

# Harcourt Primary School Attendance policy



|                     |                |                                    |
|---------------------|----------------|------------------------------------|
| Approved by:        | Governing Body | Date: 2 <sup>nd</sup> October 2024 |
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## Contents

|   |    |
|---|----|
| 1. Aims .....   | 2  |
| 2. Legislation and guidance .....                               | 2  |
| 3. Roles and responsibilities .....                             | 3  |
| 4. Recording attendance .....                                   | 5  |
| 5. Authorised and unauthorised absence .....                    | 7  |
| 6. Strategies for promoting attendance .....                    | 9  |
| 7. Supporting pupils who are absent or returning to school..... | 10 |
| 8. Attendance monitoring .....                                  | 10 |
| 9. Monitoring arrangements .....                                | 12 |
| 10. Links with other policies .....                             | 12 |
| Appendix 1: attendance codes .....                              | 13 |

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### 1. Aims

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

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

We will also promote and support punctuality in attending lessons.

### 2. Legislation and guidance

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

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

It also refers to:

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

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board is responsible for:

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

### 3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the school secretary 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

### **3.3 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

The designated senior leader responsible for attendance is Anthony Silk and can be contacted via [headteacher@harcourt.kent.sch.uk](mailto:headteacher@harcourt.kent.sch.uk)

### **3.4 The attendance officer**

The school attendance officer is responsible for:

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

The attendance officer is Mrs Haynes and can be contacted via the school office.

### **3.5 Class Teachers**

Class Teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office twice daily.

### 3.6 Office Staff

School Office Staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to members of the Senior Leadership Team where appropriate, in order to provide them with more detailed support on attendance

### 3.7 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)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9.15am 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
- 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 members of the Senior Leadership Team via the school office.

### 3.8 Pupils

Pupils are expected to:

- Attend school every day, on time

## 4. Recording attendance

### 4.1 Attendance register

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

We will take our attendance register at the start of the first session of each school day and once during the second session. 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.

The school day starts at 8.50 am and the pupils must arrive in school by 8.50am on each school day.

The register for the first session will be taken at 8.50am and will be kept open until 9.00am. The register for the second session will be taken at 1.10pm and will be kept open until 1.20pm.

## 4.2 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 9am or as soon as practically possible, by calling the school office staff, who can be contacted via 01303 275294

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 3 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. This may result in a request for a Penalty Notice being issued.

## 4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment by contacting the school office.

However, we encourage parents 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 must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

## 4.4 Lateness and punctuality

A pupil who arrives late:

- 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

## 4.5 Following up unexplained absence

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

- Call the pupil's parent 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 undertake a home visit to the pupil's home and/or contact additional services such as Children's Services or Kent Police.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(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 an education welfare officer
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with the school will discuss with other relevant services if a Penalty Notice (fine) school be issued.

## 4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels three times each year or when a concern is identified

# 5. Authorised and unauthorised absence

## 5.1 Approval for term-time absence

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

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

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

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

We define 'exceptional circumstances' as any absence or activity that could not be reasonably undertaken outside of term time.

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 three weeks before the absence. The headteacher may require evidence to support any request for leave of absence.

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

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

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

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

## 5.2 Sanctions

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

### Penalty notices

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

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

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

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

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, 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.

### Notices to improve

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

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

They will include:

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

## 6. Strategies for promoting attendance

At Harcourt Primary we support strong attendance in a number of ways. This includes:

- Celebrating weekly attendance figures in assemblies
- Sharing attendance figures regularly in newsletters
- Senior Leaders actively engage with families that are identified as having challenging school attendance with early intervention and support offered

- Senior Leaders will regularly analysis school data to ensure any patterns are identified
- Regular discussions held with classroom staff to ensure they are aware of any concerning attendance patterns.

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

### 7.1 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

### 7.2 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 school will inform the local authority.

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

## 8. Attendance monitoring

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 school staff 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.

### 8.1 Monitoring attendance

Harcourt Primary will:

- Monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.
- Identify whether or not there are particular groups of children whose absence may be a cause for concern
- Specific pupil information will be shared with the DfE on request.

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.

## 8.2 Analysing attendance

Harcourt Primary 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

## 8.3 Using data to improve attendance

Harcourt Primary 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 8.4 below)
- Provide regular attendance reports to Class Teachers to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

## 8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant

- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)
  - 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 reviewed as guidance from the local authority and/or DfE is updated, and as a minimum yearly by a member of the Senior Leadership Team. At every review, the policy will be approved by the full governing board.

## **10. Links with other policies**

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

## Appendix 1: attendance codes

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

| Code   | Definition  | Scenario   |
|--|---|--|
| /  | Present (am)  | Pupil is present at morning registration   |
| \  | Present (pm)  | Pupil is present at afternoon registration   |
| L  | Late arrival  | Pupil arrives late before register has closed  |
| <b>Attending a place other than the school</b> |   |  |
| 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   |
| <b>Absent – leave of absence</b>               |   |  |
| 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  |

|  |   |  |
|--|---|--|
| <b>X</b>   | Not required to be in school                | Pupil of non-compulsory school age is not required to attend   |
| <b>C2</b>  | Part-time timetable                         | Pupil is not in school due to having a part-time timetable   |
| <b>C</b>   | Exceptional circumstances                   | Pupil has been granted a leave of absence due to exceptional circumstances   |
| <b>Absent – other authorised reasons</b>                             |   |  |
| <b>T</b>   | Parent travelling for occupational purposes | Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes                              |
| <b>R</b>   | Religious observance                        | Pupil is taking part in a day of religious observance  |
| <b>I</b>   | Illness (not medical or dental appointment) | Pupil is unable to attend due to illness (either related to physical or mental health)   |
| <b>E</b>   | Suspended or excluded                       | Pupil has been suspended or excluded from school and no alternative provision has been made  |
| <b>Absent – unable to attend school because of unavoidable cause</b> |   |  |
| <b>Q</b>   | Lack of access arrangements                 | Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school         |
| <b>Y1</b>  | Transport not available                     | Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available |
| <b>Y2</b>  | Widespread disruption to travel             | Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency                |
| <b>Y3</b>  | Part of school premises closed              | Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open                    |
| <b>Y4</b>  | Whole school site unexpectedly closed       | Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)  |
| <b>Y5</b>  | Criminal justice detention                  | Pupil is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> </ul>                             |

|                                      |   |   |
|--------------------------------------|---|---|
|                                      |   | <ul style="list-style-type: none"> <li>Remanded to youth detention, awaiting trial or sentencing, or</li> <li>Detained under a sentence of detention</li> </ul> |
| <b>Y6</b>                            | Public health guidance or law               | Pupil's travel to or attendance at the school would be prohibited under public health guidance or law   |
| <b>Y7</b>                            | Any other unavoidable cause                 | To be used where an unavoidable cause is not covered by the other codes   |
| <b>Absent – unauthorised absence</b> |   |   |
| <b>G</b>                             | Holiday not granted by the school           | Pupil is absent for the purpose of a holiday, not approved by the school  |
| <b>N</b>                             | Reason for absence not yet established      | Reason for absence has not been established before the register closes  |
| <b>O</b>                             | Absent in other or unknown circumstances    | No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence |
| <b>U</b>                             | Arrived in school after registration closed | Pupil has arrived late, after the register has closed but before the end of session   |
| <b>Administrative codes</b>          |   |   |
| <b>Z</b>                             | Prospective pupil not on admission register | Pupil has not joined school yet but has been registered   |
| <b>#</b>                             | Planned whole-school closure                | Whole-school closures that are known and planned in advance, including school holidays  |

## Appendix 2 – process for improving and supporting attendance

| Date   | Support              | Staff Member  | Description  |
|--|----------------------|---|--|
| Term 1<br><br><b>All terms</b><br><i>Daily monitoring of pupils with less than 95% attendance</i><br><br><i>Fortnightly monitoring of data and termly analysis of all data</i> | On-going observation | Class Teacher<br><br><i>Headteacher</i><br><br><i>Headteacher</i> | Class teachers will keep an eye on attendance/punctuality and have quick catch-ups with parents and their children where there is an immediate concern.            |
| November   | Parent consultations | Class Teacher   | Class teachers will share the attendance figure for the year so far with parents and discuss any concerns.   |
| December   | Data analysis        | <i>Headteacher</i>  | SLT will analyse data and share the names and details of those pupils with attendance concerns with class teachers, highlighting those accessing PP.*              |
| January  | Individual Meetings  | Class Teacher supported by SLT where appropriate                  | Class teachers will arrange to meet with parents of those pupils identified as a concern to discuss the issues. (See agenda, script and strategies sections below) |
| March  | Data analysis        | <i>Headteacher</i>  | SLT will repeat the analysis process above, highlighting improvements/new pupils of concern.   |
| March  | Parent consultations | Class teacher   | Low level concerns will be discussed at these meetings. Higher level concerns will be discussed at separate meetings after Easter.                                 |
| April  | Individual Meetings  | Class Teacher supported by SLT where appropriate                  | Class teachers will arrange to meet with parents of those pupils identified as a concern to discuss the issues. (See agenda, script and strategies sections below) |
| End of Term 5  | Data analysis        | <i>Headteacher</i>  | SLT to analyse data and ascertain impact of support and actions. To be shared with class teachers.   |
| Term 6   | Transition meetings  | Class teachers and Teaching Assistants                            | Attendance / punctuality concerns to be shared as  |

|  |  |  |                                 |
|--|--|--|---------------------------------|
|  |  |  | part of transition discussions. |
|--|--|--|---------------------------------|

**Appendix 2 – Letter 1, bringing attention to attendance concern**

Address

Date

Dear

**Re: Name and class**

We would like to draw your attention to name's attendance and would like to work with you to improve this. I have attached a summary of his/her attendance data for your information.

At Harcourt, we really want every child to be in school every day but do understand that illness can affect attendance. When a child is absent it really impacts their learning, they miss out on teaching while they are away and are less prepared for future lessons when they return.

We would like to advise you that if a child's attendance remains poor, we may request supporting evidence for absences and appointments, as per our attendance policy.

We want to work with all families to support their child's attendance and encourage you to contact us, if we can assist further.

Yours sincerely

Anthony Silk  
Headteacher  
Harcourt Primary

**Appendix 3 – Letter 2, requesting meeting re attendance concern**

Address

Date

Dear

**Child's name and class**

I am writing to update you with regards to **child's name** attendance, which is currently ??%.

We understand that some illness is unavoidable, however, we encourage our students to maintain a minimum of 96% attendance

I would therefore like to invite you to meet with me in order that we can discuss strategies to further support **child's name** to attend school regularly.

Please contact me on [office@harcourt.kent.sch.uk](mailto:office@harcourt.kent.sch.uk) to arrange a convenient time.

Yours sincerely

Anthony Silk

Headteacher

Harcourt Primary School

## Appendix 4 – Letter re unauthorised absence

Address

Date

Dear

### Request for leave of absence during Term

#### Time Child's name and class

I have received your **email/written request** to take **child's name** out of school for a **xxx** on **xxx** , a total of **xxx** school sessions each.

From September 2013 the Department for Education has amended the Education (Pupil Registration) (England) Regulations 2006 removing the Head Teacher's ability to authorise leave of absence for a family holiday. Requests for leave of absence in term-time will **not** be authorised as the Regulations only allow absence to be authorised absence (leave) in "exceptional circumstance. Departement for Education guidance starts that, *'Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.'*

We expect pupils to attend school every day when the school is open and where there 10 unauthorised sessions for any reason (equivalent to 5 school days) within a rolling 10 school week period for when a penalty notice must be considered.

The School's Attendance Policy confirms that:

- agreement to each request is at my discretion, acting on behalf of the Governing Body
- each case will be judged on its merits
- my decision is final
- leave cannot be authorised retrospectively
- 

I have considered the requestm but I am writing to confirm that the leave will not be authorised. If you decide to take **child's name** out of school the Attendance Service may issue a Penalty Notice.

For your information Penalty Notices are issued to **each parent/carer of each child** and the amount of the penalty will be £160 to be paid within 28 days, reduced to £80 if paid within 21 days. Failure to pay the penalty in full at the end of the 28 days period may result in prosecution by the Attendance Service.

Yours sincerely

Anthony Silk

Headteacher

## Appendix 5 – Letter re lateness notification

Address

Date

Dear

**Child's name and class**

At Harcourt, we have high expectations of attendance and punctuality from all pupils. We strive for every child to be in school each day and on time. Regular attendance is essential to ensure children reach their potential both academically and socially.

Following a review of the year group's punctuality, we are writing to parents of those children whose punctuality is below expectations.

**Child's first name** has been late on a number of occasions, and as a result missed **x minutes** of school, and valuable learning time, this academic year. Persistent lateness can be distressing for the child, is disruptive to the class, and can affect learning as much as absence.

We are keen to work with you and to understand if there are any barriers to arriving on time or reasons for lateness, so we can together support your child, to ensure they reach their potential. If you would like to discuss the situation further, please do let me know and we can arrange to meet or have a phone conversation.

The school gates open at 08:30.. The official start of school is 08:50. Pupils must arrive in school by 8.50..

We are also obliged to inform you that we may request the support of our Attendance Officer at the Local Authority to identify and support with persistent lateness.

If you have any questions, or there is anything you wish to discuss, please do not hesitate to contact the school.

Yours sincerely

Anthony Silk

Headteacher

Harcourt Primary School

## Appendix 6 – letter re meeting request to support lateness

Address

Date

### Child's name and class

Dear

At Harcourt Primary School, we have high expectations of attendance and punctuality from all pupils. We strive for every child to be in school each day and on time. Regular attendance is essential to ensure children reach their potential both academically and socially.

Following a review of the year group's punctuality, we are writing to parents of those children whose punctuality is below expectations.

**Child's first name** has been late on a number of occasions, and as a result missed **x minutes** of school, and valuable learning time, this academic year. Persistent lateness can be distressing for the child, is disruptive to the class, and can affect learning as much as absence.

We are keen to work with you and to understand if there are any barriers to arriving on time or reasons for lateness, so we can together support your child, to ensure they reach their potential. We would like to arrange a meeting with you in school. **Please can you reply with your availability.**

The school gates open at 08:30.. The official start of school is 08:50. Pupils must arrive in school by 8.50am.

We are also obliged to inform you that we may request the support of our Attendance Officer at the Local Authority to identify and support with persistent lateness.

If you have any questions, or there is anything you wish to discuss, please do not hesitate to contact the school.

Yours sincerely

Anthony Silk

Headteacher

Harcourt Primary School

## Appendix 7 – Attendance support plan

| <b>Attendance Support Plan (Initial meeting)</b> |   |  |                |
|--|---|--|----------------|
| <b>Date of meeting:</b>                          | <b>Time of meeting:</b>                       | <b>Face to face or virtual:</b>                  |                |
| <b>Chair of meeting:</b>                         | <b>Role of Chair:</b>                         | <b>Lead professional for parenting contract:</b> |                |
|  |   |  |                |
| <b>Pupil name:</b>                               | <b>Pupil DoB:</b>                             | <b>Year Group:</b>                               | <b>School:</b> |
| <b>Pupil address:</b>                            |   |  |                |
| <b>Pupil's attendance % (Sep to present):</b>    | <b>Authorised absence % (Sep to present):</b> | <b>Unauthorised absence % (Sep to present):</b>  |                |
|  |   |  |                |

|  |  |
|--|--|
| <b>Parent / carer (1) full name:</b>                         | <b>Parent / carer (2) full name:</b>                         |
| <b>Parent / carer (1) address (if different from pupil):</b> | <b>Parent / carer (2) address (if different from pupil):</b> |
| <b>Parent / carer (1) Date of birth:</b>                     | <b>Parent / carer (2) Date of birth:</b>                     |

**MEETING PARTICIPANTS**

| <b>Full name</b> | <b>Role (School, Parent etc)</b> | <b>Present (Y / N)</b> | <b>Contact number and email address</b> |
|------------------|----------------------------------|------------------------|---|
|                  |                                  |                        |   |
|                  |                                  |                        |   |
|                  |                                  |                        |   |
|                  |                                  |                        |   |
|                  |                                  |                        |   |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

**BARRIERS TO ATTENDANCE: What are the reasons for the pupil's absences?**

|  |
|--|
|  |
|--|

| <b>REQUIREMENTS FOR PARENT(S): What do/does parent(s) need to do to help unblock the barriers to the pupil's attendance?</b> |                           |   |   |
|--|---------------------------|---|---|
| <b>Action point</b>  | <b>Action to be taken</b> | <b>Who may be able to help with this?</b> | <b>When will this need to be done by?</b> |
| <b>1</b>   |                           |   |   |
| <b>2</b>   |                           |   |   |
| <b>3</b>   |                           |   |   |
| <b>4</b>   |                           |   |   |
| <b>5</b>   |                           |   |   |

**VOICE OF THE PUPIL: What does the pupil feel they can do to help?** *(If the pupil attended the meeting and they are age and ability appropriate to be able to participate).*

**SUPPORT FROM SCHOOL**

| Action point | Support to be provided and for whom is it? | Which action in the requirements for parent(s) section does this relate to? | When will this be put in place or completed? |
|--------------|--|---|--|
|--------------|--|---|--|

|  |  |  |   |
|--|--|--|---|
| 1  |  |  |   |
| 2  |  |  |   |
| 3  |  |  |   |
| 4  |  |  |   |
| 5  |  |  |   |
| <b>SUPPORT FROM SERVICES OUTSIDE OF SCHOOL (I.e., multi-agency teams such as Early Help)</b> |  |  |   |
| <b>Action point</b>  | <b>Support to be provided and for whom is it</b> | <b>Which action in the requirements for parent(s) section does this relate to?</b> | <b>When will this be put in place or completed?</b> |
| 1  |  |  |   |
| 2  |  |  |   |

|   |  |  |  |
|---|--|--|--|
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |

**ANY OTHER COMMENTS FROM PARTICIPANTS PRESENT:**

**Parental consent to information sharing:** I/we understand that information about me/us has been and will continue to be collected by schools and local authority services (where relevant) to assess and provide appropriate support. I understand the school and/or local authority may also use this information for monitoring and safeguarding purposes and information could be shared with external agencies and service providers, without parental consent.

A copy of this parenting contract will be circulated to all participants present as well as any relevant professionals unable to attend the meeting. As stated in part (7), section 19 of the [Anti-social Behaviour Act 2003 a parenting contract](#) must be signed by parent(s) and signed on behalf of the governing body, therefore this contract may be viewed by the chair of governors.

Additional information for schools parents and local authorities about parenting contracts can be found in Department for Education guidance, including [Working together to improve school attendance](#) and [School attendance parental responsibility measures](#).

|  |                                       |                                       |
|--|---------------------------------------|---------------------------------------|
| <p><b>PARENT DECLARATION</b></p>   | <p><b>PARENT (1)</b></p>              | <p><b>PARENT (2)</b></p>              |
| <p>By signing this contract, I agree to comply with the requirements for parent(s) specified within it for the duration the contract runs.</p> <p>I am aware that refusal to commit to meeting the expectations set out in this contract may result in its</p> | <p><b>SIGNATURE:</b></p> <p>.....</p> | <p><b>SIGNATURE:</b></p> <p>.....</p> |

|  |                               |                               |
|--|-------------------------------|-------------------------------|
| termination and other routes being pursued by the school, including a referral to the local authority which could subsequently lead to prosecution in accordance with the Education Act 1996 444(1), 444(1A); or 444(ZA) in the case of an alternative curriculum provision. | <b>PRINT NAME:</b>            | <b>PRINT NAME:</b>            |
|  | <b>RELATIONSHIP TO PUPIL:</b> | <b>RELATIONSHIP TO PUPIL:</b> |
|  | <b>DATE:</b>                  | <b>DATE:</b>                  |

**SCHOOL DECLARATION**

By signing this contract, I agree to provide support to the parent(s) to help achieve the requirements as outlined above and that a signature by a member of school staff is made on behalf of the governing body as set out in section 19 of the [Anti-social Behaviour Act 2003 part \(7\)](#).

| <b>NAME</b> | <b>JOB TITLE</b> | <b>SIGNATURE</b> | <b>DATE</b> |
|-------------|------------------|------------------|-------------|
|             |                  |                  |             |
|             |                  |                  |             |

| <b>Date of next meeting:</b> | <b>Time of next meeting:</b> | <b>Location of next meeting:</b> |
|------------------------------|------------------------------|----------------------------------|
|                              |                              |                                  |

## PARENTING CONTRACT (Review meeting)

|                       |                          |  |
|-----------------------|--------------------------|--|
| <b>Review number:</b> | <b>Date of meeting:</b>  | <b>Time of meeting:</b>                          |
| <b>Location:</b>      | <b>Chair of meeting:</b> | <b>Lead professional for parenting contract:</b> |

### MEETING PARTICIPANTS

| Full name                                     | Role (School, Parent etc)                     | Present (Y / N)                                 | Contact number and email address |
|---|---|---|----------------------------------|
|   |   |   |                                  |
|   |   |   |                                  |
|   |   |   |                                  |
|   |   |   |                                  |
|   |   |   |                                  |
|   |   |   |                                  |
| <b>Pupil's attendance % (Sep to present):</b> | <b>Authorised absence % (Sep to present):</b> | <b>Unauthorised absence % (Sep to present):</b> |                                  |

|  |  |  |
|--|--|--|
| <b>Attendance % change since previous meeting:</b> | <b>Authorised absence % change since previous meeting:</b> | <b>Unauthorised absence % change since previous meeting:</b> |
|--|--|--|

|  |  |  |  |  |
|--|--|--|--|--|
| <b>REVIEW OF PREVIOUS REQUIREMENTS</b> |  |  |  |  |
|--|--|--|--|--|

| <b>No</b> | <b>What was the requirement?</b> | <b>Who was helping to achieve the requirement?</b> | <b>Was the requirement achieved?</b> | <b>What is needed next?<br/>(If requirement not achieved)</b> |
|-----------|----------------------------------|--|--------------------------------------|---|
| 1         |                                  |  |                                      |   |
| 2         |                                  |  |                                      |   |
| 3         |                                  |  |                                      |   |
| 4         |                                  |  |                                      |   |
| 5         |                                  |  |                                      |   |

|   |  |  |  |  |
|---|--|--|--|--|
| 6 |  |  |  |  |
| 7 |  |  |  |  |

**ADDITIONAL COMMENTS FROM PARTICIPANTS:****DECLARATION**

For parents, a signature is acknowledgement that failure to comply with the requirements set out without justifiable reasons may result in the contract being terminated and other routes being pursued, including prosecution by the local authority in accordance with the Education Act 1996 444(1), 444(1A); or 444(ZA) in the case of an alternative curriculum provision.

For schools, a signature by a member of staff is made on behalf of the governing board as detailed in part (7), section 19 of the [Anti-social Behaviour Act 2003](#)

| FULL NAME | ROLE | SIGNATURE | DATE |
|-----------|------|-----------|------|
|-----------|------|-----------|------|

|                              |                              |                                  |  |
|------------------------------|------------------------------|----------------------------------|--|
|                              |                              |                                  |  |
|                              |                              |                                  |  |
|                              |                              |                                  |  |
|                              |                              |                                  |  |
|                              |                              |                                  |  |
|                              |                              |                                  |  |
| <b>Date of next meeting:</b> | <b>Time of next meeting:</b> | <b>Location of next meeting:</b> |  |
|                              |                              |                                  |  |

## Appendix 8 – First day absence flow chart

### Responsibilities:

Anthony Silk  
Tracey Haynes  
Rachel Green

### Morning Absence Process

### Important

**Children with social services support – Contact AS/RG if any of the children on the list are not in first thing.**

**Did you hear an overseas ring tone – is the family taking a holiday they haven't told us about?**

Listen to absence messages on the phone and check emails for absences, mark on Bromcom

Get registers in promptly (completed by class teachers by 9am)

Late marks added to the register (manually from the signing in system) and lunches added on Bromcom

Bring together registers, lates, absence calls – produce the list of children absent with no explanation (from Bromcom) Share with AS/RG

Check classroom for any missing pupils as they might have come in late not via the office, or not marked on the register.

Start first day calling for children absent without explanation, **call everyone on the contact list until we get an answer.** Leave messages if there is a voicemail option and send text messages. Call contact list twice if we do not receive a response first time round. Follow up with email to parent if no response.

If no reply to calls contact AS/RG immediately with all unexplained absences. Consider whether any children have additional agency support, social worker for example. Contact them if necessary. Think about if we have any school intelligence, does anybody know the family?

If still not heard by 12pm, AS/RG to consider conducting a home visit. If no answer, refer immediately to Social Services and if deemed necessary contact Police and request a welfare call. (If they can be seen inside the house avoiding the knock, don't refer – unless it is believed the children are at risk of significant harm.)

Update Bromcom, under Edit marks, class, pupil and add comment and code with the information you have received either via phone, email, or home visit, with the reason for absence.

