

Egerton Church of England Primary School

Together, we inspire, nurture and thrive



Perseverance **Compassion** **Respect** **Honesty** **Forgiveness** **Hope**

Attendance Policy

Key Contact Personnel in School

Mrs Julia Head
Headteacher

Mrs Lauren Gilbert
Lower School Phase Leader

Mr Dan Langford
Upper School Phase Leader

Date written: **October 2024**

Date agreed and ratified by Governing Body: **December 2024**

Date of next review: **December 2026**

This policy will be reviewed every two years.

School Vision

Egerton inspires joy in life by cherishing childhood within a rich and creative learning journey. Our Christian values influence all decisions enabling our community to flourish. We nurture everyone to reach their full potential as God intends, mind, body and soul.

Introduction

Punctuality and regular attendance are crucial to a pupil's achievement at school and therefore, improving attendance is everyone's business. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn. However, any barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Egerton CEP School is committed to work in collaboration with parents and children to ensure that all pupils benefit from regular attendance.

Good attendance is celebrated as part of our vision, where together we inspire, nurture and thrive. All staff at Egerton communicate to pupils that their contribution to the school community is valued and respected; furthermore staff endeavour to make school a fulfilling and enjoyable place to be so that a positive attitude to school and learning is fostered. We aim to ensure that pupils want to attend school regularly in the first place and that parents recognise the importance of good attendance in contributing to their children's life-long success. However, some pupils find it harder than others to attend school, and therefore at all stages of improving attendance, Egerton CEP School will work collaboratively with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

Attendance and safeguarding

The safeguarding of all pupils is of utmost importance. School provides a protective environment for those who attend. Egerton CEP School is well placed to identify safeguarding issues early and regular attendance is vital for this. For those who don't attend regularly, and where all avenues of support have been facilitated, and the appropriate educational support has been provided but the unauthorised absence continues, it is likely to constitute neglect. Our School is especially conscious of any potential safeguarding issues in these cases and where these remain, we will request the support of the Local Authority School Liaison Officer and/or refer to children's services if deemed appropriate. When a pupil is absent and no reason has been given for the absence, the school will prioritise the safety of these pupils. See *'Where the school is not notified of an absence'* below.

The law on school attendance and right to a full-time education

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education.

Where parents have registered their child at Egerton CEP School, they have an additional legal duty to ensure their child attends school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

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, and 2016 amendments)
- <https://www.legislation.gov.uk/ukxi/2024/210> The Education (Penalty Notices) (England) (Amendment) Regulations 2024
- <https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made>
- [Kent County Council's Education Penalty Notice code of conduct](#) (PDF, 184.8 KB) (19 August 2024).

It also refers to:

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

The Governing Board

The governing board 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
- Holding the headteacher to account for the implementation of this policy

Working with families and partners:

Egerton CEP School is committed to successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly. This requires local partners to work collaboratively with families.

Egerton CEP School will work collaboratively to:

- Identify patterns of poor attendance (at individual, cohort and school level) as soon as possible so all parties can work together to resolve them before they become entrenched.
- Ensure aspiration to high standards of attendance from all pupils and parents by building a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.
- Listen to families to understand barriers to attendance and agree how all partners can work together to resolve them.
- Remove barriers in school where practically able and help pupils and parents to access the support they need to overcome the barriers outside of school.
- Escalate concerns where the voluntary support is not having an impact by explaining the consequences of non-attendance clearly and ensuring support is also in place to enable families to respond.
- Enforce attendance through statutory interventions or prosecution to protect the pupil's right to an education where support is not having an impact or not being engaged with.

Egerton CEP School's overall approach takes these six graduated stages:

1	Expect	High expectations that all children will attend well
2	Monitor	Closely monitor the attendance of all pupils to spot problems early
3	Listen / Understand	Work with pupils and parents to understand any barriers to good attendance
4	Facilitate support	Remove barriers in school and help pupils and parents overcome the barriers outside of school
5	Formalise support	Formalise support where informal, voluntary approaches are not working
6	Enforce	If all else fails, enforce attendance through statutory intervention and prosecution

Why regular attendance is so vital:

There is a clear and proven link between attendance and achievement. The pupils with the highest attainment have higher rates of attendance than those achieving lower grades. Pupils who miss a substantial amount of school, fall behind their peers, and struggle to catch up as most of the work they miss is never made up, which can lead to big gaps in their learning.

Poor attendance often starts at primary school, and children who fall into this pattern are likely to underachieve at secondary school.

Friendships can be negatively affected by absence, too: it can be hard for a child who misses lots of school to form relationships with their peers.

For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study).

These tables show the impact of absence on a child's education across a school year

Overall attendance level	Number of days lost each year	Impact on child's education
97%+	5 days or less	These children have every chance to make really strong progress at school.
95%	10 days	These children benefit from strong overall attendance and are well placed to make good progress at school. We aim for every child to have at least 96% attendance overall.
90%	19 days	Children in this group are missing a month of school per year; it will be difficult for them to achieve their best

85%	29 days	Children in this group are missing six weeks of school per year; there is a real risk that this lower attendance will hinder a child's progress. Absence below 90% is considered to be persistent absenteeism.
80%	38 days	Children in this group are missing a full year of school over five years of education. They are not benefitting from their right to be educated. Parents/carers of young people in this group could be issued with a penalty notice.

Minutes late per day =	days of learning lost per year
5	3.2
10	6.5
15	9.5
20	12.5
30	19

Expectations for punctuality and attendance

Punctuality

Schools will actively discourage late arrivals and will be alert to any patterns of late arrival in order to start an early discussion with the family to provide appropriate support. Registers start at 8.50am and close at 9.00am for morning sessions and 1pm for afternoon sessions. It is the expectation that all pupils will arrive in time for morning and afternoon registration. If a pupil arrives after 8.50am, but before 9am, they will be marked as '*late arrival*' (L) If a pupil arrives after this time, they will be marked as '*unauthorised absence*' (U) or another more appropriate attendance code.

Attendance

All pupils will be expected to attend school on every day that it is open. If an unexpected absence occurs, there are expectations that relate to pupil safety. A parent MUST notify the school on 01233 756274 by 9.00 am on the first day of the absence detailing the pupil's name, class and nature of absence. If the absence is prolonged, there is an expectation that the parent will notify the school by 9.00am at the latest on each day of absence.

Appointments during the day

Parents must avoid arranging appointments for their child during the day. However, if it is unavoidable, parents must notify the school of the appointment details. A child should only be taken out of school for their own appointment, not because another family member has an appointment. This includes collecting a child early so a family member can attend an appointment.

Pupils with medical needs and/or SEND

Egerton CEP School understands that some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. However, their right to an education is the same as any other pupil and therefore our attendance ambition for these pupils will be the same as they are for any other pupil.

Although our ambitions are the same for all pupils, we are mindful of the unique barriers that

these pupils may face and we are committed to putting support in place where necessary to help them access full time education.

Parents of pupils with medical needs and / or SEND who are struggling to attend school should contact the school 01233 756274 as soon as they can in order for the school to understand the support required. This could include making reasonable adjustments or having individual healthcare plans. In some cases, advice and support may be sought from external partners such as health services. Our work with families in these instances is crucial to ensuring specific support approaches, including supporting home routines and encouraging external professionals to schedule appointments outside of the school day. For families suggesting part time attendance, please see the section on part-time timetables.

Where the school is not notified of an absence

Pupil safety is the priority for the systems in place to follow up on non-notified absences.

Schools will use their knowledge of families to identify pupils who may be more vulnerable when absent and these families will be contacted first. These pupils will be communicated to staff so that all can be aware of their additional vulnerability pertaining to absence/punctuality.

Process for following up on unexplained absence:

- If no contact is received by the school by 9.05am, a phone call will be made to the primary contact detailed on the pupil's files, asking for a reason for the child's absence.
- If there is no answer, contact will be attempted with other contacts detailed on the pupil's file.
- If no contact can be made by 9.15am, the school will take every reasonable step to satisfy themselves that the pupil is safe. This may include **list not exhaustive* contacting sibling's schools, contacting Social Care / Early Help if a worker is involved with the family, making a home visit and, in if necessary in some cases, informing the police.
- The school should be satisfied with every absent child's safety by 10.30 am at the latest.
- The class teacher will make a follow up call, at either lunchtime or at the end of the day, (depending on the reason of absence) to encourage the parent to send the child in the next day.

The school will hold a record of pupils that they deem to be additionally vulnerable when not in school, which could include knowledge of mental health difficulties, either for the pupil or their family, child protection concerns or medical needs amongst others. The school will also produce a flow chart that details the process, including timings, for following up on unexplained absences to ensure every pupil's safety.

Absence thresholds

All families will receive a letter at the beginning of the school year summarising the school's expectations for attendance and punctuality; how the school is promoting and incentivising good attendance and punctuality and the process for reporting absence and requesting leaves or absence. This policy will also be available on the school's website as well as being sent home at least annually or on update.

There is a tiered system to respond to low and/or falling attendance levels. These figures expressed as % attendance levels are intended as a guide. However, a decision may be made to intervene earlier at any stage if there is particular concern about a child's attendance.

<p>Attendance below 95%:</p>	<p>A standard letter is typically sent to any parent whose child's attendance has dropped just below 95%. This letter is for information – it notifies the parent of this attendance level and explains that the school will continue to monitor the child's attendance. Where the cause for a child's attendance dropping below 95% is very specific and clearly known and evidenced to the school, we may decide that such a letter is not required or appropriate. For example, where a child has had a known and confirmed medical issue and where this is the only substantial cause for the lower attendance. In such circumstances, the child's attendance will be closely monitored – further reduction in attendance may prompt this initial letter, without the need to wait for the next formal half- termly audit.</p>
<p>Attendance between 90% and 94%</p>	<p>The standard letter described above may be used again where a child's attendance sits at this level. This letter may be used twice in succession but if attendance remains at this level for a third time, it will be treated as for attendance which is below 90%.</p>
<p>Attendance which is below 90%</p>	<p>Attendance at 90% equates to 19 days absence through a year and is therefore a cause for concern. In such circumstances, parents will receive a specific letter which very clearly identifies that the attendance level is a significant cause for concern (except for in exceptional circumstances where the attendance is not a cause for concern, such as known medical conditions). Parents are requested to attend a meeting, the purpose of which is to explore the reasons for the child's low attendance and agree appropriate support. The content of this meeting will be used to draw up an attendance improvement plan which will be shared with the parents and a review date will be agreed. Participants in that meeting may vary according to the circumstances but may often involve staff such as the allocated lead within the school, class Teacher / tutor, SENCo and pastoral staff. The school may also invite the Local Authority Inclusion Lead. At this stage, school should make it known and confirm in writing that absences cannot be authorised without medical evidence unless there are exceptional reasons which render this inappropriate (for example, a known medical condition); school cannot routinely authorise absence where a child's attendance has reached this level of concern.</p>
<p>Attendance which continues to decline from below 90%</p>	<p>Unless there are specific circumstances, the school will not be authorising absences at this stage because attendance at 90% equates to 19 days absence through a year. If attendance is not showing reasonable improvement within three weeks of the last communication to parents, then schools will take further action which will involve further meetings with the parents. It is likely that a referral for intervention by the Local Authority will be appropriate; certainly advice from the LA Inclusion Lead will be sought.</p>

Authorised and 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 pupil'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. 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.

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
- Family holidays (with some rare exceptions)

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 two weeks before the absence, and in writing, through an online application form or email to the office with details of the request and full reasons. The headteacher may require evidence to support any request for leave of absence. Parents will be notified of the headteacher's decision at the earliest opportunity.

If the leave is not authorised and the leave of absence is still taken and is a leave of absence of 10 sessions (5 days) or more in a possible 100 sessions, then the school will need to refer to the Local Authority who will then make the decision whether to issue a penalty notice.

Absence for performance

The Headteacher may grant leave of absence for approved public performances, provided that clear evidence is issued of the approved nature of this activity. The following will also be taken into account in reaching a decision:

- The nature and purpose of the performance;
- The frequency of absence requested and the likely impact on the child's education and progress; and
- The child's attendance record

Where licences are issued by the Local Authority, absences will be monitored to ensure that they comply with the permissions given in the licence. Where the licence specifies the dates that a child is to be away from school to perform, then the headteacher should authorise those days. However, where the terms of the licence do not specify dates, it is at the discretion of the Headteacher to authorise leave of absence. Headteachers should be sympathetic to requests that are supported by a licence, as long as the school remains satisfied that this will not have a negative effect on a child's education.

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.

The school may refer to the local authority who will issue a penalty notice, if they deem it to be appropriate.

Before referring for 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 [Kent Code of Conduct](#).

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

Promoting and Incentivising good attendance and punctuality:

Promoting good attendance and punctuality is an integral part of the school's culture. School will visibly demonstrate the benefits of good attendance throughout school life and the curriculum. School improvement strategies for attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged pupils will also consider how to promote good attendance and punctuality.

Incentives for good attendance and punctuality may also be used.

Part-time timetables

A part-time timetable will not be used to manage a pupil's behaviour. All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package.

A part-time timetable will only be in place for the shortest time necessary and will not be treated as a long-term solution. Where a part-time time table is considered in the pupil's best interests, there **MUST** be agreement from the family; if there is no agreement then it will be classed as an unofficial suspension. If a pupil has a part-time timetable agreed, the correct process must be followed which includes a thorough safeguarding risk assessment, desired outcomes for the child, expectations of work completed when not on school

premises and a eight week timetable that is gradually increased to maintain full time education by the end of week eight.

In exceptional circumstances and with significant evidence that it is in the pupil's best interest, a part-time timetable may be extended for a further period of time. Weekly reviews of the part-time timetable must occur with the family and school and stringent records kept of how successful the timetable has been.

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 meetings outside of the school hours with the child on the school site, Teams contact, 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 Lead 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 SENCO 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.

Staffing for monitoring and promoting good attendance

Schools will identify appropriate key staff to undertake attendance monitoring and adhere to the following key principles:

- The Admin Assistant will ensure that careful records of attendance are maintained which conform to the codes set out by the Department for Education and provide information as requested by staff.
- The Headteacher will work closely with the Admin Assistant on attendance.
- Schools will work in close partnership with the Local Authority through the Inclusion Leads for their locality.
- All staff will have training in attendance including how to complete registers, how to spot patterns of absence / punctuality, how to use other information about a pupil to see the whole context, how to report concerns and how to build relationships and offer support for families that struggle to maintain good attendance.

Monitoring attendance / punctuality and responding to concerns

All staff have a duty to informally monitor the children's attendance / punctuality and to

report any concerns that they may have about a pupil. In this way, pupil attendance is being monitored in school at **all** times. Concerns can then be triangulated with any other information held about the pupil such as child protection issues, mental health difficulties, SEND, caring responsibilities etc. and appropriate support can be put in place.

Best practice is that attendance is dealt with proactively using strong links with the families. For those pupils where a pattern of lateness or non-attendance has been identified, pre-emptive phone calls can be a powerful tool to encourage attendance.

Egerton CEP School will follow more formal procedures for the regular and systematic monitoring of pupil attendance with particular emphasis on those who are classed as vulnerable.

Attendance and punctuality will be monitored formally using data from registers and from the information held on Arbor for the purpose of providing effective interventions to improve whole school, specific cohort and individual attendance and punctuality.

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.

Our school attendance monitoring procedures are:

- The class teacher and administration assistant will monitor attendance daily.
- The Headteacher will monitor attendance and absence data twice weekly, half-termly, termly and yearly across the school and at an individual pupil level
- The Headteacher will identify whether particular groups of children whose absences may be a cause for concern
- Levels of persistent absenteeism will be scrutinised for school, cohort and individual responses.
-

Analysing attendance

Egerton CEP 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 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

Using data to improve attendance

Egerton CEP 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](#)).

Egerton CE 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 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

9. Monitoring arrangements

This policy will be revised and reviewed as guidance from the local authority or DfE is updated, and as a minimum every two years by Mrs. Julia Head, Headteacher with responsibility for attendance. The review (and its approval) will be made by the full governing board.

10. Links with other policies

This policy links to the following policies:

- Child Protection and Safeguarding policy
- Behaviour policy

Contacting staff about attendance

The Headteacher has responsibility for attendance:	Julia Head
The Admin Assistant is:	Harriet Moore
To tell Egerton CEP School that your child is going to be absent, you should:	Please tell us by 9.00am at the latest. Telephone the school on 01233 756274 and leave a message giving your child's name, class and reason for absence.
If a parent is concerned about their child's attendance, they should:	Speak with the child's teacher in the first instance. You can arrange that by contacting the school office Office@egerton.kent.sch.uk If you have already done that and remain concerned, you can speak to Julia Head, Headteacher. You can arrange that by contacting the school office Office@egerton.kent.sch.uk
If you wish to request a leave of absence for your child, you should complete this form as early as possible, before the date of the requested absence.	

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	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
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	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveller	Pupil from a traveller community is travelling,

	absence	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	Arrival after registration	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
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
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 half-term/bank holiday/INSET day