

Capel-le-Ferne Primary School	
Attendance Policy	
Date agreed by Governors	17.09.2025
Date of next review	September 2026
Further information about policy	This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures. The policy is written using latest KCC guidance and based on the Key model policy.
"Learning today for life tomorrow" Our Values: Independence, Creativity, Confidence, Respect	
Attendance Lead: Anthony Richards (HT) Pastoral Support: Rebecca Twinn (DHT) School Attendance Officer: Sharon Atkins	



Contents

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

Statement of Intent

Capel-le-Ferne Primary School 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.

One of our basic principles is to celebrate success. Good attendance is fundamental to a successful and fulfilling school experience. We actively promote 100% attendance for all our pupils.

The Governors, Head Teacher and Staff, in partnership with parents, have a duty to promote full attendance at Capel-le-Ferne Primary School.

1. Aims

At Capel-le-Ferne Primary School, we are committed to meeting our obligation with regards to school attendance, including those laid out in the Department for Education statutory guidance on working together to improve school attendance (August 2024) through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Setting high expectations for the attendance and punctuality of all pupils
- 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 ensure 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)
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents>The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- <https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made>

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
- Issuing fixed-penalty notices, where necessary, and/or authorising the Attendance Officer leading on attendance to be able to do so
- 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 (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, by establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance

- Benchmarking attendance data to identify areas of focus for improvement
- 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
- Advising the Headteacher (authorised by the headteacher) when to issue fixed-penalty notices
- Applying the school's policy fairly and consistently with consideration to the individual needs of pupils and their families who have specific barriers to attendance. This will be with regard to the school's obligations under the Equality Act 2010: guidance – GOV.UK (www.gov.uk) and the UN Convention on the Rights of the Child.

The designated senior leader responsible for attendance is Anthony Richards and can be contacted via the school office on office@capel-le-ferne.kent.sch.uk or 01303 251353.

3.4 The School Attendance Officer

The school attendance officer is responsible for: Working with the **designated senior leader responsible for attendance**

- Liaising with pupils, parents/carers and external agencies, where needed
- to tackle persistent absence, and where necessary referring to our designated School Liaison Officer
- 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
- Where a pupil has a social worker, will inform the social worker of any unexplained absences
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies

The designated senior lead is supported by the school attendance officer, Sharon Atkins, and can be contacted via office@capel-le-ferne.kent.sch.uk or 01303 251353.

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. Registers are taken at 08:45 and 13:00 daily. Also see Appendix 2 for class teacher responsibilities.

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
- Make calls where absences have not been explained

- Transfer calls from parents/carers to the Attendance Officer, Sharon Atkins, where appropriate, in order to provide them with more detailed support on attendance
- Ensure registers are taken daily

3.7 Pastoral Support Officer

The Pastoral Support Officer will:

- Offer support and advice to families to support improving attendance and/or punctuality.
- Make or arrange for referrals to be made to support families.
- Either speak on the phone or meet in person with families to support families.

3.8 Parents/Carers

Parents/Carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence on the day of the absence and each subsequent day of absence where appropriate to do so, 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
- Work with the school and the local authority to help them understand their child's barriers to attendance
- Proactively engage with the support offered to prevent the need for more formal support

Pupils

Pupils are expected to:

- Attend school every day
- Enter school between 8.35am and 8.45am daily

4. Recording attendance

4.1 Attendance register

We take our attendance register at the start of the first session of each school day [by 08:45] and once during the second session [by 13:10]. It will mark 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:

- (For pupils of compulsory school age) Whether the absence is authorised or not
- The nature of the activity if 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 3 years after the date on which the entry was made.

The school gates open at 08:35. The doors to classrooms open at 08:35. The official start of school is 08:45. Pupils must arrive in school by 8.45.

4.2 Unplanned absence

- The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 08:45 or as soon as practically possible by calling the school office who can be contacted on 01303 251353 and the following email address: office@capel-le-ferne.kent.sch.uk (see also Section 7). This is a safeguarding requirement so that all parties know that the child is safe.
- 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 if the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.
- If the school is not satisfied with the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers 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. 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 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.
- Parents and carers should request absence by emailing the office on office@capel-le-ferne.kent.sch.uk.
- 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:

- After 8.45 but before the register has closed at 9:30, will be marked as late, using the appropriate code L
- After the register has closed, children will be marked as absent if they arrive after 9:30am, using the appropriate code by S Atkins or L Kearns.
- All pupils that arrive late must report, with their parent/carer, to school office where the reason for lateness is recorded.
- Ongoing punctuality issues are responded to by either the pastoral lead or the designated senior leader responsible for attendance.

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:

- Text the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If no response to the text message, phone call made by 11am (including both parents/carers where applicable). Where no response by 1pm, all emergency contacts used. If still no response by 1:30pm, referral made to the DSL.

- If the school cannot reach any of the pupil's emergency contacts, the school may make a home visit. Under circumstances where we have concerns for the child's well-being and safety, it may be necessary to contact Integrated Children's Services. If after discussion with social care, school continue to have concerns they may alert the police. See first day absence procedures flow chart (Appendix 3)
- 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 for which the pupil was absent.
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving the School Liaison Officer [from the Attendance Service].
- Where appropriate, offer support to the pupil and/or parents to improve attendance.
- Identify if the family need support from other services and, as quickly as possible, make the necessary referrals.
- Where support is not appropriate, not successful, or not engaged with, issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below as appropriate.)

4.6 Reporting to parents/carers

The Department for Education expects schools to regularly inform parents / carers of their child's attendance and absence levels. At Capel-le-Ferne Primary School this is done 3 times annually as a minimum, or more frequently where there are concerns.

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](#) and in [Working together to support school attendance](#).

A leave of absence can only be granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for. This does not mean overruling specific circumstances set out in the documents outlined above.

Exceptional circumstances could include:

- Service Personnel returning from a Tour of Duty overseas where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays.
- Where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.
- The death or terminal illness of a person close to the family.
- To attend a wedding or funeral of a person close to the family.
- Any strong personal reasons why a family might need to take a child away from school for a short break.

Any examples provided are illustrative rather than exhaustive. It is acceptable to take a student's previous record of attendance into account when the school is making decisions. The fundamental

principles for defining 'exceptional' are rare, significant, unavoidable and short. And by 'unavoidable' it implies that an event could not reasonably be scheduled at another time. It is important to note that Head Teachers can agree the absence of a child in exceptional circumstances and this discretion can be used also to determine the length of the authorised absence.

The following reasons are examples of absence that will not be authorised:

- Persistent nonspecific illness e.g., poorly/unwell
- Absence of siblings if one child is ill
- Oversleeping
- Inadequate clothing/uniform
- Confusion over school dates
- Medical/dental appointments of more than half a day without very good reasons
- Child's/family birthday
- Shopping trip
- Family holidays (with some rare exceptions)

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence, and in writing, through an email to the office with details of the request and full reasons. The headteacher may require evidence to support any request for leave of absence.

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

- 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
- 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 submits a request for issuing a penalty notice, the local authority will consider the circumstances for this being issued and send a penalty notice if they believe this is justified.

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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

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

Notices to improve

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

Notices to improve will be issued in line with processes set out in the 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 Capel-le-Ferne, we promote attendance with the school by sharing the whole school attendance percentage in weekly celebration assemblies and celebrate the top 3 year groups. The top class wins an additional 15 minute break-time to be taken at some point the following week. This promotes discussion around the importance of attending and encourages children to be in school every day.

The Senior Attendance Champion will ensure that families requiring high levels of support will be provided with this using a range of strategies, including support from the Local Authority. Regular analysis of data will be carried out to inform next steps.

Class teachers will be involved and have knowledge of this on an on-going basis, so that they can support the child and family on a daily basis as the person with most contact with the child in school.

Additionally, see 'appendix 2 – process for improving and supporting attendance,' for the specific schedule in place for improving and supporting attendance.

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 Attendance Lead will inform the local authority.

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

When a child has had a lengthy or unavoidable period of absence the school may put support in place to support reintegration if needed. This may be in the form of informal catch ups with the PSO 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. Attendance monitoring

8.1 Monitoring attendance

Capel-le-Ferne Primary School will:

- Monitor attendance and absence data weekly, half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern
- 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

Capel-le-Ferne Primary School will:

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

8.3 Using data to improve attendance

Capel-le-Ferne Primary School will:

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

8.4 Data returns

(see 'Working together' guidance, chapter 2, page 21 and regulation 13 of the School Attendance Regulations 2024).

Capel-le-Ferne Primary School follows our statutory duty to share specific information from our registers with Kent County Council at particular points in accordance with Regulation 13 of The School Attendance (Pupil Registration)(England) Regulations 2024, including:

- When any pupil's name is added or deleted from the admission register outside of standard transition times. (The latter is also known as a deletion return).
- Names and addresses of all pupils of compulsory school age who have 10 continuous school days of unauthorised absence (codes N, O, G, U) recorded on their register (known as an attendance return).
- Names and addresses of all pupils of compulsory school age who have accumulated 15 school days of absence (code I) either consecutively and/or intermittently, as well as any pupil the school has reasonable grounds to believe will miss 15 continuous school days because of illness (known as a sickness return).
- Deletion, attendance and sickness returns must be made via the Digital Front Door on the Kelsi website.

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 identify patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Where necessary introduce an 'attendance contract' whereby school and parents agree to supportive actions and review the implementation of these at regular intervals.
- Provide access to wider support services to remove the barriers to attendance
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (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 (see Appendix 2)

9. Monitoring arrangements

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

10. Links with other policies

This policy links to the following policies:

- Child Protection and Safeguarding policy
- Relationship and Behaviour policy

Appendix 1: attendance codes

Attendance codes can be found in the DfE's [guidance on school attendance](#).

Appendix 2 – process for improving and supporting attendance

Date	Support	Staff Member	Description
Term 1 <i>All terms</i> <i>Daily monitoring of pupils with less than 95% attendance</i> <i>Fortnightly monitoring of data and termly analysis of all data</i>	On-going observation	Class Teacher <i>Senior Attendance Champion</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>Senior Attendance Champion</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	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>Senior Attendance Champion</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	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>Senior Attendance Champion</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 _____ 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 Capel-le-Ferne Primary School, 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 may also invite you for a meeting to discuss ways to support improving attendance.

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

Sharon Atkins

Attendance Lead

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 95% 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 at office@capel-le-ferne.kent.sch.uk to arrange a convenient time.

Yours sincerely

Rebecca Twinn
Pastoral Support Officer

Appendix 4.1 – 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 on xxx for 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 circumstances. Department for Education guidance states 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. Where there are 10 unauthorised sessions for any reason (equivalent to 5 school days) within a rolling 10 school week period, a penalty notice will be considered.

The School's Attendance Policy confirms that:

- agreement to each request is at the HT discretion, acting on behalf of the Governing Body
- each case will be judged on criteria outlined within this policy and against DFE guidance
- leave cannot be authorised retrospectively

I have considered the request 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

Mr Anthony Richards
Headteacher

*Penalty Notices are issued to each parent of each child and the amount will be £160 if paid within 28 days, reduced to £80 if paid within 21 days. If a second penalty notice is issued within a rolling 3 year period, then the charge will be a flat rate of £160 per parent per child if paid within 28 days.

In both instances failure to pay the penalty in full at the end of the 28 days period may result in prosecution by the Kent PRU and Attendance Service. In the event of three or more periods of unauthorised absence within a 3 rolling year period, a penalty notice will not be issued. A referral will be made to Kent PRU and Attendance Service Courts Team who will consider the case for prosecution.

Appendix 4.2 – Suspected unauthorised leave of absence

Address

Date

Dear

Suspected unauthorised leave of absence

Child's name and class

Between (date) and (date) your child was absent from school. The school suspects an unauthorised leave of absence for the following reason:

-

In August 2024 the Department for Education removed the Head Teachers ability to authorise leave of absence for family holiday. Under the new national framework, Fixed Penalty Notices* will be considered when a child has missed ten or more sessions (five school days) due to unauthorised absence in a period of ten school weeks.

This absence has resulted in your child having ___ days / ___ sessions of unauthorised absence

This absence has resulted in your child having ___ days / ___ sessions of unauthorised absence over a 10 school week period.

Please contact the school by (must be at least 5 days) to confirm this absence was not due to holiday. If reasonable proof is not provided a request may be made to the Local Authority to issue a Penalty Notice for failing to ensure that your child attends school regularly.

Yours sincerely

Mr Anthony Richards

Headteacher

*Penalty Notices are issued to each parent of each child and the amount will be £160 if paid within 28 days, reduced to £80 if paid within 21 days. If a second penalty notice is issued within a rolling 3 year period, then the charge will be a flat rate of £160 per parent per child if paid within 28 days.

In both instances failure to pay the penalty in full at the end of the 28 days period may result in prosecution by the Kent PRU and Attendance Service. In the event of three or more periods of unauthorised absence within a 3 rolling year period, a penalty notice will not be issued. A referral will be made to Kent PRU and Attendance Service Courts Team who will consider the case for prosecution.

Appendix 5 – Letter re lateness notification

Address

Date

Dear

Child's name and class

At Capel-le-Ferne 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. 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. If punctuality does not improve, a request to meet will be made to discuss how best we can work together to support an improvement in punctuality.

The school gates open at 08:35. The official start of school is 08:45. Pupils must arrive in school by 8.45.

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

Rebecca Twinn
Pastoral Support Officer

Appendix 6 – letter re meeting request to support lateness

Address

Date

Child's name and class

Dear

At Capel-le-Ferne 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 08:35. The official start of school is 08:45. Pupils must arrive in school by 8.45.

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

Rebecca Twinn
Pastoral Support Officer

Under the new national framework, Fixed Penalty Notices will be considered when a child has missed ten or more sessions (five days) due to unauthorised absence in a period of ten school weeks

Appendix 7 – Attendance support plan

Attendance Support Plan (Initial meeting)			
Date of meeting:	Time of meeting:	Face to face or virtual:	
Chair of meeting:	Role of Chair:	Lead professional for parenting contract:	
Pupil name:	Pupil DoB:	Year Group:	School:
Pupil address:			
Pupil's attendance % (Sep to present):	Authorised absence % (Sep to present):	Unauthorised absence % (Sep to present):	
Parent / carer (1) full name:		Parent / carer (2) full name:	
Parent / carer (1) address (if different from pupil):		Parent / carer (2) address (if different from pupil):	

MEETING PARTICIPANTS			
Full name	Role (School, Parent etc)	Present (Y / N)	Contact number and email address
BARRIERS TO ATTENDANCE: What are the reasons for the pupil's absences?			

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

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			
SUPPORT FROM SERVICES OUTSIDE OF SCHOOL (i.e., multi-agency teams such as Early Help)			
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			
<p>ANY OTHER COMMENTS FROM PARTICIPANTS PRESENT:</p>			
<p>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.</p> <p>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.</p> <p>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>			

<p>PARENT DECLARATION</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 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.</p>	PARENT (1)	PARENT (2)
	SIGNATURE: 	SIGNATURE:
	PRINT NAME:	PRINT NAME:
	RELATIONSHIP TO PUPIL:	RELATIONSHIP TO PUPIL:
	DATE:	DATE:

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 \(7\)](#).

NAME	JOB TITLE	SIGNATURE	DATE

Date of next meeting:	Time of next meeting:	Location of next meeting:	

PARENTING CONTRACT (Review meeting)

Review number:	Date of meeting:	Time of meeting:
Location:	Chair of meeting:	Lead professional for parenting contract:

MEETING PARTICIPANTS

Full name	Role (School, Parent etc)	Present (Y / N)	Contact number and email address

Pupil's attendance % (Sep to present):	Authorised absence % (Sep to present):	Unauthorised absence % (Sep to present):
Attendance % change since previous meeting:	Authorised absence % change since previous meeting:	Unauthorised absence % change since previous meeting:

REVIEW OF PREVIOUS REQUIREMENTS

No	What was the requirement?	Who was helping to achieve the requirement?	Was the requirement achieved?	What is needed next? (If requirement not achieved)
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

Date of next meeting:

Time of next meeting:

Location of next meeting:

Appendix 8 – First day absence flow chart

Responsibilities:

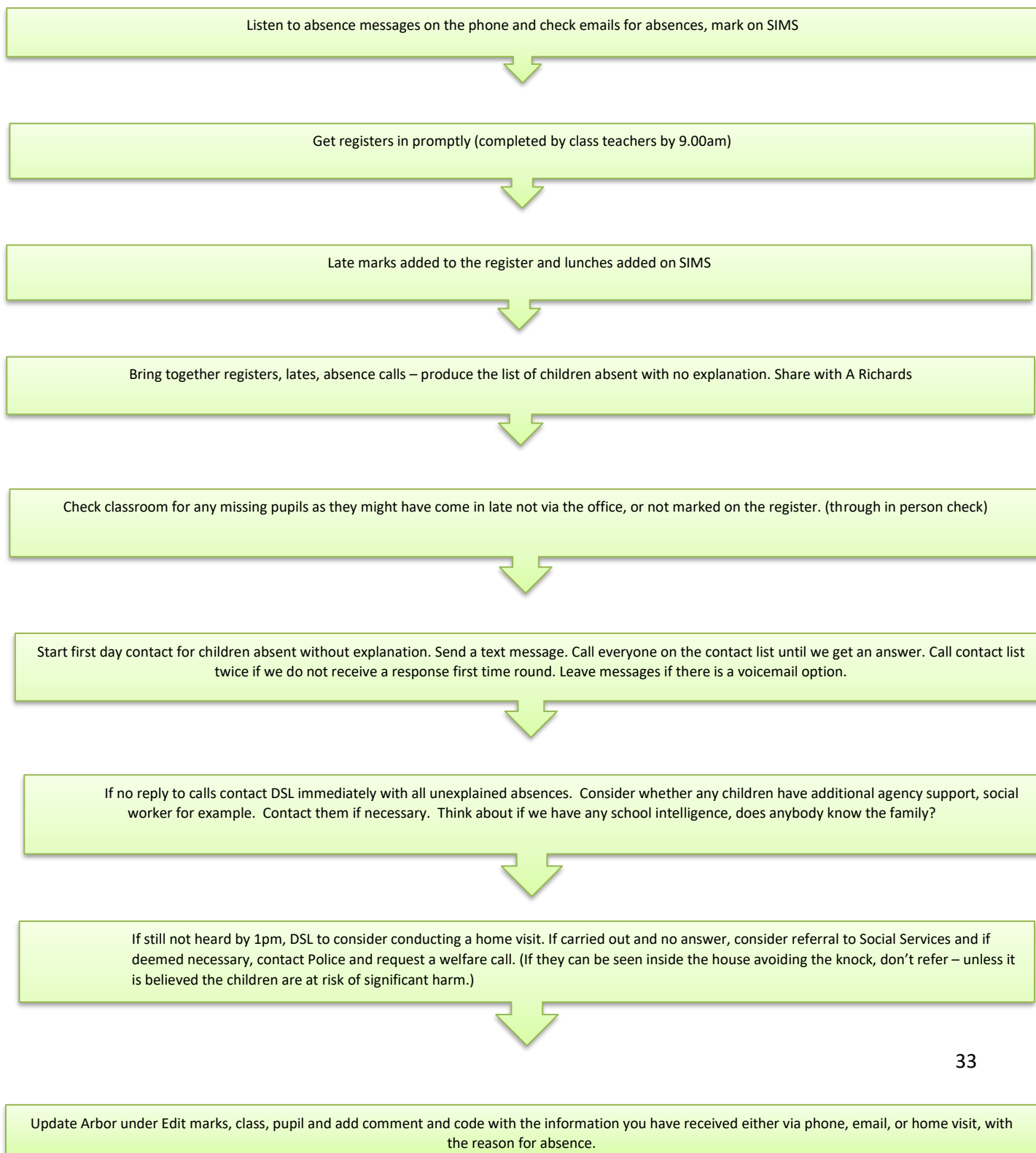
- Sharon Atkins
- Anthony Richards
- Rebecca Twinn
- Amy Mercer

Morning Absence Process

Important

Children with social services support – Contact DSL 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?



Appendix 9

Capel-le-Ferne Primary School Attendance Management Persistent Absentee (below 90%) flow chart

