

# St Katherine's School & Nursery



## Attendance Policy

*Creating our Future by Learning Together*

**Date of Policy: July 2025**

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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) updated statutory guidance, August 2024; *Working Together to Improve School Attendance*, through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all children.
- Promoting good attendance and the benefits of good attendance for all.
- Reducing absence, including persistent and severe absence.
- Ensuring every child 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 children have the support in place to attend school.

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

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 Local Governing Body (LGB) is responsible for:

- Setting high expectations of all school leaders, staff, children 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 children, where appropriate.
- Recognising and promoting the importance of school attendance across the school's policies and ethos.
- Making sure the school's attendance processes are delivered effectively, and that consistent support is provided for children who need it most by prioritising staff and resources.
- Making sure the school has high aspirations for all children, but adapts processes and support to children's individual needs.
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual children 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 children's 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 children, where appropriate.
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including interpreting and analysing attendance data.

- Academy trust local governing boards only: Sharing effective practice on attendance management and improvement across schools
- Holding the headteacher to account for the implementation of this policy.
- Laura Payne is our allocated governor for attendance.
- The headteacher provides all members of the governing body a termly attendance report, which is analysed and discussed during full governing body meetings.

### **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 children.
- Monitoring the impact of any implemented attendance strategies.
- Issuing fixed-penalty notices, where necessary, and/or authorising Mrs Croucher (Family Liaison Officer) to be able to do so.
- Working with the parents of children with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for children with SEND, including where children with SEND face in-school barriers.
- Communicating with the local authority when a child with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the child's needs.
- Communicating the school's high expectations for attendance and punctuality regularly to children and parents through all available channels.

### **3.3 The Designated Senior Leader Responsible for Attendance**

Miss Aikenhead, the designated senior leader (also known as the 'senior attendance champion'), is responsible for:

- Leading, championing and improving attendance across the school.
- Setting a clear vision for improving and maintaining good attendance.
- Evaluating and monitoring expectations and processes.
- 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 children, 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 children and their parents/carers.
- Delivering targeted intervention and support to children and families.
- The designated senior leader responsible for attendance is Miss Aikenhead and can be contacted via the school office – 01634 240061 or [office@st-katherines.kent.sch.uk](mailto:office@st-katherines.kent.sch.uk).

### **3.4 The Attendance Officer**

Mrs Page, the school attendance officer, is responsible for:

- Monitoring and analysing attendance data.
- 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/ Mrs Croucher (authorised by the headteacher) when to issue fixed-penalty notices.
- The attendance officer is Mrs Croucher and she can be contacted via the school office – 01634 240061 or [office@st-katherines.kent.sch.uk](mailto:office@st-katherines.kent.sch.uk).

### **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.

### **3.6 School Office Staff**

School Office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system.
- Transfer calls from parents/carers to the Family Liaison Officer 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 (lives with and looks after them).

Parents are expected to:

- Make sure their child attends every day and on time.
- Call the school to report their child's absence before 9am on the day of the absence and each subsequent day of absence, 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.
- Keep to any attendance contracts that they make with the school and/or local authority.
- Seek support, where necessary, for maintaining good attendance, by contacting Mrs Croucher (Family Liaison Officer), who can be contacted via the school office – 01634 240061 or [office@st-katherines.kent.sch.uk](mailto:office@st-katherines.kent.sch.uk).

### **3.8 Children**

Children are expected to:

- Attend school every day and be on time.

## **4. Recording Attendance**

### **4.1 Attendance Register**

We will keep an electronic attendance register, and place all children 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. The register will be marked, using the appropriate national attendance and absence codes (see appendix 1 for absence codes) from the School Attendance Regulations 2024, whether every child 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.

We will also record:

- For children of compulsory school age whether the absence is authorised or not.
- The nature of the activity, where a child is attending an approved educational activity.
- The nature of circumstances, where a child is unable to attend due to exceptional circumstances.
- Every entry of attendance is kept on Arbor.

The school day starts at 8:45am and ends at 3:20pm

Children must arrive in school by 8.45am on each school day.

The register for the first session will be taken at 8:45am and will be kept open until 9am. The register for the second session will be taken at 1pm and will be kept open until 1.10pm.

#### **4.2 Unplanned Absence**

- The child'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 01634 240061 or [absence@st-katherines.kent.sch.uk](mailto:absence@st-katherines.kent.sch.uk)
- 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.

### **4.3 Planned Absence**

- Attending a medical or dental appointment will be counted as authorised as long as the child's parent notifies the school in advance of the appointment.
  - Parents should email their child's planned absence request at [absence@st-katherines.kent.sch.uk](mailto:absence@st-katherines.kent.sch.uk).
  - We encourage parents to provide proof of the appointments (hospital letter or notification), where possible. These can either be emailed or shown in person to a member of the school office.
  - All requests submitted are reviewed by the attendance team and parents will be notified of the outcome within three days.
- Please note that we encourage parents to make medical and dental appointments out of school hours, where possible. Where this is not possible, the child should be out of school for the minimum amount of time necessary.

### **4.4 Lateness and Punctuality**

A child who arrives late:

- Before the register has closed will be marked as 'late' (L), using the appropriate code.
- After the register has closed will be marked as 'late after register closes' (U), using the appropriate code.
- A child's lateness (L and U codes) is calculated in minutes, which are accrued throughout the year. This is carefully monitored and, where appropriate, are acted on by:
  - 1) Sending letters to parents to inform them of their child's persistent lateness and offering support to improve their child's punctuality.
  - 2) Inviting parents to a face-to-face meeting with the school's attendance officer, to discuss how the school can further support them to improve their child's punctuality.

### **4.5 Following up Unexplained Absence**

Where any child we expect to attend school does not attend, or stops attending, without reason, the school will on the morning of the first day of the unexplained absence, ascertain the reason following the steps below:

1. Call parent/carer (before 9.45am)
2. Text parent/carer (before 9.45am)
3. Email parent/carer (before 9.45am)
4. Call other emergency contacts on child's file (before 10:00am)

If the school cannot reach any of the child's contacts, the school will:

5. Undertake a home visit and if no answer will leave a calling card (appendix 2)

(If applicable inform Social Worker/ Early Help Worker that home visit is going to be made)

6. No contact made from the above – discuss with SLT to action next step – Front Door referral, Police Welfare Check, contact Social Worker/ Early Help Worker to inform.
7. During the home visit, steps 1,2,3,4, are continuously followed.

**The office will then:**

- 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 child was absent.
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary.

**The attendance officer will then:**

- Where appropriate, offer support to the child and/or their parents to improve attendance.
- Identify whether the child needs support from wider partners, as quickly as possible, and make the necessary referrals.
- If absence continues, the attendance officer will consider involving an education welfare officer.
- Where support is not successful, or parents do not engage with the school, the attendance officer will consider the appropriate next steps: a notice to improve, penalty notice or other legal intervention.

**4.6 Reporting to Parents**

The school will regularly inform parents about their child's attendance and absence levels via:

- Autumn and Spring term parent consultations.
- End of year reports.

Parents will be notified outside of this reporting timeframe if their child's attendance or punctuality becomes a cause for concern.

## 5. Authorised and Unauthorised Absence

### 5.1 Approval for Term-Time Absence

The headteacher will allow children 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 child during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

A leave of absence is granted at the headteacher's discretion, including the length of time the child is authorised to be absent for. We define 'exceptional circumstances' as a pupils non-attendance that is deemed unavoidable and beyond the control of the pupil and their family. These circumstances are generally considered significant enough to justify the absence, despite the usual emphasis on regular school attendance. Common examples of exceptional circumstances include, but are not limited to:

- 1) Serious illness or medical conditions: **Extended or serious illness that requires hospitalisation or ongoing medical treatment.**
- 2) Family Emergencies: **Critical family issues such as a death or serious illness of a close family member or a housing crisis.**
- 3) Religious observances: **Observing a recognised ceremony or pilgrimage.**
- 4) Special Family Events: **Attending a significant family event such a wedding (for an immediate family member e.g. parents), funerals or cultural ceremonies, which cannot be scheduled during school holidays.**
- 5) Enrichment: **Taking part in a regulated performance or approved sporting event or activity.**
- 6) Illness: **Including mental-health illness and medical/dental appointments.**
- 7) 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 child is attending educational provision.
- 8) If the child is currently suspended or excluded from school (and no alternative provision has been made)

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

- 9) Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school.
- 10) Attending another school at which the child is also registered (dual registration)
- 11) Attending provision arranged by the local authority.

12) If there is any other unavoidable cause for the child not to attend school, such as disruption to travel caused by an emergency.

Leave of absence will not be granted for a child 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, and in accordance with our absence request link <https://forms.office.com/e/G68rm1u678>

The headteacher may require evidence to support any request for leave of absence.

## **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 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 child.
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution.
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate.
- A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the child must not be present in a public place on that day).

- Each parent who is liable for the child's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.
- The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.
- If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.
- If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.
- A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

### **Notices to Improve**

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

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

They will include:

- Details of the child'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 4 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 St Katherine's School we promote attendance through a range of initiatives:

- All children that achieve 100% within any given week throughout the term, will be entered into a 'winning wheel draw' to attend a St Katherine's pool party.

- All children that achieve 97% – 100% during a term are entered into a 'winning wheel draw' to win a £50 family activity voucher at a local leisure centre.
- Each term, the class with the best attendance in KS1 and KS2 are awarded special prizes: KS1 receives 'Mark the Attendance Monkey', while KS2 are awarded with the Attendance Trophy along with a class-chosen reward, such as an extra playtime.
- Attendance contracts are used when it becomes apparent that a child's attendance has become persistent or severe. The contract is completed during a supportive meeting with the Parent/Carers and child which has a focus on supporting the child and parent with unblocking the barrier/barriers to attendance and strategies that can be implemented by both the school and parent/child.
- As a school we also promote attendance on our fortnightly newsletters. This includes attendance percentages for each class. The winner wheel children are also included in the newsletter.

## **7. Supporting children Who are Absent or Returning to School**

The school will:

- Build relationships with children and families to encourage regular school attendance.
- Nurture support if required for the transition back into school and as needed following their return.
- Use resources (school-based and external services) to support.
- Use targeted support for persistent/severe absences.
- Where more support is needed for transition back into school, we may consider reducing school hours.

## **8. Attendance Monitoring**

### **8.1 Monitoring Attendance**

- The school will monitor attendance and absence data (including punctuality) weekly, half termly, termly and yearly, across the school and at an individual child, year group and cohort level.
- Specific child information will be shared with the DfE on request.
- 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 benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

## **8.2 Analysing Attendance**

The school will:

- Analyse attendance and absence data regularly to identify children, groups or cohorts that need additional support with their attendance, and identify children whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence.
- Conduct a thorough analysis of weekly, 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**

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual children, groups or cohorts that it has identified via data analysis.
- Provide targeted support to the children it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families.
- Provide regular attendance reports to class teachers to facilitate discussions with children and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding leads and pupil premium lead).
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.
- Share information and work collaboratively with other schools in the area, including our Trust schools where a child's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific children, where appropriate.

## **8.4 Reducing Persistent and Severe Absence**

Persistent absence is where a child misses 10% or more of school, and severe absence is where a child 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 children 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 children. In doing so, the school will sensitively consider some of the reasons for absence.
- Implement sanctions, where necessary.

School processes for persistent absence:

- A child's absence is carefully monitored and, where appropriate, the following actions will be implemented:
  - 1) Parents are contacted via email after 5 days of unauthorised absences (10 sessions) to advise them of their child's drop in attendance, and to offer support to improve this.
  - 2) Once 10 days of unauthorised absence has been reached, parents are invited to a face-to-face meeting with the school's attendance officer. Please note that parents may be fined at this point. However, the school will always look to support parents to improve their child's attendance to prevent this from occurring.

## **9. Monitoring Arrangements**

This policy will be reviewed by the Trust as guidance from the local authority and/or DfE is updated, and following this by The Attendance Champion. 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	Full name	Description
The child is counted as present.		
/ or \	Present am or pm	Present in school during registration.
L	Late	Late arrival before the register has closed (after 8.55am)
U	Late	Late arrival after register has closed (after 9.10am)
The child is counted as present, at an Approved Educational Activity.		
B	Educated off Site	The student is at an off-site supervised educational activity approved by the school.
D	Dual Registration	For Pupils who are registered at more than one school. To be used when the pupil is in attendance at the secondary establishment
K	Education provision arranged by local authority	Educational provision arranged by the local authority for example home tutoring or college courses.
P	Sporting Activity (Approved)	Pupil is taking part in a sporting activity that has been approved by the school and supervised by someone authorised by the school.
V	Educational trip	A residential trip organised by the school or a supervised strictly educational trip arranged by an approved organisation.
The child is counted as absent, authorised.		
C	Authorised Absence	Used to authorise absence in exceptional circumstances
C1	Authorised Absence for performance and employment	Absence granted for the purpose of participating in a licenced performance such as pantomime and for work related absences where a licence is required from the local authority for the child to participate in work.
C2	Part time timetable	Authorised absence for pupils on an part time timetable, agreed where the reduced timetable is in the child's best interests.
E	Excluded	If a student is excluded but still on the admission register, they should be marked E, for up to the sixth consecutive day of any fixed period (referred to as 'suspensions' by the DfE from Autumn 2021) or permanent exclusion.

M	Medical/Dental Appointments	The student is absent due to a medical or dental appointment that could not be made outside of school hours. Evidence of the appointment is required.
R	Religious Observance	The student is absent for religious observance on a day designated by the religious body.
T	Traveller Absence	Used when Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) or New Travellers are known to be travelling for occupational purposes and have agreed this with the school.
I	Illness	This Illness code can be used for any form of illness and recovery from illness.
X	Non-compulsory school age absence	Sessions non-compulsory school-age children are not expected to attend. This code should only be used for early years students who have not yet passed the 1st January, 1st April or 1st September following their 5th birthday.
The child is counted as absent, unauthorised.		
G	Family Holiday (Not Agreed)	The school cannot grant approval for leave of absence for a holiday
N	No Reason	The reason for the absence has not been provided. If no reason for an absence is provided after a reasonable amount of time, it should be changed to O.
O	Unauthorised Absence	If the school is not satisfied with the reason given for absence, they should record it as unauthorised.
U	Late (After Register Closes)	Schools should keep registers open for a reasonable amount of time, after which the student should be marked with a U.
All other absences.		
Y1	Unable to attend due to transport not being available	The pupil is unable to attend because the school is not within walking distance of their home and the transport to and from the school that is normally provided for the pupil by the school or local authority is not available.
Y2	Unable to attend due to widespread disruption to travel	The pupil is unable to attend the school because of widespread disruption to travel caused by a local, national, or international emergency.
Y3	Unable to attend due to part of the	Part of the school premises is unavoidably out of use and the pupil is one of those that the school considers cannot practicably be accommodated in those part of the premises that remain in use.

	school premises being closed	
Y4	Unable to attend due to the whole school site being closed	Where a school was planned to be open for a session, but the school is closed unexpectedly (e.g. due to adverse weather
Y6	Unable to attend due to public health guidance or law	School should follow published guidance relating to the incidence or transmission of infection or disease.
Y7	Unable to attend because of any other unavoidable cause	An unavoidable cause, that is not covered by one of the other 'unable to attend' codes detailed above, is preventing the pupil from attending the school.
Z	Pupil Not on Roll	This code can be used when setting up registers in advance of pupils joining. Schools must take attendance for pupils from the first day the student should be attending the school.
#	School Closed to Pupils	This code should be used for whole or partial school closures that are known or planned in advance such as if the school is used as a polling station.

## Appendix 2: Calling Card



### **St Katherine's School & Nursery**

#### Calling Card

We have completed a home visit, as you have not made contact with the school about your child's absence.

Please note that if we haven't heard by 12pm we may make a referral to Social Care or the Police.

Please call on 01634 240061

## Appendix 3: Working Together to Improve Attendance



### **Working Together to Improve Attendance**

**St Katherine's School & Nursery will monitor and assess school attendance using this flowchart.**

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively in partnership with, not against families. All partners should work together to:

#### **Expect**

Aspire to high standards of attendance from all children and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

#### **Monitor**

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

#### **Listen and Understand**

When a pattern is spotted, discuss with child and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

#### **Facilitate Support**

Remove barriers in school and help children and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

#### **Formalise Support**

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.

#### **Enforce**

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.