



**Attendance Policy**  
October 2024  
Next Review: October 2027

# Attendance Policy

<b>Contents</b>	
Intent.....	3
Aims.....	3
Legislation & Guidance .....	3
Roles & Responsibilities.....	3
Kent County Council.....	3
Governing Body.....	5
The Headteacher.....	6
The designated senior leader responsible for attendance.....	6
Attendance Officer.....	6
Class Teachers .....	7
School Admin Staff.....	7
Parents/Carers .....	7
Pupils .....	7
Attendance Expectations & Processes.....	7
Attendance Register .....	7
Lateness.....	8
Unplanned Absence .....	8
Unexplained Absence.....	8
Authorised & Unauthorised Absence .....	9
Planned Absence .....	10
Sanctions .....	10
Strategies to Promote Attendance.....	12
Supporting pupils who are absent or returning to school.....	12
Pupils absent due to complex barriers to attendance.....	12
Pupils absent due to mental or physical ill health or SEND.....	12
Pupils returning to school after a lengthy or unavoidable period of absence.....	12
Attendance Monitoring .....	13
Monitoring Attendance.....	13
Analysing Attendance.....	13
Using data to improve attendance .....	13
Data Returns .....	13
Reducing persistent and severe absence .....	14
Monitoring Arrangements.....	14
Appendix One – Attendance Codes .....	14



*“Learning to work together;  
working together to learn.”*

## Intent

Anthony Roper Primary School is committed to the continuous raising of achievement of all our pupils. Regular attendance is critical if our pupils are to be successful and benefit from the opportunities presented to them.

One of our basic principles is to celebrate success. Good attendance is fundamental to a successful and fulfilling school experience. We actively promote daily attendance for all our pupils and we use a variety of weekly, termly and annual awards to promote good attendance and punctuality.

The Governors, Headteacher and Staff in partnership with parents have a duty to promote full attendance at Anthony Roper.

## Aims

At Anthony Roper Primary School, we are committed to meeting our obligation with regards to school attendance, including those laid out in the Department for Education statutory guidance on working together to improve school attendance (August 2024) through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Setting high expectations for the attendance and punctuality of all pupils
- 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.

## Legislation & 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, and 2016 amendments)
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents>The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- <https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made>

It also refers to:

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

## Roles & Responsibilities

### Kent County Council

#### All pupils:

- Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.
- Have a School Attendance Support Team (PIAS) that works with all schools in their area to remove area-wide barriers to attendance.



*“Learning to work together;  
working together to learn.”*

- Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.
- Offer opportunities for all schools in the area to share effective practice.

#### **Pupils at risk of becoming persistently absent:**

- Hold a regular 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.
- Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.
- If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and 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.

#### **Persistently absent pupils (10% or more sessions missed):**

Continue support as for pupils at risk of becoming persistently absent and:

- Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.
- Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.
- Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).

#### **Severely absent pupils (50% or more sessions missed):**

Continued support as for persistently absent pupils and:

- 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.
- 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.

#### **Support for cohorts of pupils with lower attendance than their peers:**

- 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:**

- 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.
- 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.

#### **Support for pupils with a social worker (VSK – Virtual School Kent):**

- Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.

Through the work of Virtual School Heads, they should:



*“Learning to work together;  
working together to learn.”*

- Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance.
- Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker.
- Develop whole system approaches, with social care, to support the attendance of children in need.

#### **Looked after and previously looked after children:**

- Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.

Appoint an expert Virtual School Head (VSH) who will:

- Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school whenever they live or are educated.
- Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance.
- Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance.
- Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

#### **Monitoring:**

- DfE Regions Group monitors local authority efforts as part of regular interaction.
- Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services.

#### Governing Body

##### **All pupils:**

- Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.
- Ensure school leaders fulfil expectations and statutory duties.
- Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.
- Ensure school staff receive training on attendance.

**Pupils at risk of becoming persistently absent; Persistently absent pupils (10% or more sessions missed); Severely absent pupils (50% or more sessions missed); Support for cohorts of pupils with lower attendance than their peers; Support for pupils with medical conditions or SEND with poor attendance; Support for pupils with a social worker:**

- Regularly review attendance data and help school leaders focus support on the pupils who need it.

#### **Looked after and previously looked after children (LAC and PLAC)**

- Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.



*“Learning to work together;  
working together to learn.”*

- Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.

### **Monitoring**

- DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making.
- Ofsted considers governing bodies' efforts as part of inspections.

### The Headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Reporting attendance data to governors
- Issuing fixed-penalty notices, where necessary, and/or authorising the Attendance Officer leading on attendance to be able to do so
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

### 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, by establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Benchmarking attendance data to identify areas of focus for improvement
- 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
- Advising the Headteacher/Attendance Officer (authorised by the headteacher) when to issue fixed-penalty notices
- Applying the school's policy fairly and consistently with consideration to the individual needs of pupils and their families who have specific barriers to attendance. This will be with regard to the school's obligations under the Equality Act 2010: guidance – GOV.UK ([www.gov.uk](http://www.gov.uk)) and the UN Convention on the Rights of the Child.

The designated senior leader responsible for attendance is Sandra Goodwin and can be contacted via [s.goodwin@anthony-roper.kent.sch.uk](mailto:s.goodwin@anthony-roper.kent.sch.uk).

### Attendance Officer

The school attendance officer is responsible for:

- Working with the designated senior leader responsible for attendance
- Liaising with pupils, parents/carers and external agencies, where needed to tackle persistent absence, and where necessary referring to our designated School Liaison Officer (West Kent)
- Building close and productive relationships with parents to discuss and tackle attendance issues



*“Learning to work together;  
working together to learn.”*

- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Where a pupil has a social worker, will inform the social worker of any unexplained absences
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies

The designated senior lead is supported by the Attendance Officer, Jemma Sholl, and can be contacted via [office@anthony-roper.kent.sch.uk](mailto:office@anthony-roper.kent.sch.uk).

### Class Teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office. Registers are taken at 08:55 and by 13:20 daily. Class teachers will raise issues caused by poor attendance with the family (such as poor progress) as they become apparent.

### School Admin 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
- Make calls where absences have not been explained
- Attend to calls from parents/carers in order to provide them with more detailed support on attendance, with support from the Senior Leader and/or Attendance Officer
- Ensure registers are taken daily

### Parents/Carers

Parents/Carers are expected to:

- Make sure their child attends every day on time
- Contact the school to report their child's absence on the day of the absence and each subsequent day of absence where appropriate to do so, and advise when they are expected to return: 01322 863 680, [office@anthony-roper.kent.sch.uk](mailto:office@anthony-roper.kent.sch.uk).
- 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
- Work with the school and the local authority to help them understand their child's barriers to attendance
- Proactively engage with the support offered to prevent the need for more formal support

### Pupils

Pupils are expected to:

- Attend school every day
- Enter school by 8.45am daily

## **Attendance Expectations & Processes**

### Attendance Register

The school doors open at 08:30, with a start time of 8.45. We take our attendance register at the start of the first session of each school day (by 08:55) and once during the second session (by 13:20). It will mark whether every pupil is:

- Present



*“Learning to work together;  
working together to learn.”*

- Absent

Follow-ups are then made, which may lead to amendments, such as reasons for absence. Any amendment to the attendance register will include:

- The amended entry
- The date on which the amendment was made
- The name of the person who made the amendment

The school day ends at 15.15.

### Lateness

Pupils arriving after 8.55 and 13.20 must enter school by the main entrance and report to the Office, where their name and the reason for lateness will be recorded. The pupil will be marked as late before registration has closed (Code 'L'). The register will close at 9.30 (for the morning session) and 13.30 (for the afternoon session).

Pupils arriving after the register has closed will be marked as "late after registration" (Code 'U') and this will count as an unauthorised absence. Ongoing punctuality issues are responded to by the designated senior leader responsible for attendance and/or Attendance Officer.

### 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 as soon as practically possible by calling the school office who can be contacted on 01322 863 680 and the following email address: [office@anthony-roper.kent.sch.uk](mailto:office@anthony-roper.kent.sch.uk). This is a safeguarding requirement so that all parties know that the child is safe. We will mark absence due to 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 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.

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

### 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 make a home visit. Under circumstances where we have concerns for the child's well-being and safety, it may be necessary to contact Integrated Children's Services. If after discussion with social care, school continue to have concerns they may alert the police.
- 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 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 the School Liaison Officer (from the Attendance Service).
- Where appropriate, offer support to the pupil and/or parents to improve attendance.



*“Learning to work together;  
working together to learn.”*

- Identify if the family need support from other services and, as quickly as possible, 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.

### Authorised & Unauthorised 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
- 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.

Exceptional circumstances could include:

- Service Personnel returning from a Tour of Duty overseas 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 strong personal reasons why a family might need to take a child away from school for a short break.

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 Head Teachers 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.

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
- Confusion over school dates
- Medical/dental appointments of more than half a day without very good reasons
- Child's/family birthday
- Shopping trip

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.



*“Learning to work together;  
working together to learn.”*

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 two weeks before the absence, and in writing. The online Leave of Absence Form can be requested via an email to the 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 and medical/dental appointments (where proof can be requested)
- 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.

### 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. The school reserves the right to ask for further proof of absence before and after the fact. If absences are not authorised, parents will be notified.

However, we strongly 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 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.

### 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**



*“Learning to work together;  
working together to learn.”*

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



*“Learning to work together;  
working together to learn.”*

- 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

### **Strategies to Promote Attendance**

At Anthony Roper Primary School, we promote attendance with the school by sharing the weekly attendance of each class on our weekly newsletter and hold an 'Attendance League' in our weekly Celebration Assembly, with an award - each term – for the class that comes top of the league. This promotes discussion around the importance of attending and encourages children to be in school every day. The information is shared in a whole school display.

The Senior Attendance Champion will ensure that families requiring high levels of support will be provided with this using a range of strategies, including support from the Local Authority. Regular analysis of data will be carried out to inform next steps.

Class teachers will be involved and have knowledge of this on an on-going basis, so that they can support the child and family on a daily basis as the person with most contact with the child in school.

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

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

Where a child has complex barriers that impact on attendance, the school may put in place the following support:

- Reintegration plan co-produced with parents and any other agencies involved to support attendance.
- Inclusion support programme which is reviewed regularly with parents/carers any other involved agencies
- Consultation with Educational Psychologist at the local Emotionally Based School Avoiders consultation forum

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

If a child is absent due to mental or physical ill health or SEND, the school works closely with the family and any other agencies to make adjustments to support attendance. This may be with in-person meetings, online meetings, home visits and provision of work. The school may liaise with the local authority for more complex cases.

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 Attendance Officer will inform the local authority.

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

When a child has had a lengthy or unavoidable period of absence the school may put support in place to support reintegration if needed. This may be in the form of informal catch ups with the Attendance Officer in advance of return to school and when the child has returned to school. If a phased return is appropriate and supportive this could be put in place. Regular review of the child's success in return to school will be carried out between the parents/carers and the class teacher. These may be informal.



*“Learning to work together;  
working together to learn.”*

## **Attendance Monitoring**

### Monitoring Attendance

Anthony Roper Primary School will:

- Monitor attendance and absence data weekly, 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

The school will compare attendance data to the national average, and share this with the governing board.

### Analysing Attendance

Anthony Roper Primary School will:

- Analyse attendance and absence data regularly to identify pupils, groups 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 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

### Using data to improve attendance

Anthony Roper Primary 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 severed absence, and their families
- Provide regular attendance reports to class teachers to facilitate discussions with pupils and families, and to the governing board and school leaders (including the special educational needs co-ordinator, designated safeguarding lead and pupil premium lead)
- 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

### Data Returns

(see 'Working together' guidance, chapter 2, page 21 and regulation 13 of the School Attendance Regulations 2024).

Anthony Roper Primary School follows our statutory duty to share specific information from our registers with Kent County Council at particular points in accordance with Regulation 13 of The School Attendance (Pupil Registration)(England) Regulations 2024, including:

- When any pupil's name is added or deleted from the admission register outside of standard transition times. (The latter is also known as a deletion return).
- Names and addresses of all pupils of compulsory school age who have 10 continuous school days of unauthorised absence (codes N, O, G, U) recorded on their register (known as an attendance return).
- Names and addresses of all pupils of compulsory school age who have accumulated 15 school days of absence (code I) either consecutively and/or intermittently, as well



*“Learning to work together;  
working together to learn.”*

as any pupil the school has reasonable grounds to believe will miss 15 continuous school days because of illness (known as a sickness return).

- Deletion, attendance and sickness returns must be made via the Digital Front Door on the Kelsi website.

### 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. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to identify 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 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
- Where necessary introduce an 'attendance contract' whereby school and parents agree to supportive actions and review the implementation of these at regular intervals.
- Provide access to wider support services to remove the barriers to attendance
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- 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
- Send early communication to target unauthorised absence through letters, phone calls and meetings. Class teachers to communicate early concerns and interventions strategies as soon as attendance becomes a concern

### **Monitoring Arrangements**

This policy will be revised and reviewed as guidance from the local authority or DfE is updated, and as a minimum every three years. The review (and its approval) will be made by the full governing board.

### **Appendix One – Attendance Codes**

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

<b>Code</b>	<b>Definition</b>	<b>Scenario</b>
/	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>		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are



*“Learning to work together;  
working together to learn.”*

		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



*“Learning to work together;  
working together to learn.”*

<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



*“Learning to work together;  
working together to learn.”*