

Attendance Policy

Sidmouth Primary School

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1 Policy at a glance

- 1.1 This policy states that **improving attendance is everyone's responsibility**, with parents legally obliged to ensure their child attends school regularly. The school aims to work in **partnership with parents** to understand and address any attendance barriers early on, as even small dips can lead to significant issues.
- 1.2 The policy sets a **high standard for attendance**, expecting pupils to be in school, on time, every day unless ill or with an authorised absence. It outlines a tiered approach to intervention based on attendance percentage: from simple monitoring for good attendance to external support and legal action for persistent or severe absence.
- 1.3 It clarifies the difference between **authorised and unauthorised absences**, with the latter including term-time holidays. The school may request evidence for absences and will follow up on unexplained absences, with a lack of attendance being treated as a **safeguarding concern**.
- 1.4 Legal action, such as **penalty notices**, will only be used as a last resort when all other support options are exhausted. The policy also details the responsibilities of various staff, parents, and pupils in maintaining good attendance.

2 Policy statement

- 2.1 Improving attendance is everyone's business. Every child of compulsory school age is entitled, by law, to receive full time education and it is the legal responsibility of every parent to make sure their child attends school. Attending school regularly is not only essential for them to achieve well in their learning but it also helps them with their social and emotional development and overall well-being. Attending school regularly gives children the best opportunity to have wider and better life chances.
- 2.2 The school recognises that some children find it harder than others to attend school. The school will always seek to work in partnership with parents to understand any barriers to attendance and provide support to address these. Small dips in attendance can lead to more significant attendance difficulties that are harder to overcome. Therefore, the school will always intervene early to understand the needs of children and families and put the right support in place as soon as attendance falls below the expected standard.
- 2.3 The school will **expect** high standards of attendance, **monitor** attendance data, **listen** to children and parents to **understand** barriers, provide **support**, formalise it when necessary, and **enforce** attendance through statutory intervention, only when all other avenues have been exhausted.



3 Legislation and guidance

- 3.1 This policy meets the requirements of the Department for Education's (DfE) statutory guidance on attendance: [Working Together to Improve School Attendance](#). Links to other relevant legislation and guidance can be found at Section 20.
- 3.2 A child must start full-time education once they reach **compulsory school age**. This is on the 31st December, 31st March, or 31st August following their fifth birthday – whichever comes first. A child can leave full-time education on the last Friday in June if they will be 16 by the end of the school summer holidays. They must then do one of the following until they are 18:
- stay in full-time education, for example at a college;
 - start an apprenticeship or traineeship;
 - spend 20 hours or more a week working or volunteering, while in part-time education or training

4 Attendance and punctuality expectations

- 4.1 This school expects children to be in school, on time, every day unless they are too ill to attend or have an authorised absence. Attendance is often reported as a percentage. The following table shows how percentages equate to the number of days and lessons lost each year, how this would be graded and the type of support that would be put in place:

Attendance %	school days missed per year	Attendance grading	Possible action
100%	0	Outstanding	-
98%	4	Very good	-
96%	7	Good	school monitoring
95%	10	Almost there	school support
94%	11	Improvement needed	school support
90%	20	Concern	External support/referrals

80%	29	Serious concern	External support / referrals / penalty notices
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- 4.2 When a child arrives late to the school, even by a few minutes, they miss an important part of the school day, which can include learning time, assemblies and teacher instructions. Children can feel embarrassed at having to enter the classroom late and it can disrupt the learning of others. This table shows how frequent lates can add up to a significant amount of lost learning:

Minutes late per day	school days lost per year	Number of lessons lost per year
5 minutes	3	15 lessons
10 minutes	6	30 lessons
15 minutes	9	45 lessons

5 The school day

- 5.1 The following table sets out the times of the school day:

Start of the school day - soft opening	School doors 'open' time 8.45am - 8.55am	
Morning register begins at	8.55am	Child receives a 'late' (L) mark if absent when the register starts but arrives before the register closes
Morning register closes	Above +30 mins	Child receives an 'unauthorised absence' (U) mark if they arrive after the register closes
Afternoon register begins at	12.10 FU 12.30 Years 1-3 1.15 Years 4-6	Child receives a 'late' mark if absent when the register starts but arrives before the register closes

Afternoon register closes	Above +30 mins	Child receives an 'unauthorised absence' mark if they arrive after the register closes
End of the school day	3.15pm	

6 Authorised and unauthorised absences

6.1 'Authorised absence' means that the school has either given approval in advance for a pupil of compulsory school age to be away from the school or has accepted an explanation offered afterwards as justification for absence. Please see codes below and the DfE's Working together to improve school attendance guidance for more information.)

Authorised absence		
C1	Absent to participate in a regulated performance or undertaking regulated employment abroad.	Authorised absence
C2	Pupil of compulsory school age is absent due to a part-time timetable agreed by the parent and the school	Authorised absence
C	Absence agreed by the school due to an exceptional circumstance	Authorised absence
E	Suspended or permanently excluded and no alternative provision made	Authorised absence
I	Illness (physical and/or mental health related)	Authorised absence
J1	Absence agreed by the school to attend an interview for employment or for admission to another educational institution	Authorised absence
M	Absence agreed by the school for medical/dental appointment	Authorised absence
P	Approved sporting activity	
R	Day set aside for religious observance	Authorised absence
T	A mobile child (child of no fixed abode) who is travelling with their parent for their trade or business	Authorised absence
V	Educational visit or trip	Authorised absence
W	Work Experience	Authorised absence
X	Non-compulsory school age pupil not timetabled to attend	Authorised absence

6.2 Pupils taken ill during the school day

6.2.1 If a pupil needs to be sent home due to illness, this should be by agreement with Headteacher, Deputy Headteacher, DSL or DDSL. In such circumstances, the pupil must be collected from the school office by a parent/carer or another authorised adult (unless otherwise agreed between the school and the parent/carer) and signed out in the 'signing out' book or electronic equivalent. No pupil will be allowed to leave the school site without parent/carer confirmation.

6.3 Religious observance

The school acknowledges the multi-faith nature of the school community and recognises that religious festivals sometimes fall outside of school holidays or weekends.

- In accordance with the law, the school will authorise one day's absence for a day exclusively set, apart for religious observance by the religious body to which the parent/carer belongs – this will be marked with the R code. In line with the DfE's Working together to improve school attendance guidance, if necessary, the school will seek advice from the parent/carer's religious body, about whether it has set the day apart for religious observance;
- Parents/carers should notify the school in advance that their child will be absent for religious observance, so that the school knows whether to expect the pupil into school or not;
- If a parent/carer would like their child to be absent for an additional day, around a religious observance, they should contact the school. The school will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. If additional absence is authorised, this will be marked with the C code;
- The school will ensure a pupil is not penalised for absence due to days of Religious Observance, for example if using attendance rewards.

6.4 Mobile pupil - parent travelling for occupational purposes

A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place:

- The school will authorise the absence of a mobile child who is unable to attend school because they are travelling with their parent/s in the course of their trade or business. This is subject to certain limits, depending on the child's age and number of sessions absent. The school will discuss cases individually with parents as necessary. Parents should let the school know of their plans as far in advance as possible;
- The school will not unnecessarily ask for proof that a parent is travelling for occupational purposes, this will only happen when there are genuine and reasonable doubts about the authenticity of the reason for absence given. If there is doubt, the school may ask for proof that the family is required to travel for occupational purposes during the period of absence;
- To help ensure continuity of education for mobile children, when their parents are travelling for occupational purposes in England, wherever possible it is expected that children should attend a school where their parent(s) are travelling and be dual registered at that school and at this school, which is their 'main school';

- The T code, which is an authorised absence, will be used when mobile children are known to be travelling for occupational purposes, but it is not known whether the child is attending another educational provision;
- When their parents are not travelling for occupational purposes, mobile children are subject to the same rules as other children in terms of the requirement to attend school regularly.

6.5 Unauthorised absence is where the school is not satisfied with the reason given for the absence, or where no reason has been provided. Please see codes below and the DfE's Working together to improve school attendance guidance for more information.)

Unauthorised absence		
G	Holiday not granted by the school.	Unauthorised absence
N	Reason for absence not yet established.	Unauthorised absence
O	Absent in other or unknown circumstances.	Unauthorised absence
U	Arrived in school after registration closed (where an authorised absence code does not apply).	Unauthorised absence

6.6 Unauthorised absence includes (but is not limited to) absences due to:

- Reasons which have never been properly explained to the school;
- Arriving at the school after the register has closed. (Although late arrival for a reason such as a medical appointment will usually be an authorised absence – see section 7 for more information);
- Birthdays;
- Waiting at home for something to be fixed, or a parcel to be delivered;
- Parent/carer's or sibling's illness (unless very exceptional circumstances apply and have been agreed in writing by the school);
- Day trips, other than those organised by the school;
- Holidays in term time (unless exceptional circumstances are agreed in writing, in advance, by the school).

6.7 Where the school has genuine and reasonable doubt about the actual reason for a pupil's absence, staff may seek additional information or evidence from parents/carers regarding the absence, and/or make a home visit to verify the reason. If the reason cannot be verified and the school has cause to believe the reason given for absence may not be genuine, parents/carers may be asked to provide satisfactory evidence of the reason. If satisfactory evidence is not provided, the school may record the absence as unauthorised.

6.8 Unauthorised absences may result in legal intervention, usually penalty notices or prosecutions. See 'Penalty notices, prosecutions and education supervision orders' section for more information.

7 Reporting a child's unplanned absence

7.1 If a child is absent, parents must let the school know the reason for any absence on the first day of an unplanned absence by 08:45 am or as soon as possible using:

- Phone/ voicemail 07971382616;
- Text 07971382616;
- WhatsApp 07971382616;
- Email northagej@thrivetrust.uk;
- Visiting the school and leaving a message with a receptionist;
- In-app messages (Arbor).

6.2.2 Parents will be contacted via phone call, text and email should a valid reason for absence not be received.

- Call **every** day thereafter to advise the school of the child's progress.

7.2 Absence due to physical or mental illness will be marked as authorised unless the school has a genuine concern about the authenticity of the illness. Where there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription or note from a pharmacist, appointment card or other appropriate form of evidence. The school will not ask for medical evidence without good reason.

7.3 If the school is not satisfied about the authenticity of illness, the absence will be recorded as unauthorised, and parents notified of this.

8 Reporting a child's planned absence

- 8.1 Wherever possible, all appointments should be made outside of the school day. If this is not possible, parents should ensure that children are out of school for the minimum amount of time necessary e.g. if an appointment can only be arranged for 11am, a child should be in the school both before and after the appointment.
- 8.2 Planned absences for appointments should be reported to the school as far in advance as possible by reporting to the main office with medical evidence i.e. appointment letters/texts.

9 Leave of absence during term time

- 9.1 In accordance with the DfE's [Working together to improve school attendance](#), there are very limited circumstances where the school will grant a leave of absence during term time. These are:
- Taking part in a regulated performance or employment abroad;
 - Attending an interview;
 - A temporary, time limited part-time timetable (see section 18);
 - **Exceptional circumstances:** the school may grant a leave of absence for exceptional circumstances at their discretion. This must be requested in advance by a parent who the child normally lives with. The school will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. If a leave

of absence is granted, it is for the school to determine the length of time the child can be away from the school;

- 9.2 The law does not grant parents/carers the automatic right to take their child out of school during term time for holidays or other absence such as trips and visits. The school will not authorise any leave of absence in term-time unless satisfied the reason for absence is exceptional. The school will consider each application individually. A leave of absence is granted entirely at the school's discretion. Parents/carers should not make plans to take their child out of school without making a request to the school first and the school gives permission for the absence. The request should be made by the parent/carer with whom the child normally lives.
- 9.3 Leave of absence will not be granted for a child to take part in protest activity during school hours.

10 Key contacts for attendance

- 10.1 All school staff are responsible for monitoring and supporting good attendance. However, there are members of staff to provide specific oversight of attendance and/or can provide support to parents and children.

Role	Name	Contact Details
Attendance Champion	S Hawksley	01482 441152
Attendance Officer	J Northage	07971382616 / 01482 441152
Designated Safeguarding Lead	S Hawksley	01482 441152
SENCO	B Hyde	01482 441152

11 Following up unexplained absence

- 11.1 Where any child the school expects to attend does not, or stops attending, without reason, the school will:
- Call and send an absence text to the child's parent on the first morning of the first day of unexplained absence to find out the reason. At least two points of contact must be given to the school for this purpose. If the school cannot reach any of the child's emergency contacts, the school may carry out a home visit. If after two days of absence the child has not been seen and contact has not been made with the school, all reasonable enquiries will be made by the school to establish contact with the parent of the child, including making enquiries to known friends and extended family. In addition, a home visit will be made by a member of staff to check the safety and wellbeing of the child and to find out the reason for absence;
 - Children whom the school assesses as being at greater risk of harm will receive safe and well checks on each day of absence. If a child has a social worker, the school will notify them on the same day of any absence;

- Where a child has not returned to the school for ten days after an authorised absence or is absent without authorisation for twenty consecutive school days, they are considered to be 'Children Missing Education (CME)' (see [Children Missing Education](#)). The child may be removed from the school admission register when the school and local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child.

12 Safeguarding

- 12.1 Lack of consistent or regular attendance, erratic attendance or persistent and severe absence or children missing education (CME) are safeguarding issues and must act as a warning sign to a range of possible concerns including neglect, sexual abuse or child criminal exploitation (CCE) and serious violence. They may also be an indication of child-on-child abuse including bullying and sexual harassment or significant mental ill health concerns. They must not be seen as purely isolated attendance concerns.
- 12.2 Where children have or have had a social worker or need safeguarding, this will inform decisions about safeguarding support.
- 12.3 The school is responsible for the safeguarding of children placed in alternative provision and for monitoring their attendance at alternative provision. This will follow the same process as for children attending the mainstream setting.

13 Promoting and rewarding good attendance

- 13.1 The school recognises that rewarding good and improved attendance should be carefully considered, to ensure it does not make pupils who have poor attendance, feel marginalised, worried or guilty about their low attendance rate, its impact on the pupil's own learning or the learning or rewards for the class as a whole.
- 13.2 The school will celebrate attendance and will use mechanisms to acknowledge good and improved attendance at the school.
- 13.3 The school will promote and acknowledge good attendance to parents through various measures throughout the academic year.
- 13.4 The school will regularly review any reward systems to ensure they are not negatively impacting on individual pupils or groups of pupils.

14 Attendance monitoring

- 14.1 The school will use attendance data to identify any patterns of poor attendance so that barriers can be identified at the earliest opportunity and support put in place to prevent any issues worsening.

- 14.2 Weekly attendance will be monitored and analysed to see if there are any patterns or trends in the data that need further investigation and targeted support will be provided. The analysis will be shared with relevant staff who will be expected to explore any issues with individual children and provide appropriate support.
- 14.3 The attendance of groups of children (e.g. year groups, boys and girls, children with Special Education Needs and/or Disabilities (SEND)), will be monitored and analysed by the school at least half termly, termly and annually across the school. This data will be compared with local, regional and national levels to identify any areas of focus for improvement, and a report shared with the governing body.

15 Reducing persistent and severe absence

- 15.1 Persistent absence (PA) is when a child misses 10% or more of school, and severe absence (SA) is when a child misses 50% or more of school. For both PA and SA, the absence can be for both authorised and unauthorised reasons or a mixture of both.
- 15.2 PA and SA will always be regarded as a significant concern. Absence for whatever reason disadvantages a child by creating gaps in their learning. It also means they miss out on important aspects of social and emotional development that contribute to their overall wellbeing and can be an indication of a safeguarding risk.
- 15.3 The school will use attendance data to identify those children who are **at risk of becoming PA** and intervene early to identify barriers to good attendance. Strategies may include:
- Phone call to parents;
 - Letter to parents;
 - Parent meeting with the attendance team;
 - Attend framework completed by pupil, parents and appropriate professional to identify barriers to attendance;
 - Class teacher to discuss attendance with pupils to encourage attendance;
 - Pupils rewarded for improved attendance.
- 15.4 If a child meets the threshold for **persistent absence**, the school will work in partnership with parents and the child to agree to a voluntary early help plan. This may include referrals to and support from external services. Strategies may include:
- The Local Authority will work with the school to put additional targeted support in place to remove any barriers to attendance and reengage pupils and parents;
 - Formal meeting with Education Welfare officer, parents and school attendance team to identify barriers, provide support and set targets;
 - Class teacher to discuss attendance with pupil to encourage attendance;
 - Pupils rewarded for improved attendance;
 - Attend framework completed by pupil, parents and appropriate professional to identify barriers to attendance.
- 15.5 If a child meets the threshold for **severe absence**, the school will intensify its support strategies. This will include referrals to and support from external services. Strategies may include:

- The Local Authority will work with the school to put further targeted support in place to remove any barriers to attendance and reengage pupils and parents;
- Local Authority Panel Meeting- Formal meeting with Education Welfare officer, parents and school attendance team to identify barriers, provide support and set further targets;
- Class teachers to discuss attendance with pupil and provide pupil with class responsibilities to encourage attendance;
- Pupils rewarded for improved attendance.

15.6 Children who are persistently or severely absent will be prioritised for support. The school understands that absence is often a symptom of wider issues a family is facing and will always seek to understand these barriers and provide support. Where that is not successful, or is not engaged with, the law protects children's right to an education and provides a range of legal interventions to formalise attendance improvement efforts. In addition, individual cases may be referred to Children's Social Care. Attendance legal intervention will only be used as a last resort and after all other avenues have been exhausted.

16 Legal intervention

16.1 The school may progress to legal interventions once all other support strategies have been exhausted. In making any decision to use legal interventions, the school will always consider the individual circumstances of a family on a case-by-case basis.

16.2 In some circumstances, the school may feel it is appropriate to use an attendance contract. An attendance contract is a formal written agreement between a parent and either the school or the local authority. It is not legally binding but allows a more formal written agreement to support where a voluntary early help plan has not worked. An attendance contract is intended to provide support and offer an alternative to prosecution. Further details on attendance contracts can be found in [Working together to improve school attendance](#).

16.3 If an attendance contract is agreed but the parent does not comply with its contents, the school and local authority may proceed to an alternative course of action including legally binding interventions and ultimately a prosecution. Again, this will always be a last resort after every attempt has been made to secure engagement.

17 National framework for penalty notices

17.1 Penalty notices can be issued to parents as an alternative to prosecution where a child's absence is recorded as unauthorised and that absence(s) constitutes an offence. Penalty notices can only be issued by the Headteacher, or someone authorised by them, a local authority officer or the police.

17.2 While there is a national threshold for when it is appropriate to issue a penalty notice, the school has a duty to consider each case individually in deciding whether this is an appropriate course of action.

- 17.3 The national threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).
- 17.4 A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first 5 days of a fixed period or permanent exclusion.
- 17.5 In deciding whether to issue a penalty notice, the school will consider, on a case-by-case basis, whether this is the best tool to improve attendance or whether alternatives may be more appropriate. They will also consider any obligations under the Equality Act 2010 such as when the child has a disability.
- 17.6 Students attending other educational settings (AP etc).
- 17.7 Parents reporting absence at AP – systems and processes of the school still apply.

18 Supporting children with specific needs

- 18.1 Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. In working with parents to improve attendance, we are mindful of the barriers these pupils face and will put additional support in place where necessary to help them access their full-time education.
- 18.2 If a child has an education, health and care plan (EHCP), the school will communicate with the local authority where a child's attendance becomes a concern.

19 Part time timetables

- 19.1 In very exceptional circumstances, where it is in a child's best interests, there may be a need for the school to provide a child of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a child from attending school or another setting full-time, and a part-time timetable is used to help the child access as much education as possible and as part of a reintegration package.
- 19.2 A part-time timetable should **not** be used to manage a child's behaviour.

- 19.3 Part time timetables will be in place for the shortest time necessary and, unless there are exceptional circumstances, last no longer than 6 weeks. Formal written reviews will take place at least fortnightly and will include the child, parents and other professionals as appropriate.
- 19.4 The Headteacher (or another member of the senior leadership team authorised by them) will agree to all part-time timetables. A lead member of staff with responsibility for monitoring the part-time timetable will be agreed, and they will provide information and updates to other relevant members of staff in the school e.g. SENCO, DSL, pastoral team, as well as liaising closely with parents and the child.
- 19.5 A written agreement/plan between the school, the child and the parent will be drawn up. It will record the details of the timetable including the proposed end date and responsibilities for safeguarding and review dates. Records of all review meetings will be added to the plan.
- 19.6 Where the child has a social worker, the school will keep them informed and involved in the process.
- 19.7 If the child has an EHCP, the school will discuss the part time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

20 Roles and responsibilities

- 20.1 The trustees and governors are responsible for:
- Promoting the importance of school attendance across the trust and school policies and ethos;
 - Making sure school leaders fulfil expectations and statutory duties;
 - Regularly reviewing and challenging attendance data;
 - Monitoring attendance figures for the whole trust and school;
 - Making sure staff receive adequate training on attendance;
 - Holding the Headteacher to account for the implementation of this policy.
- 20.2 The Headteacher is responsible for:
- Implementation of this policy at the school;
 - Monitoring school-level absence data and reporting it to governors;
 - Supporting staff with monitoring the attendance of individual children;
 - Monitoring the impact of any implemented attendance strategies;
 - Issuing penalty notices, where necessary.
- 20.3 The attendance champion is responsible for:
- Setting a clear vision for improving and maintaining good attendance;
 - Evaluating and monitoring expectations and processes;
 - Establishing and maintaining effective systems for tackling absence;
 - Using absence data to track and monitor whole school attendance and identify children or cohorts that require support;

- Devising strategies to address poor attendance and remove any barriers;
- Building relationships with parents and external agencies to discuss and address attendance issues;
- Creating intervention and reintegration plans in partnership with children, parents and external agencies;
- Delivering targeted intervention and support to children and families.

20.4 The attendance officer is responsible for:

- Completing the daily attendance register;
- Carrying out first day calls and subsequent daily absence calls;
- Co-ordinating safe and well checks and home visits;
- Monitoring and analysing attendance data;
- Benchmarking attendance data against local, regional and national data to identify areas of focus for improvement;
- Providing regular attendance reports to school staff and reporting concerns to the senior attendance champion and Headteacher;
- Working with the local authority to address persistent or severe absence;
- Advising the Headteacher or other authorised leader when to issue penalty notices.

20.5 Class teachers are responsible for:

- Recording attendance on a daily basis;
- Regularly reviewing attendance data and implementing any agreed strategies when there is a concern.

20.6 Admin/office staff are responsible for:

- Taking calls from parents about absence on a daily basis and recording it on the school system;
- Transferring calls from parents to an appropriate member of staff who can provide them with more detailed support on attendance.

20.7 Parents/carers are responsible for:

- Making sure their child attends the school every day on time;
- Calling the school to report their child's absence before 8.45 am on the day of absence and each subsequent day of absence;
- Providing the school with at least 2 emergency contact numbers for their child;
- Ensuring that, wherever possible, appointments for their child are made outside of the school day;
- Only requesting a leave of absence in advance and only for exceptional circumstances;
- If appropriate, inform and work with the school to address any issues with attendance at the earliest opportunity.

20.8 Children are responsible for:

- Attend school every day on time

21 Additional guidance and legislation

21.1 Relevant legislation

[The Education Act 1996 and 2002](#)

[The Children Act 1989](#)

[The Education and Inspections Act 2006](#)

[The School Attendance \(Pupil Registration\) \(England\) Regulations 2004](#)

[The Education \(Parenting Contracts and Parenting Orders\) \(England\) Regulations 2007](#)

[The Education \(Penalty notices\) \(England\) Regulations 2007, as amended](#)

[The Education \(Information about individual pupils\) \(England\) Regulations 2013](#)

[The Children and Young Persons Act 1933](#) and [1963](#)

[The Equality Act 2010](#)

21.2 Relevant government guidance

[Children Missing Education](#)

[Keeping children safe in education](#) and [Working together to safeguard children](#)

[Special educational needs and disability code of practice: 0 to 25 years](#)

[Elective Home Education](#)

[Alternative provision: statutory guidance for local authorities](#)

[Exclusion from maintained schools, academies and pupil referral units in England](#)

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

[Arranging education for children who cannot attend school because of health needs](#)

[Promoting and supporting mental health and wellbeing in schools and colleges](#)

[Preventing and tackling bullying](#)

[Providing remote education](#)

22 Public Sector Equality Duty

22.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination;
- advancing equality of opportunity and
- foster good relations across all characteristics

22.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

22.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Sidmouth Primary School adheres to these statutory regulations.

23 Person Responsible

Updated Autumn 1 - 2025

Headteacher

To be reviewed Autumn 1 - 2026