision
- Language choice
- Length of school journey
- Awaiting a place in school of their choice
- Flexibility and tailoring of approach.

Home education will reflect a diversity of approaches and allows for an individualised approach for children tailored to the specific needs and interest of each child. One method is not necessarily more valid than another and there is no one size fits all approach. Many home educating parents feel that they are able to meet their children's individual needs and learning styles more effectively than in a classroom. Home education can be a continuous learning experience wherever the child is.

Children who are home educated are not required to follow the basic Curriculum for Wales or any other specified curriculum or meet criteria for

the number of learning hours. The home education approach can be anywhere on a continuum from a formal, structured, schedule-based and mostly within the home environment, through to autonomous or child-led education. Moreover, it can vary over time and subject. For example, a child might move from a more autonomous approach when younger to one that is more structured for GCSEs (if the child chooses to sit them). Over the course of a year, home education may be more structured throughout the winter and more responsive to the weather or local opportunities during the summer. Some subjects like mathematics may be delivered with a structured approach, while others like history by an autonomous project.

Elective home education can provide a 'freedom of learning' which focuses on the subjects most engaging for the child. Parents may educate their children in a wide variety of ways and in a number of different environments. Many home-educating parents feel that they are able to meet their children's individual needs and learning style more effectively than in a classroom. By electively home educating their children parents agree to provide education they deem meets their child's needs. Children are not registered to a school roll and do not receive support or education material from Local Authority school setting. Children who are electively home educated are recorded on Conwy's Elective Home Education register and are subject to annual review processes.

4. What is flexi-schooling?

It is important to note that flexi-schooling is distinct from home education. Flexi-schooling is an arrangement between parents of a child and the school where the learner is registered in the normal way, but only attends the school part time. The rest of the time the learner is educated at home but will continue to remain on the school roll.

The best interests of the child should be at the heart of decision making by both local authorities and schools. When considering how best to a support a child, it is important to recognise that school may not be suitable for every child. Instances where flexi-schooling may be beneficial to the child can include (but are not limited to):

- where the child is transitioning back into school
- where the child is transitioning into school for the first time
- the child is suffering from school phobia or anxiety
- the child has an long term illness

Flexi-schooling is also different from temporary part-time attendance arrangements which the school / parent / carer may seek to make. Such arrangements are monitored and reviewed with the intention that the child be returned to full time attendance as soon as possible. A flexi-schooling package is full time, although the provision will be split.

Home education is a valid choice and can be the best option for both the family and the learner. However, this is not necessarily the case for all families. Flexi-schooling means children who may be home educated are still in mainstream school for some of the time and are therefore able to experience its benefits.

Flexi-schooling can in some circumstances be a valid way to offer educational support to learners, and local authorities are encouraged to work with head teachers for them to consider whether they can facilitate flexi-schooling where it is in the best interests of the child.

Arrangements for flexi-schooling can only be made at the request of a parent or carer with parental responsibility and is not an arrangement that can be initiated by the school or any other professional.

Children who attend part-time under a flexi-schooling arrangement will be subject to the same admissions processes as other children and are counted in the same way as a child who attends full-time for the purposes of infant class size regulations.

4.1 Attendance coding of flexi-schooling

Under the current All Wales School Attendance Framework, flexi-school learners are recorded under attendance code ‘C3’ which counts as an ‘authorised absence’ from school. The C3 code’s legal meaning is that the child is absent and the physical meaning is that they are out for the whole session.

‘Flexi-schooling’ or ‘flexible school attendance’ is an arrangement between the parent and the school where the child is registered at school in the normal way, but where the child attends the school only part time; the rest of the time the child is home educated (effectively on authorised absence from school). This is sometimes done as a short-term measure for a specific reason. Flexi-schooling is a legal option provided that the headteacher has agreed at the school concerned and, in many cases, the LA as well agree to this arrangement.

It is the decision of the headteacher whether to agree to any parental requests for flexi schooling depending on the individual circumstances and taking into account any safeguarding issues.

In line with the WG guidance on Elective Home Education issued in October 2023, on the days the child is being educated by the parent outside of school, the school must not use the any of the new B codes, as this would mean that the school is responsible for supervising the off-site education and will ensure the safety and welfare of the child when off site; C3 code would be the most appropriate code to use.

If the child is unable to attend a home-based session because of illness the parent/carer should inform the school, and this should be reflected in the school's register.

4.2 Does flexi-schooling affect the school's funding?

No, because the funding is currently applied to a place at a school not the number of hours the child attends. Therefore, a school will currently receive the same funding for flexi-schooled pupils as they would for a child receiving all of their education in school.

4.3 What if the learner moves to another school?

If a child moves to a different school, there will be no guarantee that flexi-schooling will be able to continue. This will be a decision that the Headteacher of the new school will be required to make following a new request from the family of the learner.

4.4 PLASC

Flexi-schooled children are included in census count returns as for other children.

4.5 Reduced timetables

Flexi-schooling is not the same as a reduced timetable package for a child. A child accessing Alternative Provision commissioned by schools still have entitlement to full time education and should not be placed on a reduced timetable unless they are being re-integrated back into education.

All pupils of compulsory school age are entitled to a full-time education appropriate to their age and irrespective of their needs. In exceptional circumstances, there may be a need for a temporary reduced timetable to meet a learner's individual needs, but this cannot be a long-term solution.

Reduced timetables must be recorded in a pastoral support plan and have a time limit. Following this time period, a learner must be expected to access full-time education unless there are exceptional circumstances.

Welsh Government are very clear that a reduced timetable should not be used to manage a child's behaviour, as unlike formal exclusions, as set out in the Education Act 1996, reduced timetables are not open to challenge via the discipline committee or local authority independent appeal panel. Reduced timetables can, however, be challenged by parents and carers making a disability claim via the Education Tribunal for Wales.

A reduced timetable should not be used to meet a learner's support needs or additional learning needs. Where a learner has social, emotional and behaviour difficulties, the school must put in place appropriate support to meet their needs and, if necessary, make a decision to put in place a school maintained Individual Development Plan.

Where a learner is not able to attend school and has a reduced timetable to assist with reintegration following a period of illness or exclusion, arrangements should be put in place for full-time education to be delivered whilst the part-time placement is in place. Schools and local authorities have duties placed on them in relation to delivering the curriculum and ensuring that a learner has access their statutory entitlement to full-time education.

Schools have safeguarding responsibilities for all learners on roll and, therefore, must be aware that even with parent/carer agreement to a reduced timetable for reintegration purposes the school is responsible for the safeguarding and welfare of all learners on roll who are off-site during school hours. Where evidence suggests that a child will be exposed to safeguarding risks if not in school, then a reduced timetable must not be considered as an option.

Schools should undertake a thorough risk assessment before the implementation of a reduced timetable and give consideration to safeguarding measures for the duration of the arrangement. There should be written agreement about who is responsible for keeping the child safe for the time they would normally be in school.

5. Safeguarding and home education

Whether in school or home educated, the safety and wellbeing of all children and young people should be of the utmost importance to all involved.

Improved outcomes for children and young people can only be delivered and sustained when key individuals and bodies work together to design and deliver more integrated services to meet the needs of children and young people.

Effective safeguarding arrangements in every local authority area should be underpinned by two key principles:

- safeguarding is everyone's responsibility: for services to be effective each practitioner and organisation must play their full part both individually and in collaboration
- a child-centred approach: for services to be effective they should be based on a clear understanding of the personal outcomes for the child and what matters to them. The rights of the child should be central to the approach, and their best interests should always be paramount.

5.1 Safeguarding children at risk

Part 7 of the Social Services and Well-being (Wales) Act 2014 (the 2014 Act) sets out what must and should be done to safeguard children and

adults. This applies to all children regardless of where and how they receive their education.

Section 130 of the 2014 Act contains a duty on the relevant partner of a local authority and the relevant youth offending team to inform the authority if they have reasonable cause to suspect that a child in its area is a child at risk (or if the child is in the area of another local authority, to inform that other authority).

Section 130(4) defines a 'child at risk' as a child who:

- is experiencing or is at risk of abuse, neglect or other kinds of harm, and
- has needs for care and support (whether or not the local authority is meeting any of those needs).

When a child has been reported under section 130, the local authority must consider whether there are grounds for making enquiries under section 47 of the Children Act 1989.

Part 9 of the 2014 Act requires co-operation and partnership between the local authority and its relevant partners and others. Section 164 provides that if the local authority requests the co-operation of, or information from its relevant partners and others mentioned in subsection 4 in exercising any of its social services functions, the person must comply with the request unless it considers that doing so would be incompatible with its own duties or would otherwise have an adverse effect on its own functions.

A person refusing to co-operate or provide information must give written reasons to the local authority explaining its decision to refuse. (Section 164(3)). Similarly, Section 164A enables a local authority to request the co-operation of local authorities in England.

Section 28(2) of the Children Act 2004 places a duty on certain persons and bodies to make arrangements for ensuring that their functions are discharged having regard to the need to safeguard and promote the welfare of children. The persons and bodies to whom this duty applies are listed in section 28(1).

Under section 135 of the 2014 Act, the Safeguarding Children Board's objectives are to protect children in its area who are experiencing or are at risk of abuse, neglect or other harm and to prevent children in its area from becoming at risk of abuse, neglect or other harm. Section 137 provides the Safeguarding Board with the power to request specified information from a qualifying person or body provided that the purpose of the request is to enable or assist the Board to perform its functions.

No single practitioner can have a full picture of a child or their family. Therefore, support to families should be delivered as part of a co-ordinated multi-agency approach. The ability to work across and between agencies

is essential to build a better understanding of the whole family's circumstances and their needs for care and support. Strong working relationships and a multi-agency approach can prevent needs escalating and identify when a child or family member is at risk.

Everyone in education services, whether employed by the local authority or otherwise, who comes into contact with children and their families has a role to play in safeguarding children.

5.2 Elective Home Education and safeguarding

There is no evidence to suggest that home educated children are at greater risk of neglect or abuse than children who are educated at school. Home education is a positive experience for many children. However, schools and education settings play an important role in safeguarding children. They are places where children can be routinely seen and heard. It is important, therefore, that all children enjoy the right to be safe, regardless of how and where they receive their education.

A parent's decision to home educate is not in itself a ground for concern about the safety and well-being of the child. However, as with any child regardless of where they are educated, there may be circumstances which, individually or combined, give practitioners cause to seek further information about a child.

Local authorities should approach all cases where the suitability of home education is in doubt using their powers in the Education Act 1996 (please refer to section 5), but they should also be prepared, if a lack of suitable education appears likely to impair a child's development, to fully exercise their safeguarding powers and duties to protect the child's well-being, which includes their suitable education.

In exercising safeguarding powers, a local authority would normally begin an investigation under section 47 of the Children Act 1989, on the basis that a lack of information about a child's educational provision is capable of satisfying the 'reasonable cause to suspect' significant harm test under that provision. Reasonable cause can include the lack of any substantive information about a child's education, so if the 'if it appears' test in s.437 (1) is satisfied, then there will usually be reasonable cause in terms of s.47. These enquiries can include taking steps to gain access to the child. The outcome of enquiries following a section 47 investigation will therefore enable a local authority to decide whether action should be taken to protect the child's welfare.

If following the section 47 investigation a local authority concludes that the significant harm threshold is met, but parents fail to remedy the concerns identified, it may be necessary to apply for a care order. A failure to provide education is capable of satisfying the threshold criteria of 'significant harm' under section 31 of the Children Act 1989.

‘Harm’ can include the impairment of health or development, and development means physical, intellectual, emotional, social or behavioural development, so the provision of unsuitable education clearly can amount to this. The causing of significant harm need not be intentional or deliberate, but case law indicates that it must be ‘considerable, noteworthy or important’. This is a key point for local authorities in considering whether the use of safeguarding powers is appropriate in a case relating to a child who is not receiving a suitable education. However, local authority staff should be clear that when the use of safeguarding powers is justified, they should be used.

Safeguarding is everyone’s responsibility and agencies should ensure that practitioners coming into contact with children are aware of the arrangements set out in the Wales Safeguarding Procedures and in Welsh Government issued under the 2014 Act.

(https://www.gov.wales/sites/default/files/publications/2019-05/working-together-to-safeguard-people-volume-5-handling-individual-cases-to-protect-children-at-risk.pdf) The All-Wales Safeguarding Procedures, published in autumn 2019, is supported through a number of All Wales Practice Guides on safeguarding children in specific circumstances. These multi-agency Practice Guides provide information about responding to safeguarding issues. This includes an All-Wales Practice Guide with a section on Safeguarding children who are home educated.

5.3 Information sharing

Information sharing is central to good safeguarding practice. Practitioners must share information in accordance with data protection legislation. Data protection legislation allows for the sharing of information and should not be automatically used as a reason for not doing so. One of the specific circumstances which provides for information sharing is to prevent abuse or serious harm to others. When information is not shared in a timely and effective way, decisions made may be ill informed and lead to poor safeguarding practice and leave children at risk of harm. The Welsh Government has issued guidance on http://www.gov.wales/working-together-safeguard-people-code-safeguarding-practice which provides further advice.

5.4 A child or young person not in contact with universal services

There may be circumstances where a child has not had direct contact with public services for a significant period of time. This is not in itself evidence that a child is at risk of harm but should make practitioners think about what further action they may need to take in discussion with the senior officer responsible for home education. There have, however, been a number of cases where children out of contact with public services have been significantly harmed. There may be cases where there are grounds to report a safeguarding concern to Social Services when there is evidence

to suggest that there has been no direct contact between a child and public services for a prolonged period. An All-Wales Practice Guide has been made available to provide further advice and which is to be used in conjunction with the All-Wales Safeguarding Procedures

6. ALN and flexi-schooling

Where a child has a statement or LA IDP the decision to agree flexi-schooling must be taken in conjunction with the local authority ALN Team. Progress will be monitored through the usual annual review process.

7. What happens when a parent makes a flexi-schooling request to a school?

A parent / carer is fully entitled to ask schools about possible arrangements for flexi-schooling. There is, however, no entitlement to flexi-schooling and the decision to agree it, or not, rests entirely with the Headteacher. If a school decides not to agree such an arrangement, there is no formal appeal process.

The request to flexi-school will be made in writing to the Head Teacher. Parents cannot be encouraged to make flexi-schooling requests as an education option for their child. It is an arrangement that can work well for children with illnesses, or with school phobias, where parents wish to have more input into the child's education, or where the family would prefer the child not to attend full-time until they are older. Whatever the reason, parents are expected, by law, to ensure that their child receives a full-time education.

The decision to undertake flexi-schooling should only be considered if there are positive reasons for doing so and where all parties agree that such an arrangement is in the best interests of the child. Parent/carer must be confident that they can meet the educational needs of the child fully and a school mindful of the fact that, if arrangements are agreed, the school will retain the responsibility for the child's progress and any absences incurred because of the decision to participate in a flexi-schooling arrangement. However, it has been shown that such arrangements, kept under review, can work well.

7.1 What must the Headteacher consider for the flexi-schooling request?

When considering a flexi-school application the Headteacher must take into consideration the additional vulnerabilities of the child and family. This may involve views from other external partners (e.g. Social Care, Social Inclusion Service, Youth Justice Service) where appropriate. The views of the child/young person must also be considered. A multi-disciplinary meeting may be beneficial to discuss and consider the request. When considering a flexi-school arrangement the Headteacher must consider the benefits of the agreement and potential risks not only to the child's

education but to the child's welfare and wellbeing. The Headteacher must consider the current attendance of the individual, where concerns have previously been raised around attendance this is identified as a risk and the Headteacher may refuse the request on this basis.

7.2 What happens if a flexi-schooling request is formally received from the parent / carer?

After receiving the request, school will meet with the family with their agreement to work through the flexi-schooling check list and agreement [Appendix A]. This should be undertaken to ensure that both school and parents are aware of their rights and the proposed plan around flexi-schooling. If in agreement school will proceed to complete flexi-school Education Arrangements [Appendix B] which provides the details and agreement around the learner's education during this time period.

It is anticipated the agreed lead person for the school would either be the school's Inclusion Lead or the Headteacher.

7.3 Who can support with the discussions from Conwy LA?

The Elective Home Education Coordinator for Conwy (Ffion Hughes) should be involved within the decision-making process and aware of the proposal for flexi-schooling of a learner prior to any final agreement to enable a period for advice and guidance as required. Any additional advice required and/or received can be utilised as part of the discussions between the school and the parent / carer / learner to inform the final decision as to whether to agree to the flexi-schooling request.

7.4 What should be submitted to Conwy LA if agreement is reached for flexi-schooling?

If all parties are in agreement to proceed with the flexi-schooling request then the school will complete and submit the Notification of Elective Home Education [Appendix C] to the Elective Home Education Coordinator (in line with the protocol for any Elective Home Education application) along with the check list, agreement and arrangements documentation [Appendix A / B / C]. This will enable the learner/family to be registered in the Conwy Elective Home Education central register as with any other Elective Home Education agreement.

7.5 The Role of the Governing Body

The governing body should be involved in agreeing and reviewing the school's approach to flexi-schooling requests, but they should not become involved in individual cases, as some governors may have a more formal role if a dispute arises and/or a complaint is made.

The governing body will monitor the attendance and progress of flexi-schooled children as with all children in the school cohort.

Governors should satisfy themselves that the Headteacher has fully considered the points highlighted above and are fully conversant with the school attendance statutory guidance when reaching a decision.

8. What should the family and learner expect if agreement is reached with a school for a flexi-schooling package?

Parents should receive a copy of both flexi-schooling checklist and agreement [Appendix A] and flexi-school Education Arrangements [Appendix B]. These documents will detail fully what has been agreed and what education for the learner will look like. Parents and learners should be clear who the identified school lead is and how the arrangements will be reviewed. Agreement documents should include:

- the normal expected pattern of **attendance** at school
- the **rationale** for why the flexi-schooling arrangement is in the best interests of the pupil concerned
- the **proposed time span** of the flexi-schooling agreement
- **procedures** for flexibility around special events which fall outside the normal arrangement.
- how the **register** will be marked
- that the school will follow up any **unexpected or unexplained absence(s)** in the same way as it does for other children, including the first day calling procedures for absence
- details of what **areas or subjects** will be studied at home, or away from the school site and what areas or subjects will be taught in school
- arrangements at times of **assessment(s)**
- details of any perceived **Additional Learning Needs** if a child has a statement of ALN or IDP
- agreement that if the parent/carer chooses to employ other people to educate their child at home, they will be **responsible for making sure that those whom they engage are suitable to have access to children and will be responsible for meeting all costs related to this decision**
- agreement on who will meet the **cost of exam entries**. These are the responsibility of the parent in full elective home education, but the school would support with all of the costs for any qualification delivered by the school as part of a flexi-school package
- arrangements for **regular planning and review meetings** between parent/carer and school to ensure the child achieves his/her potential and to promote good home/school relationships
- clarity about the circumstances under which and with what notice either party can **withdraw from the arrangement**
- the arrangements for the **resolution of any disputes** (usual processes are for disputes to be resolved at the most informal level possible, but any complaints will need to be considered by the Headteacher first and then the Governing Body as set out under the school's complaints procedure)

If a parent refuses to sign the flexi-schooling agreement, then it must be made clear to the parent that the school will not enter flexi-schooling arrangements. Similarly, if the parent fails to follow the terms of the agreement, the school must inform the parent that the flexi-schooling arrangement will be discontinued. The child is then required to attend school on a full-time basis.

If the parents opt at a later date for their child to be electively home educated, then they will receive contact from Conwy Elective Home Education team and will be asked to confirm via paperwork their Elective Home Education intentions. The learner will be placed on the Elective Home Education register for Conwy.

9. Monitoring flexi-schooling

Neither the LA nor the school have a statutory duty to monitor the quality of Elective Home Education on a routine basis. It is recommended that half termly review dates should be written into the flexi-school agreement between school and parents/carers. Examples of factors to consider in review meetings include:

- evidence of learning and progress
- learning pathway is currently appropriate for child's ability, interests & future choices
- access to qualifications and the curriculum as appropriate
- access to learning that will benefit the learner's post-16 choices (if appropriate)
- provision of opportunities for socialisation & interaction

However, if it appears to the school that parents/carers are not providing a suitable Elective Home Education experience as agreed between the school and the parent/carer, the school may ask the parent/carer to take remedial action. If the parent/carer declines to do so or the school is still concerned about the provision of education at home, the school may withdraw its agreement to the flexi-schooling arrangement. The child would then be required to return to school on a full-time basis whilst they remain registered, or the parent assumes responsibility for arranging their child's education on a full-time basis (i.e. de-registration for the purposes of Elective Home Education).

A School Attendance Order would not be appropriate as the child is on the roll of a school.

If a child fails to return to full-time attendance and the absences remain unauthorised then the school should discuss the case with the Education Welfare Service.

Flexi schooling checklist and agreement

This document to be retained by the school and parent(s) / carer(s) / guardian(s)

FLEXI-SCHOOLING REQUEST: Checklist and agreement	
Name of Child	
Date of birth	
Academic Year	
Parent / carer name	
Have safeguarding arrangements been fully explained to the parent / carer?	
Have the parents fully explained the exact details of the flexi-schooling arrangements they have in mind and the reasons behind their request? Are these reasons appropriate?	
Has the request been confirmed by the parents in writing and the request stored on the child's file?	
Is the school able to accommodate any concerns expressed by the parents within the parameters of full-time schooling?	
If the learner has a Statement or IDP has the parent's request been referred to the Local Authority ALN Team?	
Does it appear likely that the request, if approved, would impose an additional workload on members of staff? What is the nature of this additional workload?	
Have the parents been made fully aware of their child's current and anticipated level of educational attainment and the potential impact which their request for flexi- schooling might have on this?	
Have the parents been made fully aware of any critical aspects of the curriculum / assessment / teaching in school which their child will miss if they are flexi-schooled?	
Should the school agree to the parents' request, have arrangements for monitoring and review been discussed and agreed? What timescales have been set? Has an initial review date been agreed?	

Have the parents been made aware that the school has the right to withdraw any agreement it might make to flexi-schooling arrangements if it considers that the original intentions and expectations are not being met?	
Should the school be unable to agree to the parent's request, have the reasons for this been fully explained and confirmed in writing and saved on child's file?	
Have the parents been informed that their child will accrue absences (authorised for the periods of time they are flexi-schooled?)	

DECISION	
Approved / Not approved (delete as appropriate)	
Reason/Comment	
Signed: [School]	
Date:	

If the arrangement is approved:
This attendance pattern will only be changed by agreement with the parents and the Headteacher. The school will allow the child to attend special events which take place on the agreed non–school days/times in consultation with the child's class teacher or other relevant people. Parents will have the same access to records, reports and opportunities to meet with teachers as young people who attend school on a full-time basis e.g.: parents' evenings, school reports. This arrangement may be terminated by the parent during the academic year. However, the date for this must be agreed with the Headteacher in advance. The Headteacher retains the right to inform parents if they believe the arrangement is detrimental to the child's progress and, if necessary, stop the flexi-schooling arrangement. Whilst your child is on school premises, or the school is acting in loco parentis the school will maintain primary responsibility for XXXX safety and welfare.

DECLARATION – FLEXI-SCHOOLING AGREEMENT	
Name of Child	
Date of birth	
School designated safeguarding contact in school	
Parent / carer name	
The sessions(s) chosen for my/our child to attend school are:	Monday am pm Tuesday am pm Wednesday am pm Thursday am pm Friday am pm
This agreement will commence:	
And will run until (term-time only):	
The date of the review meetings will be: **a higher frequency of meetings can be organised if beneficial*	Term 1a - Term 1b - Term 2a - Term 2b - Term 3a - Term 3b -

I / We fully understand the contract into which we have entered with the school and agree to uphold the criteria which are outlined. I / We wish my / our child named above to attend the school named above in accordance with the flexi-schooling agreement. I / We agree to attend the designated review meetings in school to review the flexi-schooling package and attendance. I / We agreed that during the school hours timetabled for home education I / we will maintain primary responsibility for my child's safety and welfare.

Headteacher signature	
Date	
Parent / carer signature	
Date	

Flexi-school education agreement

Learner name:

Date of birth:

School:

Parent / carer:

Agreed flexi-schooling timetable:

Morning sessions will run from INSERT START TIME to INSERT END TIME

Afternoon sessions will run from INSERT START TIME to INSERT END TIME

Day	Morning session	Afternoon session
Monday	home / school	home / school
Tuesday	home / school	home / school
Wednesday	home / school	home / school
Thursday	home / school	home / school
Friday	home / school	home / school

Curriculum

- Subjects studied during home education time study will be ADD IN SUBJECTS under the direction of PARENT/CARER'S NAME, who will use XXXX service, to work towards GCSE specifications in these subjects.
- Subjects studied during school education time will be ADD IN SUBJECTS
- Where they occur immediately before or after school-based lessons, attendance may be incorporated at ADD IN DETAILS OF AVAILABLE SUPPORT as part of the school-based part of the flexi-schooling arrangement.
- Review meetings will be completed ADD IN SCHEDULE with LINK STAFF NAME to discuss progress.
- The school-based timetable will form a part of this agreement

Safeguarding

The designated safeguarding lead in school is INSERT DSL NAME and they can be contacted on INSERT CONTACT DETAILS if required. The school will retain safeguarding responsibilities for your child and oversight. If you wish to raise a safeguarding concern, please contact the designated safeguarding lead mentioned above.

Attendance

- For reasons of Health and Safety, arrangements will be put in place to sign in and sign out whenever they attend school. This will also form school-based attendance records, although in-class records will be kept as well.
- A present mark will be recorded for any session during which they attend at school
- When attending school for lessons, support lessons or a meeting with STAFF NAME, they must attend the class/meeting as set – no alternative arrangements will normally be made at these times
- When a lesson, support lesson or meeting with STAFF NAME occurs immediately before or after a break or lunch period, they may spend this informal time in school, under the same conditions as other students in their year group
- An absent mark will be recorded for any session when they were scheduled to attend but does not do so. The parent / carer will provide the reason for the absence
- A present mark will be recorded for any session during which they attend a pre- arranged activity in school
- An absent mark will be recorded for any session during which they were scheduled to attend a pre-arranged activity in school but did not do so. The parent / carer will provide the reason for the absence
- If education is provided at home and school is not attended under the flexi-schooling arrangements, an 'Authorised Absence' (Code C) will be used for the attendance record for that session
- The school's attendance policy will be applied as normal to those sessions where attendance is required at school

Assessment

- Examination entries for public examinations can be made as a private candidate via the school examination office (note: if the school retains full funding, then these entries can be funded by the school; if proportionate funding is withdrawn then the private entries cannot be funded)

Examination entries for subjects will be provided subject to attendance at lessons being appropriate

NOTIFICATION OF CHILD BEING EDUCATED AT HOME
HYSBYSIAD BOD PLENTYN YN CAEL EI ADDYSGU GARTREF/

A wnewch chi hysbysu'r Awdurdod Lleol trwy lenwi'r ffurflen hon, os bydd rhieni/gofalwyr wedi eich hysbysu o'u bwriad i addysgu plentyn neu unigolyn ifanc gartref.

If you have been informed by parents or carers of their intention to home educate a child or young person, please alert the Local Authority by completing this form.

Enw'r plentyn / Name of Child	
Dyddiad Geni / Date of Birth	
Rhyw / Gender	
Ethnigrwydd / Ethniticy	
Cyfeiriad Cartref / Home Address	
Rhif ffôn / Telephone Number	
Cyfeiriad Ebost / Email address	
Enw'r Rhiant/Gofalwr / **Name of Parent/Carer**	
Ysgol flaenorol (os o gwbl) / **Previous school (if any)**	
Awdurdod blaenorol (os wedi symud i Gonwy) / **Previous Authority (if moved into Conwy)**	
Dyddiad yr hysbyswyd o'r bwriad i Addysgu Gartref / **Date notified of intention to Home Educate**	
Ffynhonnell yr hysbysiad ac amgaewch y dystiolaeth e.e. copi o lythyr gan y rhiant/gofalwr i'r ysgol yn cadarnhau eu penderfyniad i addysgu gartref / **Source of notification and attach evidence where possible e.g. copy of letter from parent/carer to school confirming their decision to home educate**	
Grŵp Blwyddyn Presennol / Current Year Group	
Rheswm dros ADdC / Reason to EHE	

PYD Prydau Ysgol am Ddim / FSM Free School Meals	Ydy / Na* Yes / No*
SIY Saesneg fel Iaith Ychwanegol / EAL English as an Additional Language	Ydy / Na* Yes / No*
ADY Anghenion Dysgu Ychwanegol / ALN Additional Learning Needs	Oes / Nac oes* Yes / No*
CAU Cynllun Addysg Unigol / IEP Individual Education Plan	Oes / Nac oes* Yes / No*
CCU Cynllun Cyfathrebu Unigol / ICP Individual Communication Plan	Oes / Nac oes* Yes / No*
CDU Cynllun Datblygu Unigol / CDU Sir School IDP Individual Development Plan County IDP Individual Plan	Oes / Nac oes* Yes / No* Oes/Nac oes* Yes/No*
Maes Angen / Area of Need	☐ Cyfathrebu a Rhyngweithio:/ Communication & Interaction: ☐ Gwybyddiaeth a Dysgu:/ Cognition & Learning: ☐ Emosiynol Cymdeithasol/Ymddygiad: / Social Emotional/Behaviour: ☐ Synhwyraidd / corfforol:/ Sensory/physical:
Darpariaethau cyfredol / Current provisions	☐ Nyrs Ysgol a/neu Pediatrydd / School Nurse and/or Paediatrician ☐ Iaith a Lleferydd :/Speech & Language: ☐ Cymorth Synhwyraidd:/Sensory Support: ☐ Therapi Galwedigaethol/Ffisiotherapi / Occupational Therapy / Physiotherapy ☐ Mewnbwn Seicolegydd Addysg / Educational Psyhologist Input ☐ Gwasanaeth Iechyd Meddwl Plant a Phobl Ifanc / Child and Adolescent Mental Health Service (CAMHS) ☐ Gwasanaethau Cymdeithasol / Social Services ☐ Canolfan Deuluoedd / Family Centre ☐ Gwasanaeth Gwaith Cymdeithasol Addysg / Education Social Work Service Arall (nodwch) / Other (please comment):

<table>
<tr><td>Nodwyd gan yr ysgol fel ‘Mwy abl neu Dalentog’ (M.A.T.) /
Identified by the School as ‘More Able or Talented’ (M.A.T)</td><td colspan="2">Ydy / Na* Yes / No*</td></tr>
<tr><td>Perfformiad presennol ac a ragwelwyd: (h.y. a ragwelwyd y byddai’r plentyn yn cyflawni’r deilliant disgwyliedig ar ddiwedd y cyfnod perthnasol / cyfnod allweddol) /
Current and Predicted Performance: (i.e. was the child predicted to achieve the expected outcome at the end of the relevant phase/key stage)</td><td>Cyrhaeddiad presennol / Current attainment:</td><td>Cyrhaeddiad a ragwelir (diwedd cyfnod allweddol) / Predicted attainment
(end of key stage):</td></tr>
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<tr><td>Unrhyw wybodaeth arall e.e. unrhyw fater diogelu cyfredol neu flaenorol /
Any other information e.g. any current or previous safeguarding issues</td><td colspan="2"></td></tr>
</table>

(* Dilëir fel bo’n briodol / * Delete as appropriate)

Llofnod / Signature: …….

Asiantaeth sydd yn hysbysu / Agency notifying: ……..

Swyddogaeth / Position: ……..

Dyddiad / Date: ……

Dychweler at / Return to: E-bost: EHE@conwy.gov.uk / Email: EHE@conwy.gov.uk

Preifatrwydd
Bydd gwybodaeth bersonol yn cael ei gadw a’i brosesu gan yr Awdurdod Lleol at ddibenion a welir yn yr Hysbysiad Preifatrwydd, Gwasanaethau Addysg yr Awdurdod Lleol ac yn unol â darpariaethau Rheoliadau Diogelu Data Cyffredinol (GDPR). Gall gwybodaeth bersonol a ddarparwyd gael ei rannu â thrydydd parti yn ôl yr angen er mwyn gwirio’r wybodaeth, atal neu ganfod trosedd a/neu er mwyn cyflawni unrhyw swyddogaeth statudol neu weinyddol neu fel sy’n ofynnol gan y gyfraith. Am gopi o’r Hysbysiad Prefiatrwydd, cysylltwch â Gwasanaethau Addysg Awdurdod Lleol Conwy

https://tinyurl.com/2p9a9zvn

Privacy
Personal information will be held and processed by the Local Authority for those purposes contained in the Local Authority Education Service’s Privacy Notice, and in accordance with the provisions of the General Data Protection Regulation (GDPR). Personal information provided may be shared with third parties as and when necessary in order to verify the information, for the prevention or detection of crime and/or for the purposes of discharging any statutory or administrative function as required by law. For a copy of the Privacy Notice, contact Conwy Local Authority Education Service.

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