



KINGSTONE ACADEMY TRUST
APPROVED DOCUMENT

KAT Attendance Policy

Relevant School/s:	KTPS & KHS
Policy Officer:	Mrs A Preece and Mr D Cook
Approval:	Delegated
Date of Review:	September 2026
Next Review:	3 years or upon legislative change
Distribution:	Public, on website

1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the statutory guidance on [Working together to improve school attendance](#) from the Department for Education (DfE). We aim to achieve this through our whole-trust culture and ethos that values good attendance, which includes:

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

2. Legislation and guidance

This policy is based on the DfE's statutory guidance on [Working together to improve school attendance](#) 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 7 of the [Education and Inspections Act 2006](#)

[The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)

[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

The [Equality Act 2010](#)

It also refers to:

[School census guidance](#)

[Keeping Children Safe in Education](#)

[Mental health issues affecting a pupil's attendance: guidance for schools](#)

[Ofsted's 2025 framework toolkit](#)

This policy also complies with our trust's funding agreement and articles of association.

3. School contact details for Reporting Absence

It is paramount that parents/carers keep school updated with all new contact details and changes of address. This includes sharing work telephone numbers with us when moving to a new job. This is to ensure we can contact you in an emergency.

3.1 Kingstone and Thruxton Primary School

For attendance queries and information please see school contacts below:

- Email: ktpsadmin@kingstoneacademy.co.uk
- To leave a pupil absence message telephone 01981 250338 and choose option 1

- Mr J Bull, Assistant Headteacher, is responsible for the strategic approach to attendance in school

3.2 Kingstone High School

For attendance queries and information please see school contacts below:

- Email: attendance@kingstoneacademy.co.uk
- To leave a pupil absence message telephone 01981 250224 and choose option 1
- Mr D Cook, Assistant Headteacher is responsible for the strategic approach to attendance in school. Mrs C Hall, is the Attendance Officer

4. Roles and Responsibilities

4.1 The Board of Trustees

The Board of Trustees is responsible for setting high expectations of all school leaders, staff, pupils and parents and making sure school leaders fulfil expectations and statutory duties, including:

- Making sure all schools in the trust record attendance accurately in the register, and share the required information with the DfE and local authorities
- Making sure all schools in the trust work effectively with local partners to help remove barriers to attendance, and keep them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the trust's policies and ethos
- Making sure the schools' attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the trust has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most, through termly Quality and Standards meetings
- Working with school leaders to provide support and challenge
- Monitoring attendance figures for the whole trust and evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance, including with teachers from across the trust, as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The trust's legal requirements for keeping registers
 - The trust's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate

- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Sharing effective practice on attendance management and improvement across the trust and providing regular opportunities for staff from different schools to come together, learn from each other and share resources
- Holding the Heads of School to account for the implementation of this policy
- Identifying and monitoring attendance patterns across the trust's schools to identify common issues and barriers

4.2 The Head of School

The Head of School is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to trustees
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary and/or authorising the designated senior leader responsible for attendance to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

4.4 The Designated Senior leader responsible for Attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- reporting concerns about attendance to the designated senior leader responsible for attendance, and the head of school
- Advising when to issue fixed-penalty notices(authorised by the Head of School)

KTPS - the designated senior leader responsible for attendance is Mr Joe Bull and can be contacted via jbull@kingstoneacademy.co.uk

KHS - The designated senior leader responsible for attendance is Mr Dave Cook and can be contacted via dcook@kingstoneacademy.co.uk

4.5 Class Teachers and Form Tutors

All class teachers and form tutors 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 within 10 minutes of the start of each session/lesson.

- Ensure that all students are registered accurately
- Promote and reward good attendance with students at all appropriate opportunities
- Liaise with the attendance leader on matters of attendance and punctuality
- Communicate any concerns or underlying problems that may account for a child's absence
- Support students with absence to engage with their learning once they are back in school

4.6 The Attendance Officer (KHS only)

The responsibilities of the Attendance Officer are:

- Building strong relationships with families, listening to, and understanding barriers to attendance and working with families to remove them
- Monitoring and analysing attendance data, identify early patterns of absence
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about individual students
- Working with the education welfare officer to tackle persistent absence
- Regularly analysing attendance and absence data to identify pupils or cohorts that require support with their attendance and punctuality, putting effective strategies in place as a school team
- Providing evidence, where necessary, to support special considerations regarding attendance and absence
- Advising the Head of School when a referral is made to Herefordshire Council

4.7 Admin Staff

Admin staff will:

- Take calls and emails from parents/carers about absence on a day-to-day basis and record it on the school system (Bromcom)
- Transfer calls from parents/carers to the head of year/pastoral lead where appropriate, in order to provide them with more detailed support on attendance

4.8 Parents

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

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Ensuring your child's regular attendance at school is a parent/carer's legal responsibility (Section 444 of the 1996 Education Act) and permitting absence from school that is not authorised by the school creates an offence in law.

Parents are expected to:

- Make sure their child attends every day/timetabled session on time
- Call the school to report their child's absence before 9.00am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Request in writing any planned absences at least 14 days in advance
- Only request leave of absence if it is for an exceptional circumstance
- Support the school with their child in aiming for 100% attendance each year
- Support their child's attendance by keeping requests for absence to a minimum and provide evidence to support appointments.
- Ensure that, where possible, appointments for their child are made outside of the school day
- Seek support, where necessary, for maintaining good attendance, by contacting the school as soon as any issues arise that could affect regular attendance.
- Proactively engage with the support offered to prevent the need for more formal support.

4.8.1 Parents of Kingstone and Thruxton Primary School

Where a child had need to be absent from school due to a planned medical, dental, hospital, or any other medical appointment, parents and carers are required to provide evidence of the appointment for attendance record purposes.

Evidence of appointment may be shared as a screenshot, appointment letter, email confirmation, or other official documentation and should be emailed to the school office via ktpsadmin@kingstoneacademy.co.uk

To support effective attendance monitoring and minimise disruption to learning, parents and carers are asked to provide notification and evidence at least 48 hours before the appointment wherever reasonably possible. The school reserves the right to request additional evidence where necessary.

If a sibling or a parent/carer has an appointment which may make drop off or collection difficult, we ask that all reasonable avenues are explored to prevent the child without an appointment arriving late or being collected early. We understand that this won't always be possible.

4.8.2 Parents of Kingstone High School

Where a child had need to be absent from school due to a planned medical, dental, hospital, or any other medical appointment, parents and carers are required to provide evidence of the appointment for attendance record purposes.

Evidence of appointment may be shared as a screenshot, appointment letter, email confirmation, or other official documentation and should be emailed to the school office via attendance@kingstoneacademy.co.uk

To support effective attendance monitoring and minimise disruption to learning, parents and carers are asked to provide notification and evidence at least 48 hours before the appointment wherever reasonably possible. The school reserves the right to request additional evidence where necessary.

If a sibling or a parent/carer has an appointment which may make drop off or collection difficult, we ask that all reasonable avenues are explored to prevent the child without an appointment arriving late or being collected early. We understand that this won't always be possible.

Any sudden absences that occur during the day will be reported to the school office. If a student leaves the school premises the parents will be contacted and it is their parental responsibility to return their child to school.

When students leave school and no information regarding their new school/placement has been received by school and/or parents/carers cannot be contacted, the school has a duty of care regarding safeguarding and must contact the Local Authority to advise of this situation.

This means the Local Authority has a legal duty to investigate, which will include liaising with social care, police and other agencies to track and locate the student. Parents who give the new school details of the student's new school and location avoid unnecessary investigations and concern.

4.9 Students

4.9.1 Pupils of Kingstone and Thruxton Primary School

Pupils are expected to:

- Attend school every day on time unless they are ill or have an authorised absence

4.9.1 Students of Kingstone High School

Students are expected to:

- Attend every day on time unless they are ill or have an authorised absence
- Attend every timetabled session on time
- Attend all their registrations and lessons on time
- Take responsibility for registering at the reception desk if they are late or are leaving the school site during school hours.
- Engage positively with any offers of support offered
- If they are having difficulties that may prevent them from attending school, they should speak to their Form Tutor / Head of Year / Pastoral Lead

5. Recording attendance

5.1 Attendance register

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

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

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

Any amendment to the attendance register will include:

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

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where 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.

5.1.1 Kingstone and Thruxton Primary School Attendance Registration Procedures

- The school day starts at 8.50am and ends at 3.20pm.
- The school day begins at 8.50am for the register and all students are expected to be in school by this time. The school gates are open in the morning between 8:35am and 8:50am, where children will be welcomed in by a member of SLT.
- Reception children should use the Reception class entrance, where they will be greeted by the Reception staff.
- If your child arrives later than 8:50am, then they should report to the school office to be signed in.
- The register for the morning session will be taken at 8:50 and kept open until 9.00am. The register for the afternoon session will be taken at 1.00pm and kept open until 1:10pm.
- Attendance times for students on PSPs will be determined by the PSP arrangements agreed by parents/carers and school.
- All lateness is recorded daily. This information will be required by the courts, should a prosecution for non-attendance or lateness be necessary. Arrival after the close of registration will be marked as unauthorised absence and coded U. This mark shows them to be on site but is legally recorded as an unauthorised absence.
- If a student is late due to a medical appointment, they will receive an authorised absence, coded M if proof of an appointment is provided.

5.1.2 Kingstone High School Attendance Registration Procedures

- The school day starts at 8.50am and ends at 3.20pm.
- The school day begins at 8.50am for tutor time and all students are expected to be in school by this time.
- The register for the first session will be taken at 9.00am and will be kept open until 9.05am. Lates are to be recorded when a student arrives after 9.05am and an L is placed in the register provided it is no later than 9.30am. Students arriving after 9.30am will be coded U. The register for the second session will be taken at 1.20pm.
- Attendance times for students on PSPs will be determined by the PSP arrangements agreed by parents/carers and school.
- All lateness is recorded daily. This information will be required by the courts, should a prosecution for non-attendance or lateness be necessary. Arrival after the close of registration will be marked as unauthorised absence and coded U. This mark shows them to be on site but is legally recorded as an unauthorised absence.
- If a student is late due to a medical appointment, they will receive an authorised absence, coded M if proof of an appointment is provided.
- Ongoing and repeated lateness is considered as unauthorised absence and will be subject to legal action. Parents, guardians or carers of students who have patterns of lateness will be contacted to discuss the importance of good time keeping and how this might be achieved. If lateness persists parents, guardians or carers will be invited to attend the school and discuss the problem and support offered. If support is not appropriate or is declined and a referral may be submitted to Herefordshire council who may initiate legal proceedings.

5.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9.00am, or as soon as practically possible, by calling or emailing the school.

KTPS: ktpsadmin@kingstoneacademy.co.uk 01981 250338 and choose option 1

KHS: attendance@kingstoneacademy.co.uk 01981 250224 and choose option 1

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

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

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

5.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment. We request that parents/carers support this with a copy of the appointment.

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

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 6 to find out which term-time absences the school can authorise.

5.4 Lateness and punctuality

A pupil who arrives late:

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

5.5 Following up unexplained absence

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

- Call the pupil's parent 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 contact police if there is a safeguarding concern
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving outside agencies.
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve; penalty notice; or other legal intervention as appropriate.

5.6 Reporting to parents

The schools will regularly inform parents (see definition of 'parent', as used in this policy, in section 4.8 above) about their child's attendance and absence levels.

6. Absence Monitoring

First day absence

A child not attending school is considered a **safeguarding** matter. This is why information about the cause of any absence is always required. If your child is absent, you must contact us as soon as possible on the first morning of absence before 9am on the day of the absence and each subsequent day of absence and advise when they are expected to return. If your child is absent, we will:

- telephone or text you on the first day of absence if we have not heard from you – this is because we have a duty to ensure your child's safety as well as their regular school attendance;
- possibly do a home visit
- invite you in to discuss the situation with a member of the attendance team;
- Where a child is on a child in need plan or looked after contact will be made with the relevant social worker on day 1.

Third day absence

Please note: Where a student has been absent for three consecutive school days and contact has not been established with any of the named parents/carers, the school will make all reasonable enquiries to establish contact with the family. This may include contacting other known family members or emergency contacts and making appropriate wider enquiries where necessary.

At this stage, depending upon the individual circumstances, level of concern and vulnerability of the student, the school may undertake a Safe and Well Check / home visit to establish the student's welfare.

Where contact still cannot be established, or where information received gives rise to safeguarding concerns, the school will consider whether further safeguarding action or referral is required.

Fifth day absence

Where a student has not been physically seen by school for five consecutive school days, the school will undertake a Safe and Well Check / home visit, even where contact has been maintained with the parent/carer and a reason for absence has been provided.

The purpose of the visit is to:

- see the student and confirm their welfare;
- understand the circumstances surrounding the continued absence;
- identify any barriers preventing the student from returning to school;
- consider whether additional support, attendance intervention or safeguarding action is required; and
- agree, where appropriate, the next steps towards the student's return to school.
- The outcome of the Safe and Well Check will be recorded in line with the school's attendance and safeguarding procedures.

Note: Where there are safeguarding concerns, inconsistencies in the information provided, particular vulnerabilities, or concerns about the student's welfare, a Safe and Well Check may be undertaken before the fifth day.

Tenth day absence

We have a legal duty to report the absence of any student who is absent without an explanation for 10 consecutive days. If the child is not seen and contact has not been established with the named parent/carer then the local authority is notified that the child is at risk of missing. Children's Services staff will visit the last known address and alert key services to locate the child. It would be helpful if you could ensure that we always have an up-to-date contact number.

Continued or ongoing absence

If your child misses 10% (three weeks/sessions) or more schooling across the school year, for whatever reason, they are defined as persistent absentees. Absence for whatever reason disadvantages a child by creating gaps in his or her learning. Research shows these gaps affect attainment when attendance falls below 95%. As such, we monitor all absence thoroughly and all attendance data is shared with the local authority and the Department for Education. Any student who is persistently absent will be monitored and put on an action plan, if required. A member of the attendance team will meet with students, and their families whose attendance cause concern.

Where necessary, home visits are made to discuss ways attendance could be improved and the barriers that may need removing: This could include:

- Agreeing an attendance support plan
- Signposting to outside agencies

In situations of persistent truanting, a parent / carer may be referred to Herefordshire Council.

7. Authorised Absence

7.1 Requesting a Leave of Absence

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

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

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

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

We define 'exceptional circumstances' as events which are outside the control of parents, for example the funeral of a close relative, or a medical emergency.

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 14 days before the absence, and in accordance with any leave of absence request form, accessible via the school office or website. The Head of School may require evidence to support any request for leave of absence.

7.2 Other reasons for authorised absence

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

- Illness (including mental-health illness) and medical/dental appointments
- 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, barges (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)

7.3 Absences from the school site (which are not classified as absences)

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

8. Strategies for Promoting Attendance

We want our pupils to succeed and develop their skills. To do this, pupils need to avoid missing lessons and days of school as much as possible. As a trust we want to reward high attendance and not just penalise pupils for poor attendance.

The foundation for good attendance is a strong partnership between the school, parents and the child. The schools' websites contain details of how we will work with parents and our expectations of what parents will need to do to ensure their child achieves good attendance.

Children are sometimes reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents/carers and the child. If a child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and may make

things worse. Contact your child's tutor/head of house immediately and openly discuss your worries.

Your child could be avoiding school for a number of reasons – difficulties with schoolwork, bullying, friendship problems, family difficulties. It is important that we identify the reason for your child's reluctance to attend school and work together to tackle the problem. In some cases, you may find it helpful to discuss the circumstances of your child's difficulties with another professional.

What can I do to encourage my child to attend school? Make sure your child gets enough sleep and gets up in plenty of time each morning. Ensure that he/she leaves home in the correct clothes and properly equipped. Show your child, by your interest, that you value his/her education.

Further support can be accessed from the [Department for Education's Working together to Improve Attendance](#) document.

8.1 KTPS Strategies for Promoting Attendance

To help us all to focus on this we will:

- provide information on all matters related to attendance on our website
- report to you 3 times a year on how your child is performing in school – this is through Parents' Evenings and a written report at the end of the year
- celebrate good attendance with individuals during Parents' Evenings

School strategies for supporting attendance

As a school we encourage good attendance through a range of strategies including:

- Listening to parents and students, building positive relationships
- Ensuring that good attendance is high profile in school through sharing data and statistics on our weekly Head's Newsletter
- Letters to parents to stress the importance of good attendance
- Encourage positive engagement with support services
- Celebration assemblies

8.2 KHS Strategies for Promoting Attendance

To help us all to focus on this we will:

- provide information on all matters related to attendance on our website
- report to you 3 times a year on how your child is performing in school
- report 3 times a year attendance and punctuality rates and how this relates to their attainments
- share current attendance through Go4Schools
- celebrate good attendance with individuals
- reward good or improving attendance through year groups
- set targets for the school

School strategies for supporting attendance

As a school we encourage good attendance through a range of strategies including:

- Listening to parents and students, building positive relationships

- Ensuring that good attendance is high profile in school through sharing daily/weekly data
- Letters to parents to stress the importance of good attendance
- Encourage positive engagement with support services
- Ensuring that good attendance is high profile in school through sharing daily/weekly data
- Being considered as a prefect
- Celebration assemblies
- Celebration certificates
- Tutor group attendance celebration
- Individual attendance tracker
- Prom eligibility (Year 11 only)

9. Supporting Pupils with Poor Attendance

Our schools will make use of the full range of support and 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.

9.1 Attendance Support Plan

An attendance support plan is a formal written agreement between a parent and the school to address irregular attendance at school. An attendance support plan provides a more formal route where previous support has not worked or would not have been appropriate.

Where an attendance support plan would be an appropriate form of support, the school will arrange a meeting with the parent (and pupil if they are old enough to understand) to discuss how we can work in partnership to improve the pupil's attendance.

Where parents fail to comply with an agreed attendance support plan, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents to seek explanations and determine whether the attendance contract remains useful. Where there is further non-compliance following these discussions, the school may take further action.

9.2 Education Supervision Order

In cases where voluntary early help plans have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but not criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

9.3 Notice to Improve

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

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

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

9.4 Penalty Notices

The head of school (or a deputy or assistant headteacher, authorised by the head of school), 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, we will check with the local authority before doing so and send the local authority 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

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.

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). These penalty notices are not included in the National Framework, are not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

10. Supporting Pupils who are Absent or Returning to School

10.1 Pupils absent due to complex barriers to attendance

Parents should consult the NHS guidance [Is my child too ill for school?](#) when deciding whether to keep their child home due to illness. We will share this guidance with parents, and provide support in understanding it, in order to promote school attendance wherever appropriate.

10.1.1 KHS

Kingstone High School recognises that some pupils may experience complex or multiple barriers to attendance. We work with pupils, families and the Local Authority to understand the individual circumstances contributing to absence and to identify appropriate support at the earliest opportunity.

This may include meetings with parents/carers and the pupil, gathering pupil voice, pastoral support, SEND support, reasonable adjustments, support with relationships or learning, attendance support plans and liaison with relevant external agencies, e.g. WEST / CAMHS.

Where barriers exist within school, these will be identified and addressed wherever reasonably possible. Support will be regularly reviewed to establish whether it is improving attendance and adjustments will be made where necessary.

Where concerns persist, support and challenge will increase in line with the school's graduated attendance response. Where barriers relate to the pupil's needs and Local Authority involvement is required, the school will liaise with the Local Authority and other relevant professionals.

10.2 Pupils absent due to mental or physical ill health

10.2.1 KHS

Where absence is linked to physical or mental ill health, the school will work with the pupil, their family and, where appropriate, relevant health or other professionals to support regular attendance.

The school will seek to understand how the pupil's health is affecting their ability to attend and will consider reasonable adjustments and additional support. This may include pastoral support, access to a trusted adult or safe space, adjustments to arrival or transition arrangements, reasonable classroom adjustments, SEND support and a planned reintegration following a period of absence.

Where absence is recurring or prolonged, the school may seek further information from parents/carers and, where appropriate, advice or evidence from relevant health professionals to help determine suitable support.

Any adjustments will be proportionate to the pupil's needs, regularly reviewed and designed to support a return to regular attendance wherever possible.

10.3 Pupils absent due to other barriers to attendance

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

10.3.1 KHS

The school monitors attendance at both individual and group level so that emerging barriers can be identified and addressed promptly.

Pupils with SEND:

Where attendance concerns may be linked to a pupil's SEND, the school will consider whether existing provision and reasonable adjustments remain appropriate. The SENCO, HOY, and pastoral teams will work together with the pupil and family to identify barriers, review support and determine whether additional intervention is required.

Where a pupil has an EHCP and their attendance falls, or barriers arise which relate to their identified needs, the school will liaise with the Local Authority as appropriate.

Disadvantaged pupils:

Where financial hardship, transport, housing circumstances or wider family pressures contribute to absence, the school will work with the family to understand the barriers and consider appropriate practical, pastoral or external support. High expectations for attendance will remain in place for all pupils.

Pupils known or previously known to children's social care:

Attendance will be closely monitored and concerns shared with the Designated Safeguarding Lead. Where appropriate, the school will work with social workers, Early Help practitioners and other agencies. Unexplained or concerning patterns of absence will be considered in line with the school's safeguarding procedures.

Other barriers:

The school recognises that other circumstances, including young caring responsibilities, bereavement, family difficulties, transport issues, bullying, peer relationships or anxiety about school, may affect attendance. Support will be individually considered, timely and targeted, and its impact will be reviewed.

10.4 Pupils returning to school after a lengthy or unavoidable period of absence**10.4.1 KHS**

Following a lengthy or unavoidable period of absence, the school will work with the pupil and family to support a successful return to regular attendance.

Depending on individual need, this may include a reintegration meeting, pupil voice, an identified member of staff, pastoral or SEND support, help with missed learning, reasonable adjustments and a clear attendance or reintegration plan.

Attendance and wellbeing will be monitored following the pupil's return and support will be reviewed and adapted where necessary.

Where a temporary part-time timetable is considered necessary, this will only be used in exceptional circumstances, for the shortest possible period and as part of a clearly defined plan towards full-time attendance.

10.5 Prolonged absence for pupils in the EYFS

In cases of prolonged absence, or when a child is absent without notification, we will attempt to contact the child's parents and alternative emergency contacts.

When deciding whether a child's absence should be considered prolonged, we will consider the:

Patterns and trends in the child's absences and their personal circumstances

Vulnerability of the child and their parents, as well as the circumstances of their home life

We will also implement our safeguarding procedures (see our child protection/safeguarding policy and refer any concerns to local children's social care and/or request a police welfare check.

11. Attendance Monitoring

11.1 Monitoring Attendance

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

11.1.1 KTPS Monitoring Arrangements

- Attendance is examined daily for daily absences
- Weekly attendance analysis take place
- Warning letters sent to parents before absences have a significant impact
- Attendance meetings with parent / carers and student
- Work with at risk students
- Work in partnership with parents by developing tailored attendance plans

11.1.2 KHS Monitoring Arrangements

- Attendance is examined daily for daily absence
- Daily input from Form Tutor
- Weekly attendance analysis by Attendance Officer
- Weekly attendance analysis by Attendance lead / SLT
- Year group focus daily/weekly for home visits
- Attendance meetings with parent / carers and student
- Work with at risk students
- Work in partnership with parents by developing tailored attendance support plans

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

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

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

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

11.2 Analysing Attendance

The schools will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- 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
- Identify attendance patterns across the trust to identify common issues and barriers and share effective practice between schools

11.3 Using Data to Improve Attendance

The schools 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 (see section 11.4 below)
- Provide regular attendance reports in order to facilitate discussions with pupils and families, and to the board of trustees and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

11.4 Reducing Persistent and Severe Absence

Students are expected to attend school every day for the entire duration of the academic year, unless there is an exceptional reason for the absence.

There are two main categories of absences:

- **authorised absence:** is when the school has accepted the explanation offered as satisfactory justification for the absence or given approval in advance for such an absence. If no explanation is received, absences cannot be authorised.
- **unauthorised absence:** is when the school has not received a reason for absence or has not approved a child's leave absence from school after a parent's request. This includes:
 - parents giving their children permission to be off school unnecessarily, such as for shopping, birthdays, to look after siblings
 - truancy before or during the school day
 - absences which have not been explained.

A school can, if needed, change an authorised absence to an unauthorised absence and vice versa if new information is presented. Any changes will be communicated to parents/carers. An example of this would be where a parent states a child is unwell but on return to school there is evidence they have been on holiday. Parents will be notified in writing.

If the authenticity of an illness is in doubt, the school may ask the student'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, the absence will be recorded as unauthorised, and parents/carers will be notified of this in writing.

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 trusts strategy for improving attendance.

The schools will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education

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

12. Monitoring Arrangements

This policy will be reviewed as guidance from the local authority and DfE is updated, and as a minimum every three years by the designated senior leaders responsible for attendance.

11. Links with other Policies

This policy links to the following policies:

Child protection and safeguarding policy

Behaviour policy

Supporting pupils with medical conditions

Student Mental health and Wellbeing

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
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
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
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination

X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	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
Y1	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
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	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
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention

		- Remanded to youth detention, awaiting trial or sentencing, or - Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	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
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: Attendance Safe and Well Check Protocol

Purpose. This appendix sets out the school's operational expectations for attendance-related safe and well checks. Safe and well checks form part of Kingstone High School's graduated response to absence and are used to support attendance, establish that a student is safe and well, understand barriers to attendance and identify when further safeguarding, pastoral or multi-agency action is required.

Policy links. This protocol should be read alongside sections 5.5 (Following up unexplained absence), 6 (Reporting Absence), 8.1 (Attendance Monitoring) and 8.4 (Reducing persistent and severe absence) of the Attendance Policy, together with the school's Child Protection and Safeguarding Policy.

1. When safe and well checks may be used

- On the first day of unexplained absence where contact cannot be established and a visit is judged appropriate.
- Where absence is repeated, prolonged or forms part of a concerning pattern.
- Where the student has not been seen and the school needs to establish that they are safe and well.
- Where there is an identified safeguarding concern or the student's vulnerability increases the need for direct contact.
- Where attendance is deteriorating and a face-to-face conversation may help identify barriers and secure a return to school.
- As part of the school's graduated response for persistent or severe absence.
- Where a student is subject to a Child in Need, Child Protection or care plan and the relevant safeguarding arrangements require additional checks or liaison.

Day 3-5 escalation. Where a student has not been seen and contact has not been established with a parent/carers, the school will make all reasonable enquiries to establish contact. Depending on the individual situation, vulnerability, known safeguarding information and the pattern of absence, a safe and well check will normally be considered between day 3 and day 5, or earlier where concerns indicate this is necessary.

Day 10 escalation. Where a student has been absent without explanation for 10 consecutive school days and contact has not been established, the school will notify the local authority in line with the Attendance Policy and statutory duties.

2. Planning and staffing

- Safe and well checks are coordinated through the attendance/pastoral team and, where appropriate, the Designated Safeguarding Lead (DSL).
- Safe and well checks are planned through the school's safe and well check rota and prioritised according to safeguarding risk, duration/pattern of absence and vulnerability.
- Wherever practicable, two members of staff will attend.
- Before leaving school, staff should check the student's current attendance information, known safeguarding information, contact details and any relevant risk information.
- Staff should ensure the school knows which addresses are being visited and the expected return time.

- Staff must use professional judgement and must not enter a property where they feel unsafe. Any immediate concern should be escalated to the DSL/senior leader and, where necessary, emergency services.

3. Conducting the safe and well check

Staff should use a clear and consistent introduction: "Good morning/afternoon. We are from Kingstone High School. We are visiting because [student name] is absent from school and we wanted to check that they are safe and well, understand the reason for the absence and see whether there is any support we can offer to help them return to school."

- Show school identification if requested and remain professional, calm and non-confrontational.
- Confirm who is present and, where appropriate, ask to see and speak briefly with the student.
- Establish the reason for absence and whether the reason already given to school remains accurate.
- Clarify the expected date/time of return and reinforce the school's expectation of regular attendance.
- Identify any immediate barriers to attendance and whether practical, pastoral, SEND, medical or safeguarding support is required.
- Where appropriate, agree a clear next step with the family, including return arrangements and who will make follow-up contact.
- Do not make promises about authorising absence. Attendance coding and authorisation decisions remain subject to the Attendance Policy and available evidence.

4. If nobody answers

- Make a reasonable attempt to establish whether anyone is at home without entering the property or behaving intrusively.
- Leave the school's attendance/safeguarding calling slip requesting that the parent/carer contacts school as soon as possible.
- Record that no contact was made and whether the student was seen.
- Report back to the attendance/pastoral team promptly so that further calls, another safe and well check or safeguarding escalation can be considered.

5. Safeguarding and escalation

- Any concern about the student's safety, welfare, home circumstances or the explanation for absence must be reported immediately in accordance with the school's safeguarding procedures.
- If staff are unable to establish that a vulnerable student is safe and well, the matter must be discussed with the DSL without delay.
- Where appropriate, the school may contact social care, the police, the local authority or other relevant professionals.
- For students with an allocated social worker, relevant unexplained absence should be shared with the social worker in line with the student's plan and the Attendance Policy.

- Safe and well checks do not replace emergency safeguarding action. Where there is an immediate risk of significant harm, staff should contact emergency services and inform the DSL.

6. Recording expectations

Every safe and well check must be recorded on the appropriate school system/attendance record as soon as practicable. The record should be factual, concise and sufficient to show what action was taken and what happened next.

Record	Minimum expectation
Date and time	Date and approximate time of the safe and well check.
Staff attending	Names/initials of staff who completed the safe and well check.
Contact outcome	Who answered, whether contact was made and whether the student was seen.
Reason for absence	The explanation given and any relevant change from information already held.
Safe and well	Whether the student was seen/known to be safe and well and any concerns arising.
Barriers/support	Any attendance barriers identified and support discussed or offered.
Agreed next step	Expected return, follow-up call/meeting, referral, further safe and well check or other action.
Safeguarding action	Any concern raised and confirmation that it was reported through the safeguarding system/procedure.

7. Follow-up after the safe and well check

- Update the attendance record/coding when the reason for absence has been established.
- Share relevant information with the Form Tutor, Head of Year/Pastoral Lead, Attendance Officer, DSL or SEND team where necessary.
- Ensure any agreed support or return-to-school arrangement is followed through.
- Where absence continues, consider the next stage of the school's graduated attendance response, including meetings, attendance plans, external agency support or local authority involvement.
- On return to school, the student should receive a supportive attendance conversation so that barriers can be identified, expectations reinforced and successful re-engagement supported.

8. Oversight and quality assurance

- The Attendance Officer and attendance lead will monitor safe and well check activity as part of daily/weekly attendance oversight.
- Safe and well check records may be reviewed through attendance accountability meetings to ensure actions are timely, proportionate and followed through.
- Patterns identified through visits should inform individual attendance plans, safeguarding action and wider school attendance strategy.
- The protocol will be reviewed alongside the Attendance Policy and updated where statutory guidance or local authority expectations change.

Operational documents linked to this appendix: Safe and Well Check Script; Calling Slip; Safe and Well Check Rota; Attendance/Visit Recording Log.