Ken Catholic Schools' Partnership
'Academies in Christ'
Part of the Archdiocese of Southwark

Knowledge-rich, skills-led learning for all
Christ at our heart
Serving everyone in our community
Partnership of love, ambition, joy and peace

Attendance Policy

Date of last review:	Sept- 2025	Date of next review:	Sept-26
Author:	Policy and Projects Manager	Owner:	Executive Education Directors
Type of policy:	Trust-wide	Approval:	Education Standards Committee

Key Contacts:

The senior leader responsible for the school's strategic approach to attendance is:
Catherine Vedamuttu, Headteacher

For day to day attendance queries or concerns, parent / carers and pupils should contact:
the school office

For more detailed support on attendance, parents/ carers and pupils should contact:
Catherine Vedamuttu, Headteacher

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1. Statement of Intent

The Kent Catholic Schools' Partnership ("the Trust) is committed to the continuous raising of achievement of all our pupils. Regular attendance is critical if our pupils are to be successful and benefit from the opportunities presented to them. We expect pupils to attend regularly and punctually and we actively promote 100% attendance for all our pupils, including those in the sixth form.

One of our basic principles is to celebrate success. Good attendance is fundamental to a successful and fulfilling school experience. We use a variety of weekly, termly and annual awards to promote 100% attendance and good punctuality.

The Trust Board of Directors, Headteacher and staff in partnership with parents / carers have a duty to promote full attendance at the school. Staff at the school must monitor the attendance of each individual pupil from a safeguarding perspective and it is the legal duty of parents / carers to ensure their child attends school daily.

Our school will give a high priority to conveying to parents / carers and pupils the importance of regular and punctual attendance. We recognise that parents / carers have a vital role to play and there is a need to establish strong home-school links and communication systems that can be utilised whenever there is concern about attendance. If there are problems which affect a pupil's attendance we will investigate, identify and strive in partnership with parents / carers and pupils to resolve those problems as quickly and efficiently as possible. We will adopt a clearly focused approach aimed at returning the pupil to full attendance at all times.

We will apply this policy fairly and consistently, considering the individual needs of pupils and their families who have specific barriers to attendance, mindful of our obligations under the Equalities Act 2010 and the UN Convention on the Rights of the Child.

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 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

It also refers to:

- Keeping Children Safe in Education

- Mental health issues affecting a pupil's attendance: guidance for schools

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

3. Roles and Responsibilities

3.1 Trust Board

- Recognising and promoting the importance of school attendance across the Trust's policies and ethos
- Regularly review and challenge attendance data and ensure the Trust Executive help school leaders focus support on the pupils who need it
- Identifying and monitoring attendance patterns across the Trust's schools to identify common issues and barriers, and share effective practice between schools

3.2 Trust Executive

The Trust Executive is responsible for:

- Driving attendance improvement across the Trust
- Making sure school leaders fulfil expectations and statutory duties, including:
    - Making sure all schools record attendance accurately in the register, and share the required information with the DfE and local authorities
    - Making sure all schools work effectively with local partners to help remove barriers to attendance, and keep them informed regarding specific pupils, where appropriate
    - Making sure the school 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 schools have high aspirations for all pupils, and adapt processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most, through Area School Improvement Partner termly attendance review meetings
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole trust/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
- Holding Headteachers to account for the implementation of this policy
- Acting as a central contact point for schools with attendance queries
- Liaising with the DfE's regional teams for advice about wider support programmes

- Sharing effective practice on attendance management and improvement across the trust and providing regular opportunities for staff from different schools to come together, learn from each other and share resources

3.3 The Headteacher

The Headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to the governance committee and the Trust
- 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 administrators to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
- 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

- Sharing information from the school register with the local authority, including:
    - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
    - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
    - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness.

3.4 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Catherine Vedamuttu and can be contacted via 01795 423479 or admin@st-peters-sittingbourne.kcsp.org.uk.

3.5 The school attendance officer

The school attendance officer at each school is responsible for:

- Monitoring and analysing attendance data (see section 8)
- 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 (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Kim Gillespie and can be contacted via the school office 01795 423479 or email: admin@st-peters-sittingbourne.kcsp.org.uk.

3.6 Class teachers/form tutors

All class teachers/form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office via SIMS on the same day.

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 am 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 Mr Stephen Tierney, Inclusion Lead, who can be contacted via the school office 01795 423479 or email: admin@st-peters-sittingbourne.kcsp.org.uk.

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 9.00 am and ends at 3.25 pm.

Pupils must arrive in school by 9.00 am on each school day.

The register for the first session will be taken at 9.00 am and will be kept open until 9.10 am. The register for the second session will be taken at 1.00 pm and will be kept open until 1.05 pm.

4.2 Unplanned absence

Parents / carers are expected to notify the school of the reason for the absence on the first day of their child's absence by 9:00 am, or as soon as practically possible.

Parents should telephone the school office and leave a detailed message on the absence line:

- Name of child
- Year group
- Reason for absence, ie symptoms/medical appointment
- If medical appointment is attended please provide evidence of the appointment such as a screen shot of the text message or from the surgery/hospital

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 pupil's parent/carer notifies the school in advance of the appointment.

Parents should provide the appointment letter/message of medical appointment to the main office ahead of the appointment.

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

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 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

Attendance is reviewed weekly during pastoral meetings at which time punctuality of pupils is monitored and actions considered.

4.5 Following up on 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 conduct a home visit or contact police (where deemed appropriate)
- 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 the local authority
- 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 may issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate.

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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 at least three times a year as part of the school's parent consultation process.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

Only the school can authorise an absence. Parents / carers and the Local Authority do not have the power to authorise absences.

The Headteacher (or their delegate) will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The Headteacher (or their delegate) 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 Headteachers discretion, including the length of time the pupil is authorised to be absent for.

A 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. In order to ensure that the negative impact of leave of absence is minimised, applications for leave of absence will not be considered in the following periods or circumstances:

- During the first term of a new academic year
- In SATs week/s for all KS2 pupils and during SATs week/s for Year 2 pupils (dates will be published in advance)
- In Y10 and Y11
- Where attendance is below 96% for primaries / 95% for secondaries unless there are exceptional circumstances.

Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office/website The Headteacher (or their delegate) 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 (appendix 2 gives some examples)
- 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 Tackling unauthorised absence and the use of sanctions

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 child, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, are not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

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

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

- Teachers to warmly welcome children back into class after a period of absence.
- Teachers to ensure that pupils' have the support needed to settle back into learning after a period of absence.
- All staff to model good attendance and to have read and understood the Attendance Policy
- Classes are rewarded for good attendance at the end of each seasonal term.
- Parents are informed of class attendance rates in newsletters.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

- Family support meetings arranged with SLT to consider strategies to overcome barriers.
- Seek guidance from outside professional to support families.

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

The school works closely with all parents and carers. We send timely reminders about good attendance. We take a very proactive approach to attendance with a view that preventing poor attendance is better than sanctioning when attendance becomes a problem.

Parents of pupils whose attendance is a cause for concern are invited into to speak to the Headteacher and support is offered on how to help the family.

We may consider offering access to Breakfast Club and Afterschool Club. We use other agencies to help support with attendance via early help, school liaison officers.

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 are 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

All pupil absence will be followed up as soon as possible. The action taken, and the responses received, will always be recorded.

- 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. Attendance Monitoring

Every Trust school 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. The Trust Board will monitor attendance and absence data on a regular basis.

Specific pupil 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 (and Trust Executive at Trust level) 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 local governance committee and Trust Board.

8.1 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Identify attendance patterns across the trust to identify common issues and barriers and share effective practice between schools

8.2 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.3 below)
- Provide regular attendance reports to class teachers/form tutors, to facilitate discussions with pupils and families, and to the governance committee 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

8.3 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 Trust's strategy for improving attendance.

The school will:

- Produce a strategy to reduce persistent absence, attached at Appendix 3.
- 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)
- Following the procedures as set out at 5.2.

9. Links with other policies

This policy should be read in conjunction with other relevant Trust and school policies.

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination

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

		• Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2 – Religious Observance Examples

Religious Observance Examples

Example 1

If a family want to travel to visit other family members to celebrate Eid then the two days for the Eid festival would be approved and coded R, but the Headteacher/Principal does not need to approve any travel or holiday time with family, nor do they have to approve absence as a result of fasting. They would instead consider the child and the request and use their discretionary powers to consider whether to approve any further days, other than the two days for religious observance.

Example 2

A Jewish Orthodox family request to remove their child from school to attend a Jewish conference in America and request to keep their child at home during the last week of term so they can avoid participating in any Christian Christmas celebration. The school should consider the request to attend the Jewish conference as they would any other leave of absence request, as although the event itself is religious the conference is not a day of religious observance set aside within the Jewish Orthodox calendar. In terms of the child being removed from the school to avoid participating in any Christmas festival, parents/carers do have a right to withdraw the child from a celebration or an act of worship not of their religion, so it would be important for the school to discuss with the parents/carers where there are activities that their child is withdrawn from and the school should provide an alternative activity. Where there are usual learning activities and classes going on up to the end of term, then parents/carers do not have the right to withdraw them and any absence would be unauthorised, and a Penalty Notice would be considered.

[INSERT SCHOOL'S NAME HERE]

Appendix 3 - Strategy to reduce persistent and severe absence 2025 – 2026

Purpose

The purpose of this strategy is to ensure that the school's culture of high attendance, which is underpinned by clear expectations, procedures, and responsibilities, is effective in reducing both persistent absence and severe absence.

- **Persistent absence is when a pupil's overall absence equates to 10 per cent or more of their possible sessions (i.e., attendance falls below 90%).**
- **Severe absence is when a pupil's overall absence equates to 50 per cent or more of their possible sessions (i.e., attendance falls below 50%).**

It also outlines the school's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.

Rationale

- This strategy is intended to support the overall implementation of the **KCSP Strategic Plan 2022 – 2027, including the Well-being Plan and the Framework for Continuous School Improvement.** It is essential that all leaders, staff, pupils and parents understand and support the school's expectations around the need for pupils to attend school regularly so that they get the most out of their school experience, including their attainment, wellbeing, and wider life chances. Data and research show that the pupils with the highest attainment at the end of key stage 2 (age 11) and key stage 4 (age 16) have higher rates of attendance over the key stage compared to those with the lowest attainment.

KPI 1: To reduce overall persistent absence at KCSP Trust schools so that it is no greater than the national average percentage, including for disadvantaged pupils and those with SEND.

KPI 2: To reduce overall severe absence at KCSP Trust schools so that it is no greater than the national average percentage, including for disadvantaged pupils and those with SEND.

- The monitoring of impact will be measured through school leaders' own self-evaluation including analysis of schools' attendance data, benchmarking against Trust schools, other schools locally and regionally and national data, and school-based visits by the School Improvement Team. The outcome of any Ofsted inspections will also be taken into consideration.

How the school will use data to target attendance improvement efforts to the pupils/pupil cohorts who need it most

[INSERT DETAILS HERE AS TO HOW YOU WILL USE DATA TO MONITOR AND ANALYSE ABSENCE RATES FOR INDIVIDUAL PUPILS AND PUPIL COHORTS IDENTIFIED AS NEEDING SUPPORT TO IMPROVE ATTENDANCE. THIS WILL INCLUDE, AS A MINIMUM, ALL THOSE WHO ARE PERSISTENTLY ABSENT AND SEVERELY ABSENT]

Key Performance Indicators [INSERT ADDITIONAL ROWS AS REQUIRED]

KPI 1: To reduce overall persistent absence so that it is no greater than the national average percentage, including for disadvantaged pupils and those with SEND	**Implementation**	**Milestones**	**Expected Impact**

➢	➢	➢	➢
➢	➢	➢	➢
➢	➢	➢	➢
➢	➢	➢	➢
➢	➢	➢	➢

KPI 2: To reduce overall severe absence so that it is no greater than the national average percentage, including for disadvantaged pupils and those with SEND	**Implementation**	**Milestones**	**Expected Impact**

➢	➢	➢	➢
➢	➢	➢	➢
➢	➢	➢	➢
➢	➢	➢	➢
➢	➢	➢	➢