



# Attendance and Punctuality Policy

## BLEAN PRIMARY SCHOOL

**Policy Review date: September 2026**

**Headteacher: Mr I Rowden**

**Chairs of Governors: Mr H Samuelson**

**Date of Next Review: September 2027**

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## 1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

## 2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)

- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 and 2024 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance
  - That absence is almost always a symptom of wider issues
  - The school's legal requirements for keeping registers
  - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data

- Holding the headteacher to account for the implementation of this policy

## **3.2 The headteacher**

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 pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

## **3.3 The designated senior leader responsible for attendance**

The designated senior leader (also known as the senior attendance champion) is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Ian Rowden and can be contacted via 01227 471254

## **3.4 The attendance officer/Parent Pupil Mentor**

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working with education welfare officers to tackle persistent absence

- Advising the headteacher when to issue fixed-penalty notices

The attendance officer is Justine Gibbens and can be contacted via [absence@blean.kent.sch.uk](mailto:absence@blean.kent.sch.uk)

### **3.5 Class teachers**

Class teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office via SIMS (School Information Management System). This is completed twice a day: Whole School 8.55am and EYFS Reception Year/KS1 1pm, KS2 1.15pm (for Pre-School times, please read Saplings Pre-School Admissions and Procedures Policy)

### **3.6 School office staff**

School office staff will:

- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to the Attendance Officer/Pupil Parent Mentor in order to provide them with more detailed support on attendance
- Forward any messages left on the answer phone to the Attendance Officer/Pupil Parent Mentor

### **3.7 Parents/carers**

Attendance at school is a shared responsibility between the school, parents/carers, pupils, governors, the local authority and wider partners.

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person

Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

#### **Parents/carers are expected to:**

- Make sure their child attends every day on time
- Call the school to report their child's absence before 8.30am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with at least 2 or more emergency contact numbers for their child and update these promptly if they change
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting Justine Gibbens, the School's Pupil Parent Mentor, who can be contacted via telephone 01227 471254

### **3.8 Pupils**

Pupils are expected to:

- Attend school every day on time

## **Attendance Contacts**

### **Reporting an absence**

Parents/carers should report a pupil absence before 8.30am on the first day of absence and on each subsequent day of absence by:

- Telephone: 01227 471254 (Option 1)
- Email: [absence@blean.kent.sch.uk](mailto:absence@blean.kent.sch.uk)
- Weduc App

### **Attendance support and advice**

For support with attendance, punctuality, barriers to attendance or attendance concerns, parents/carers should contact:

#### **Justine Gibbens**

Pupil Parent Mentor / Attendance Officer

Telephone: 01227 471254

Email: [absence@blean.kent.sch.uk](mailto:absence@blean.kent.sch.uk)

#### **Senior Attendance Champion**

The school's Designated Senior Leader responsible for attendance is:

#### **Ian Rowden**

Headteacher and Senior Attendance Champion

Telephone: 01227 471254

## **4. Recording attendance**

### **4.1 Attendance register**

We will keep an electronic attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session, after lunch. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry

- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

Pupils must arrive in school by 8.55am on each school day.

The register for the first session will be taken at 8.55am and will be kept open until 9.15am. The register for the second session will be taken at 1pm for EYFS/KS1 and 1.15pm for KS2 and will be kept open for 15 mins from the start of the register.

For Pre-School pupils, please read the Saplings Preschool Admission and Procedures Policy for registration times.

## 4.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30am or as soon as practically possible by calling the school – 01227 471254 option 1, leaving a message on the absence line or emailing [absence@blean.kent.sch.uk](mailto:absence@blean.kent.sch.uk), or on Weduc under 'absence'.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

## 4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment. Parents/carers are required to complete a special request leave form available from the school office.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

Applications for leave of absence must be made at least 4 weeks in advance of the requested date, in writing, to the Headteacher. If no explanation is received, absences will not be authorised.

## 4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

Punctuality, including lateness will be regularly checked by the attendance office (pupil/parent mentor) and reported to the Headteacher (school attendance champion). The Headteacher may invite the parent in to discuss lateness, offer support, refer to the school attendance policy, including section Parent responsibilities.

## 4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may complete a welfare check by attending the address.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention

## 4.6 EYFS attendance procedures

For children in the Early Years Foundation Stage (EYFS), regular attendance is essential to support learning, development, wellbeing and safeguarding.

Parents/carers must notify the school of their child's absence on the first day of absence and on each subsequent day of absence, following the procedures set out in Section 4.2 of this policy.

Where an EYFS child is absent without notification, the school will:

- Contact parents/carers on the first day of absence to establish the reason for absence.
- Attempt to contact all available emergency contacts where parents/carers cannot be reached.
- Follow the school's safeguarding procedures where there are concerns regarding the welfare of the child.
- Consider undertaking a welfare check, including a home visit where appropriate, if contact cannot be made and concerns remain regarding the child's welfare.

Where an EYFS child is absent for a prolonged period, the school will:

- Maintain regular contact with parents/carers to establish the reason for absence and the anticipated date of return.
- Work collaboratively with parents/carers and external agencies, where appropriate, to support the child's return to regular attendance.
- Consider any safeguarding concerns arising from the prolonged absence and take appropriate action in line with the school's safeguarding and child protection procedures.
- Identify and seek to address any barriers preventing the child from attending school regularly.

To support safeguarding arrangements, parents/carers are expected to provide the school with at least two emergency contact numbers for their child. The school will endeavour to hold more than two emergency contact numbers for each pupil wherever possible.

The school will work closely with families and relevant agencies to ensure that all EYFS children are safe, well supported and able to access their education regularly.

## 4.7 Reporting to parents/carers

The school will regularly inform parents about their child's attendance and absence levels four times per year. Twice on written reports and twice at Parent consultations. Class attendance will be reported weekly on the school's newsletter.

At the end of each term, parents/carers of pupils whose attendance falls below 96% will receive a text message advising them of their child's current attendance percentage and the number of school days missed during that term. This is intended to ensure parents/carers are aware of attendance levels and to encourage early action where attendance begins to decline.

## 5. Authorised and unauthorised absence

### 5.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as:

- Service personnel returning from a tour of duty abroad where it is evidenced the parent will not be in receipt of any leave in the near future that coincides with school holidays.
- Where an absence from school is recommended by a health professional as part of a parent's or child's rehabilitation from a medical or emotional issue.
- The death or terminal illness of a person close to the family.
- To attend a wedding or funeral of a person close to the family.
- Any strong personal reasons why a family might need to take a child away from school for a short break.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via a 'Leave of Absence Request Form' which can be obtained from the school office. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience

If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

## 5.2 Sabbaticals

We strongly discourage parents from taking their children out of school if parents are taking professional or academic sabbaticals. We believe that when this happens it disrupts the learning of the child, disrupts the

social relationships and dynamic of the class and thereby affects other children. Should an application to be absent from school for a parents' sabbatical be made, the school will inform parents of the process, which will include being taken off roll after 20 days of absence. Children on the waiting list will be offered a place following this period. If a decision is made to be absent for this reason, the school will discuss with parents how to manage the transition to support the child.

### 5.3 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

#### Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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 suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

#### Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far

- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period

The grounds on which a penalty notice may be issued before the end of the improvement period

## **6. Strategies for promoting attendance**

- Celebrate attendance for each class on the weekly newsletter
- Celebrate attendance for each house group on the weekly newsletter
- Attendance Ted and Punctuality Pup deliver certificates termly to those pupils with 100% attendance
- First day calling to ascertain reasons for absence
- Offer support and signpost to agencies to promote attendance this might include Early Help referrals.
- Report to parents their child's attendance against school average 4 times per year.

## **7. Supporting pupils who are absent or returning to school**

### **7.1 Pupils absent due to complex barriers to attendance**

When a pupil is absent due to complex barriers to attendance, the school will endeavor to engage with the family. This includes but not be limited to, meetings with the parents to ascertain what the barriers are, make reasonable adjustments to where necessary to remove barriers, consider the voice of the child, monitor progress, signpost to any appropriate agencies to provide further support to the family and pupil.

### **7.2 Pupils absent due to mental or physical ill health or SEND**

When a pupil is absent due to mental or physical health of SEND, the school will endeavor to engage with the family. This includes but not be limited to, meetings with the parents to ascertain areas of need, make reasonable adjustments to where necessary to support, consider the voice of the child, monitor progress, signpost to any appropriate agencies to provide further support to the family and pupil.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

### **7.3 Pupils returning to school after a lengthy or unavoidable period of absence**

When a pupil returns to school after a lengthy or unavoidable absence, the school will engage with the family to ensure a smooth transition back to school. This may include but is not limited to: meeting with the family and make reasonable adjustments where necessary, consider pupil voice, monitor progress and review regularly with the family.

## **8. Attendance monitoring**

Attendance data will be benchmarked against national and local authority attendance figures and reviewed by senior leaders and governors to evaluate the effectiveness of attendance strategies and interventions.

The Pupil Parent Mentor and headteacher meet weekly to identify pupils who have been absent from school and reasons for these absences. This includes analysing data and identifying trends including lateness and unauthorised absences. Percentages are reviewed and reported to SLT weekly.

## **8.1 Monitoring attendance**

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil level.

Specific pupil information will be shared with the DfE on request.

The school has granted the DfE to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

## **8.2 Analysing attendance**

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

## **8.3 Using data to improve attendance**

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

## **8.4 Reducing persistent and severe absence**

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

The school will follow the Kent School PRU INCLUSION & ATTENDANCE SUPPORT (PIAS):  
INTERVENTION LEVELS (Appendix 2)

## 9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum yearly by Ian Rowden, Headteacher. At every review, the policy will be approved by the full governing board.

## 10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

### Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

| Code | Definition   | Scenario                                      |
|------|--------------|-----------------------------------------------|
| /    | Present (am) | Pupil is present at morning registration      |
| \    | Present (pm) | Pupil is present at afternoon registration    |
| L    | Late arrival | Pupil arrives late before register has closed |

| <b>Attending a place other than the school</b> |                                                                                     |                                                                                                                                        |
|------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>K</b>                                       | Attending education provision arranged by the local authority                       | Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority |
| <b>V</b>                                       | Attending an educational visit or trip                                              | Pupil is on an educational visit/trip organised or approved by the school                                                              |
| <b>P</b>                                       | Participating in a sporting activity                                                | Pupil is participating in a supervised sporting activity approved by the school                                                        |
| <b>W</b>                                       | Attending work experience                                                           | Pupil is on an approved work experience placement                                                                                      |
| <b>B</b>                                       | Attending any other approved educational activity                                   | Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience                     |
| <b>D</b>                                       | Dual registered                                                                     | Pupil is attending a session at another setting where they are also registered                                                         |
| <b>Absent – leave of absence</b>               |                                                                                     |                                                                                                                                        |
| <b>C1</b>                                      | Participating in a regulated performance or undertaking regulated employment abroad | Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school                                           |
| <b>M</b>                                       | Medical/dental appointment                                                          | Pupil is at a medical or dental appointment                                                                                            |
| <b>J1</b>                                      | Interview                                                                           | Pupil has an interview with a prospective employer/educational establishment                                                           |
| <b>S</b>                                       | Study leave                                                                         | Pupil has been granted leave of absence to study for a public examination                                                              |
| <b>X</b>                                       | Not required to be in school                                                        | Pupil of non-compulsory school age is not required to attend                                                                           |
| <b>C2</b>                                      | Part-time timetable                                                                 | Pupil is not in school due to having a part-time timetable                                                                             |
| <b>C</b>                                       | Exceptional circumstances                                                           | Pupil has been granted a leave of absence due to exceptional circumstances                                                             |
| <b>Absent – other authorised reasons</b>       |                                                                                     |                                                                                                                                        |

|                                                                      |                                             |                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>T</b>                                                             | Parent travelling for occupational purposes | Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes                                                                                                                             |
| <b>R</b>                                                             | Religious observance                        | Pupil is taking part in a day of religious observance                                                                                                                                                                                     |
| <b>I</b>                                                             | Illness (not medical or dental appointment) | Pupil is unable to attend due to illness (either related to physical or mental health)                                                                                                                                                    |
| <b>E</b>                                                             | Suspended or excluded                       | Pupil has been suspended or excluded from school and no alternative provision has been made                                                                                                                                               |
| <b>Absent – unable to attend school because of unavoidable cause</b> |                                             |                                                                                                                                                                                                                                           |
| <b>Q</b>                                                             | Lack of access arrangements                 | Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school                                                                                                        |
| <b>Y1</b>                                                            | Transport not available                     | Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available                                                                                                |
| <b>Y2</b>                                                            | Widespread disruption to travel             | Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency                                                                                                               |
| <b>Y3</b>                                                            | Part of school premises closed              | Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open                                                                                                                   |
| <b>Y4</b>                                                            | Whole school site unexpectedly closed       | Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)                                                                                                                                                     |
| <b>Y5</b>                                                            | Criminal justice detention                  | Pupil is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul> |
| <b>Y6</b>                                                            | Public health guidance or law               | Pupil's travel to or attendance at the school would be prohibited under public health guidance or law                                                                                                                                     |
| <b>Y7</b>                                                            | Any other unavoidable cause                 | To be used where an unavoidable cause is not covered by the other codes                                                                                                                                                                   |

| <b>Absent – unauthorised absence</b> |                                             |                                                                                                                                                                 |
|--------------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>G</b>                             | Holiday not granted by the school           | Pupil is absent for the purpose of a holiday, not approved by the school                                                                                        |
| <b>N</b>                             | Reason for absence not yet established      | Reason for absence has not been established before the register closes                                                                                          |
| <b>O</b>                             | Absent in other or unknown circumstances    | No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence |
| <b>U</b>                             | Arrived in school after registration closed | Pupil has arrived late, after the register has closed but before the end of session                                                                             |
| <b>Administrative codes</b>          |                                             |                                                                                                                                                                 |
| <b>Z</b>                             | Prospective pupil not on admission register | Pupil has not joined school yet but has been registered                                                                                                         |
| <b>#</b>                             | Planned whole-school closure                | Whole-school closures that are known and planned in advance, including school holidays                                                                          |

## Appendix 2:



### PRU INCLUSION & ATTENDANCE SUPPORT (PIAS): INTERVENTION LEVELS

| 1. ANALYSE, IDENTIFY<br>(ALL PUPILS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2. FACILITATE SUPPORT<br>(IDENTIFIED PUPILS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3. FORMALISE SUPPORT<br>(IDENTIFIED PUPILS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 4. LEGAL INTERVENTION<br>(IDENTIFIED PUPILS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Rigorously use attendance data to identify patterns of absence at cohort and individual level.</i></p> <p><b>SCHOOL ROLE</b></p> <p>Address individual cases of persistent absence rapidly using day to day processes including phone calls and letters. Request evidence for absences where appropriate.</p> <p>Use a <i>support first</i> approach focused on intensifying support rather than acceleration to punitive approaches as set out in the <a href="#">DfE Working together to improve school attendance</a> guidance.</p> <p><b>LA ROLE</b></p> <p>No direct involvement from the PIAS Officer with the family required at this time. School will most likely be the lead for individual cases.</p> | <p><i>View absence as a key indicator to identify challenges in or outside school. Apply a contextual approach to school attendance.</i></p> <p><b>SCHOOL ROLE</b></p> <p>Meet with family in school to listen and understand barriers to pupil's regular attendance. Consider home visit if family unable or will not access school site or other forms of communication prove unsuccessful.</p> <p>Consider district conversation with KCC's Open Access team to identify resources available to address barriers to attendance.</p> <p>Consider informal conversation with link PIAS Officer for advice on KCC or DfE guidance.</p> <p>Consider referral to Front Door where there is evidence and likelihood intensive <a href="#">support levels 3 or 4</a> may be met for Early Help or Social Care family assessments.</p> <p><b>LA ROLE</b></p> <p>Facilitate <b>Targeting Support Meetings (TSM's)</b> held on a termly basis. Senior member of school staff to participate.</p> <p>No direct involvement from the PIAS Officer with the family required at this time.</p> | <p><i>Where unauthorised absence persists, and voluntary support is not working or not being engaged with by parent(s).</i></p> <p><b>SCHOOL ROLE</b></p> <p>Consider offering <b>parenting contract</b> which is regularly reviewed with clear actions and support from any partner agencies.</p> <p>Consider inviting link PIAS Officer to a <b>formal attendance meeting</b> in school with parent(s) and pupil (if age appropriate). Meeting chaired by senior member of school staff, with school being lead professional unless another agency has this role.</p> <p>Consider raising a <b>fixed penalty notice (FPN)</b> in line with KCC's <a href="#">Penalty Notice Code of Conduct</a> if case not complex, absence not severe, and if an FPN has not been issued in same academic year.</p> <p><b>LA ROLE</b></p> <p>School's link PIAS Officer to join <b>formal attendance meeting</b> to provide advice and outline potential legal interventions measures which may be initiated.</p> <p>KCC Attendance Enforcement Team to issue <b>fixed penalty notice</b> to parent(s) if raised by school and criteria met in Code of Conduct.</p> | <p><i>Where all resources exhausted, and support not engaged with. Last resort process to try to improve attendance.</i></p> <p><b>SCHOOL ROLE</b></p> <p>Consider making a request for <a href="#">statutory attendance intervention</a> for persistent or severe absence which may lead to <b>attendance prosecution</b> in the Magistrates Court or an <b>education supervision order (ESO)</b> in the Family Court.</p> <p><b>LA ROLE</b></p> <p>Link PIAS Officer to coordinate statutory attendance referral and arrange an <b>Attendance Improvement Meeting (AIM)</b> to assess most suitable pathway to try to improve the pupil's attendance.</p> <p>KCC Attendance Enforcement Team to apply to Family Court for the issuing of an <b>education supervision order (ESO)</b> or present case in Magistrates Court for prosecution under section 444(1), (1A) or (ZA) of the Education Act 1996.</p> |