



Attendance Policy

Mundella Primary School

Pilgrims' Way Primary School

Warden House Primary School

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Vision

At Veritas MAT, we believe that learning is irresistible and attending school should be irresistible.

School is place where a child know they belong. It is where they feel safe. It is where they know everyone wants the best for them.

Our children know that the adults around them believe in them. Their teachers see their potential, nurture their strengths and walk alongside them as they grow in confidence and independence. In this environment of trust, aspiration and ambition, support and encouragement, children believe in themselves. They matter; their learning matters. Attending school matters.

We understand that attendance is not simply about being present; it is about being part of a community where learning is valued and every child has the opportunity to flourish. When children attend regularly, they learn more, build stronger relationships and develop the confidence to succeed. Enabling every child to attend is the welcoming smile and chat at the gate, it's the thumbs up, and the "is that your best work", it's listening, it's hearing, it's being ambitious for them. It's celebrating every achievement and always aspiring for more.

Our attendance policy exists to bring this vision to life. It sets out how we will work with families, carers and with one another to support every child to be in school, every day. Attendance is everyone's responsibility across the Trust.

We recognise that many factors can affect attendance. Our mission is to work with care, determination and compassion to remove barriers so that every child can attend school, learn well, thrive and be happy and healthy.

Through our curriculum, our teaching, our enrichment opportunities and our pastoral care, we intentionally create a school where children want to be and where every day matters.

1. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- › Promoting 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 ensure 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 meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting 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](#)

- › [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- › [Keeping Children Safe in Education](#)
- › [Children Missing Education 2024](#)
- › [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- › [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2024](#)
- › [Equality Act 2010](#)
- › [UN Convention of the Rights of the Child](#)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

3. Roles and responsibilities

Attendance is everyone's responsibility. However, we allocate certain roles regarding attendance oversight and accountability, as outlined below:

3.1 The Local Academy Committee (LAC)

The LAC is responsible for:

- › Promoting the importance of school attendance across the school's policies and ethos
- › Making sure school leaders fulfil expectations and statutory duties
- › Regularly reviewing and challenging attendance data
- › Monitoring attendance figures for the whole school
- › Making sure staff receive adequate training on attendance procedures and protocols
- › 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
- › Identifying and supporting a senior leader in the role of Senior Attendance Champion
- › Monitoring school-level absence data and reporting it to the Local Academy Committee
- › Supporting staff with monitoring the attendance of individual pupils
- › Monitoring the impact of any implemented attendance strategies
- › Considering and deciding upon requests for term time absence
- › Requesting legal interventions, including fixed-penalty notices, where necessary

3.3 The designated senior leader (Senior Attendance Champion) responsible for attendance

The designated senior leader is responsible for:

- › Leading attendance processes and strategy across the school
- › Developing and cultivating a whole school culture that promotes the benefits of attendance
- › Offering a clear vision for attendance improvement
- › Evaluating and monitoring expectations and processes
- › Having an oversight of data analysis and sharing this with other senior leaders

- Devising specific strategies to address areas of poor attendance identified through data analysis
- Arranging calls and meetings with parents to discuss attendance issues, in collaboration with other colleagues
- Directing and delivering targeted intervention and support to pupils and families, in collaboration with other colleagues or other agencies when appropriate

The Senior Attendance Champion is:

Lauren Wharmby at **Mundella Primary School** 01303 252265

Richard Minton at **Pilgrims' Way Primary School** 01227 760084

Adam Atkinson at **Warden House Primary School** 01304 375040

3.4 The Attendance officer

The school Attendance officer is responsible for:

- Checking Daily attendance registers have been updated
- First-Day calling procedures are actioned daily
- Overseeing the publishing and distribution of absence notifications to parents and carers, in collaboration with the Senior Attendance Champion
- Providing regular attendance reports to the Headteacher and Senior Attendance Champion
- Reporting concerns about attendance to the Senior Attendance Champion and Family Liaison Officer
- Monitoring and analysing attendance data in collaboration with the Senior Attendance Champion (see section 7)
- Working with the Senior Attendance Champion and Local Authority School Attendance support team to tackle persistent absence
 - Advising the Headteacher/Senior Attendance Champion (authorised by the Headteacher) when legal intervention requests may be appropriate.

The Attendance officer is:

Marie Neshet at **Mundella Primary School** and can be contacted on 01303 252265 or office@mundella.kent.sch.uk

Anna Weston at **Pilgrims' Way Primary School** and can be contacted on 01227 760084 or office@pilgrimsway.kent.sch.uk

Monique Farmery at **Warden House Primary School** and can be contacted on 01304275040 or office@warden-house.kent.sch.uk

3.5 Class teachers

Class teachers are responsible for:

- recording which children are present each day, at the beginning of the morning and afternoon sessions, using the correct codes, and submitting this information to the school office by the times shown in section 4.1
- identifying and following up on any discrepancies between morning and afternoon attendance
- promoting and highlighting the importance of regular attendance to the children and families in their class
- look out for early indicators of ongoing absence and reach out to children and families (with the support of

the Family Liaison officer when appropriate) to find solutions quickly

- contribute to any ongoing targeted support for individuals in collaboration with the Senior Attendance Champion and Family Liaison officer

3.6 School [office] staff

School (office) staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to the Family Liaison Officer or Attendance Officer in order to provide them with more detailed support on attendance

3.7 Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9am on the day of the absence and each subsequent day of absence (unless agreed otherwise by the Attendance officer), and advise when they are expected to return
- Provide medical evidence when requested to support an absence
- Notify the school in advance of any known upcoming absences; provide information in writing if requested
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day ➤
Provide evidence of appointments when requested

3.8 Pupils

Pupils are expected to:

- Attend school every day on time

4. Recording attendance

4.1 Attendance register

We will keep an 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. It will mark 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 on time on each school day.

At Mundella: The register for the first session will be taken from 8:45am and will be kept open until 8:55am. The register for the second session will be taken at 12:50pm for all year groups.

At Pilgrims' Way: The register for the first session will be taken from 8:45am and will be kept open until 8:55am. The register for the second session will be taken at 1:00pm for all year groups.

At Warden House: The register for the first session will be taken at 8:45am and will be kept open until 8:55am. The register for the second session will be taken at 12:40pm for Yr R-3, and 1:40pm for Yr 4/5/6

Please refer to each school's website for more information on school specific registration details.

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 (see also section 7).

1. At Mundella Primary School this is by phoning/ emailing the school before 9am.
2. At Pilgrims' Way Primary School this is by phoning/emailing the school office (or message via Pupil Asset) before 9am.
3. At Warden House Primary School this is by phoning/emailing the school office before 9am.

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

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide 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 or evidence provided, the absence will be recorded as unauthorised, and parents/carers will be notified of this.

4.3 Planned absence

We encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, parents/carers need to inform the school office and the pupil should be out of school for the minimum amount of time necessary. Evidence of these appointments should be provided.

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.

4.4 Lateness and punctuality

A pupil who arrives late:

- After the register has closed at 8:55am at Mundella, Pilgrim's Way and Warden House, pupils will be marked as late, using the code L
- If a pupil has not arrived by 9.25am at Mundella, Pilgrim's Way or Warden House the absence will be marked using the code U

Late letters will be sent as required for children with a pattern of late arrivals. For a significant number of lates or a notable pattern, the Senior Attendance Champion or FLO will contact parents to discuss reasons and ways the school can support in improving punctuality. Frequent lateness after the register has closed (U) will be discussed with parents and could provide grounds for informal or formal intervention, including other agencies where appropriate.

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:

- Send a SMS message to parent/carer on the morning of the first day of unexplained absence prompting them to inform the school of reason for absence
- AND/OR
- 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 the parent/carer ALL of the pupil's emergency contacts will be called.
 - If a school is not informed of a reason for absence by **1pm** on the first day of unexplained absence, a further SMS message will be sent and a home visit will be considered. Further action may be taken if there are safeguarding concerns related to the absence (e.g. a request for a police welfare check may be made) Once the whereabouts of the child/children has been confirmed, the school will: ➤ Identify whether the absence is approved or not based on the information available
 - 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
 - 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 other agencies.

4.6 Reporting to parents/carers

The school will regularly inform parents about their child's attendance through letters and email communications. Information will also be shared on parents' evening and through reports at least twice a year.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will only grant a leave of absence to a pupil during term time if they consider there to be '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.

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

Any letter of request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence. The headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- 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 parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller pupils 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

Exceptional circumstances for term time holiday could include:

- Service personnel returning from a tour of duty abroad where it is evidenced the individual 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 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 examples provided are illustrative rather than exhaustive. It is acceptable to take a student's previous record of attendance into account when the school is making decisions. The fundamental principles for defining 'exceptional' are rare, significant, unavoidable and short. And by 'unavoidable' it implies that an event could not reasonably be scheduled at another time. It is important to note that headteachers can agree the absence of a child in exceptional circumstances and this discretion can be used also to determine the length of the authorised absence.

Only the Headteacher can authorise absence using a consistent approach. The Headteacher is not obliged to accept a parent's explanation. A letter or telephone message from a parent does not in itself authorise an absence. If absences are not authorised, parents will be notified.

If no explanation is received, absences will not be authorised.

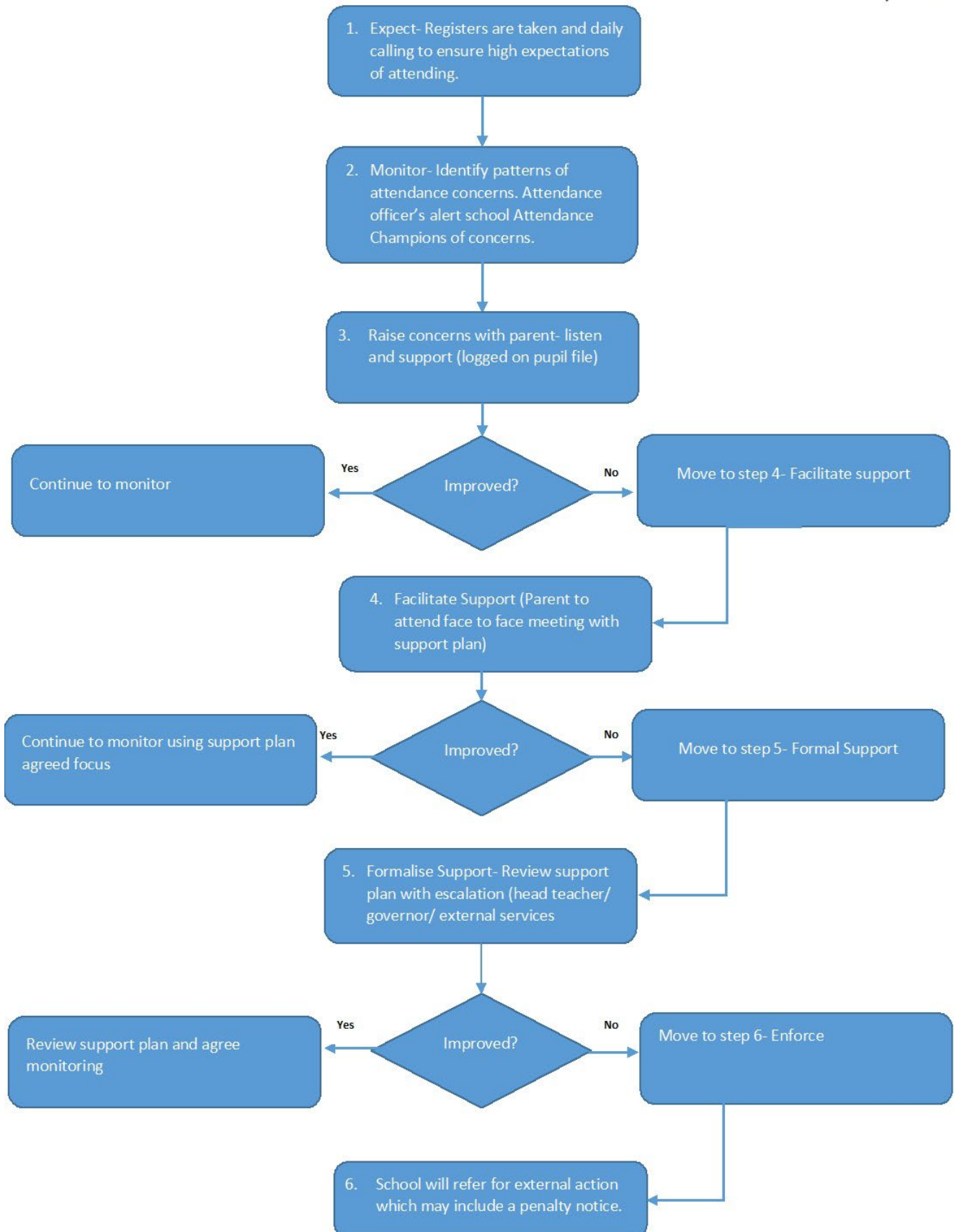
Absence (leave) during term time can only be approved in "exceptional circumstances". The following reasons are examples of absence that **will not be authorised**:

- Persistent nonspecific illness e.g. poorly/unwell
- Absence of siblings if one child is ill
- Oversleeping
- Inadequate clothing/uniform - any difficulties with access to uniform should be shared with school straightaway so that support can be offered and unnecessary absence avoided.
 - Confusion over school dates
 - Medical/dental appointments of more than half a day without very good reasons
 - Child's/family birthday
 - Shopping trip
 - Family Holidays

5.2 Legal intervention

The school or local authority is expected to provide support for families to improve attendance before considering the legal interventions available to them, as set out in the diagram below:

Working Together to Improve Attendance



Working together to improve school attendance (2024) states:

Schools, trusts and local authorities are expected to work together and make use of the full range of legal interventions rather than relying solely on penalty notices or prosecution. It is for individual schools and local authorities to decide whether to use them in an individual case after considering the individual circumstances of a family. These are:

- Attendance contracts
- Education supervision orders
- Attendance prosecution
- Parenting orders
- Penalty notices

The school may decide to apply for a Penalty Notice to be issued to parents for the unauthorised absence of their child from school, where the child is of compulsory school age. Please see Appendix 2 for details about the National Threshold for a Penalty Notice referral and how the charges are applied.

6. Strategies for promoting attendance

We actively promote good, and improved, attendance for all our pupils and we use a variety of strategies to promote good, and improved, attendance and punctuality. Each school publishes their chosen strategies on the attendance page of their website.

7. Attendance monitoring

7.1 Monitoring attendance

Each school will:

- › Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- › Identify whether or not there are particular groups of children whose absences may be a cause for concern

Pupil-level absence 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 compare attendance data to the national average, and share this with the governing board.

7.2 Analysing attendance

Each school will:

- › Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- › Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

7.3 Using data to improve attendance

Each school will:

- › Provide regular attendance reports to class teachers and other school leaders, to facilitate discussions with pupils and families
- › Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

7.4 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.

Each school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance
- Monitor attendance closely to quickly identify patterns, improvements, decline
- Send letters to parent/carers to alert them to the concerns, set expectations and offer support to identify and tackle barriers
- Consult with the Local Authority School Attendance support team to discuss individual cases and the accessing of formal support where appropriate

8. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum yearly by a school designated senior leader responsible for attendance. At every review, the policy will be approved by the Trust Board.

9. 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 any other Approved Education Activity	Attending any other approved educational activity. Not to be used for Virtual learning
D	Dual registered	Pupil is attending a session at another setting where they are also registered

J1	Leave of absence – Interview for employment or transfer to another educational institution	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Other authorised circumstances	Leave absence for exceptional circumstance
C1	Leave of absence – regulated performance	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
C2	Leave of absence – Temporary part-time timetable	Leave of absence for a compulsory school age pupil subject to a part-time timetable
E	Suspended or excluded without alternative provision	Suspended or permanently excluded and no alternative provision
I	Illness	School has been notified that a pupil will be absent due to illness
K	Alternative provision provided by LA	Attending education provision arranged by the local authority
M	Medical/dental appointment	Pupil is at a medical or dental appointment
Q	Unable to attend – lack of access arrangements	Unable to attend the school because of lack of access arrangements

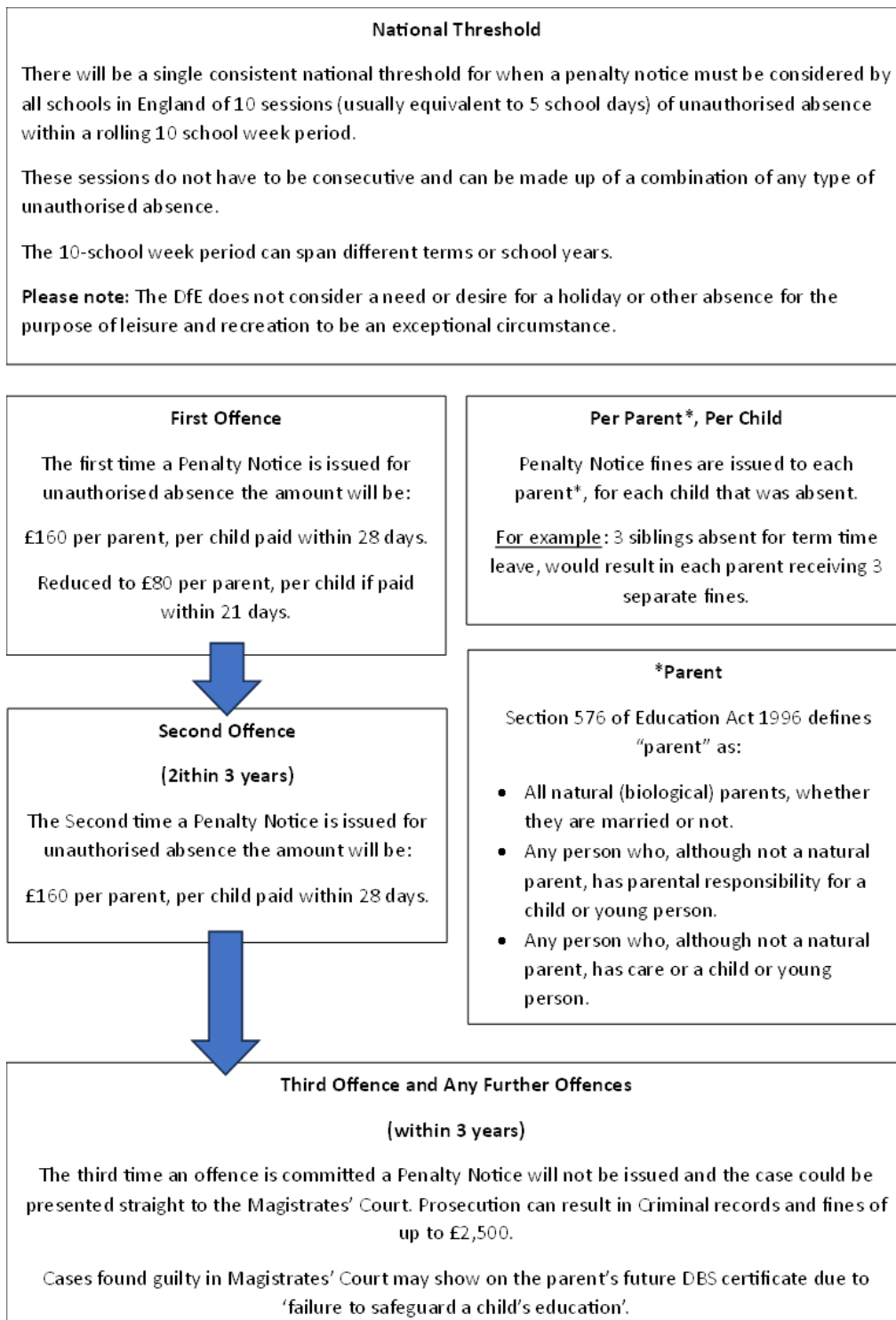
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave for public examination	Study leave for public examination
T	Traveling with parent for occupational purposes	Pupil from a traveller community is travelling, as agreed with the school
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Late (after registers closed)	Pupil arrived at school after the register closed

Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y1	Unable to attend – Transport not available	Unable to attend due to transport normally provided not being provided
Y2	Unable to attend – widespread travel emergency	Unable to attend due to widespread disruption to travel
Y3	Unable to attend – unavoidable partial closure	Unable to attend due to part of the school premises being closed.
Y4	Unable to attend – unavoidable full closure	Unable to attend due to the whole schools' site being unexpectedly closed

Y5	Unable to attend – criminal justice detention	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend – Public Health Guidance / Law	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend – Unavoidable other than Y1-Y6	Unable to attend because of any other unavoidable cause.
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to halfterm/bank holiday/INSET day

Appendix 2 Penalty Notices

With the introduction of the new National Framework for Penalty Notices issued by DfE, the following changes will come into force for School Penalty Notice Fines issued after 19th August 2024.



Appendix 3 Summary table of responsibilities for school attendance

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of poor attendance.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	<p>Regularly monitor the attendance of children with a social worker in their area.</p> <p>Put in place personal education plans for looked-after children.</p> <p>Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.</p>

KENT PRU AND ATTENDANCE SERVICE (KPAS): INTERVENTION LEVELS



1. ANALYSE, IDENTIFY (ALL PUPILS)	2. FACILITATE SUPPORT (IDENTIFIED PUPILS)	3. FORMALISE SUPPORT (IDENTIFIED PUPILS)	4. LEGAL INTERVENTION (IDENTIFIED PUPILS)
<p><i>Rigorously use attendance data to identify patterns of absence at cohort and individual level.</i></p> <p><u>SCHOOL ROLE</u></p> <p>Address individual cases of pupils who are at risk of persistent absence, those who are persistently absent and those who are severely absent, 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 DfE Working together to improve school attendance guidance, August 2024.</p> <p><u>LA ROLE</u></p> <p>Facilitate Targeting Support Meetings (TSM's) with a priority to ensure there is a joint school and LA plan to help improve attendance of severely absent pupils.</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><u>SCHOOL ROLE</u></p> <p>Meet with family to listen and understand barriers to pupil's attendance. Consider home visit if family unable or unwilling to go on school site, or other forms of communication prove unsuccessful.</p> <p>Consider referral to Front Door where there is evidence and likelihood intensive support levels 3 or 4 may be met for Early Help or Social Care family assessments.</p> <p><u>LA ROLE</u></p> <p>Consider informal conversation with link KPAS Officer for advice on KCC or DfE guidance, although no direct involvement from KPAS at this stage.</p>	<p><i>Where unauthorised absence persists, and voluntary support not working or not being engaged with by parent(s).</i></p> <p><u>SCHOOL ROLE</u></p> <p>Facilitate an attendance contract, regularly reviewed with clear actions and support from any partner agencies.</p> <p>Invite KPAS Officer to formal attendance meeting in school with parent(s) and pupil (if appropriate) and led by Senior Attendance Champion, with school as lead professional unless other agency leading.</p> <p>Consider requesting a penalty notice (PN) in line with KCC's Penalty Notice Code of Conduct if deemed likely to have impact.</p> <p><u>LA ROLE</u></p> <p>KPAS Officer to join formal attendance meeting if case suitable to provide advice and outline potential legal interventions measures which may be initiated.</p> <p>KPAS Courts Team to issue penalty notice 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><u>SCHOOL ROLE</u></p> <p>Consider making a request for statutory attendance intervention for persistent or severe absence which may lead to attendance prosecution in the Magistrates Court, or an education supervision order (ESO) being issued by the Family Court.</p> <p><u>LA ROLE</u></p> <p>KPAS Officer to lead statutory attendance investigation which will include Attendance Improvement Meeting (AIM) to jointly devise plan to try to improve the pupil's attendance as well as offer of PACE interview.</p> <p>If no improvement, KPAS Courts Team to apply to Family Court for the issuing of an education supervision order (ESO) or present case in Magistrates Court for prosecution under section 444(1A) of the Education Act 1996.</p>

SEP 2024