

ATTENDANCE POLICY

Approved: November 2025

Date for review: November 2026

1. Aims and objectives

We want your children to thrive at school, to be keen to attend daily and to know that there is support available for those rare days when coming to school may feel like a challenge. Borough Green Primary School is a nurturing, welcoming, inclusive environment, which aims to meet the needs of pupils enabling them to access education, make good academic progress, learn social skills and enjoy being a valuable member of a school community.

Why is good attendance important?

Good habits

- It builds in children the idea that getting up and going to a setting is simply what you do.
- Children who attend every day develop a feel for the rhythm of the week and gain a sense of security from some regular routines and timetables

Secure relationships

- Children find it easier to build and sustain a range of social relationships when they regularly attend school. This is also beneficial to the parents and wider family as they are known to the school staff and support therefore can be more effective.
- For some families, particularly at times of stress, the child's regular attendance at school allows parents to get other things done and helps them enjoy spending time with the child when he or she is at home. It protects children from knowing too much about the stresses of adult life.

Self-esteem

- Children who rarely miss sessions at school and come on time are more likely to feel good about themselves. This is because they know what goes on and what to expect, feel more confident with the adults and the other children and have more opportunities to be valued and praised for their own special contribution.

- Children form the identity of a valued member of the school community - someone who belongs and is missed when they are absent. Their friendships remain more stable. They do not miss out on special events.
- Children who regularly miss sessions or are generally late, can frequently experience a sense of having to try a little bit harder just to understand what is going on and what other children are talking about or doing.
- Regular attendance, on time, helps many children to separate from their parents or carers at the start of the day and settle more readily school life and routines. Some children may need some flexibility and we can offer that.

Learning and Development

- Staff carefully plan every session for their classes. Experiences, knowledge and skills gained in one session are often developed further in following lessons. Missing one of these sessions can make future learning more challenging.
- Underachievement is often linked to lower attendance. For example, research has shown that attendance below 90% means your child is 33% less likely to achieve a grade 4 in English and Maths.

Borough Green Primary 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 actively promote 100% attendance for all our pupils, and we use a variety of weekly, termly and annual awards to promote good attendance and punctuality.

The Governors, Headteacher and Staff, in partnership with parents, have a duty to promote full attendance at Borough Green Primary School.

Attendance is everyone's responsibility.

2. Roles and responsibilities

All members of the Borough Green Primary School community (staff, parents, Governors and children) have the responsibility of supporting our children's positive attendance at school and ensuring that this continues to improve.

Joe Wheatley, Deputy Headteacher, is the designated Senior Leader for Attendance (also known as the Senior Attendance Champion) and is responsible for leading, championing and improving attendance across the school.

Louise Dechaine, Family Liaison Officer, is responsible for supporting children and families to promote good attendance.

Amy Foreman (Administrative Assistant) has responsibility for monitoring attendance issues and for the day-to-day management of attendance, including maintenance of the school registers.

Our team are available to support with all aspects of school attendance.

If parents have a query about their child's attendance, such as requesting an absence report or an administrative issue, they should contact Amy Foreman in the school office.

If parents require any assistance or support in managing their child's attendance at school, please contact Joe Wheatley or our Family Liaison Officer, Louise Dechaine.

Full details of the roles and responsibilities of the following members of our school community and how they can help support a child's attendance at school, can be found in Appendix One of this policy.

The responsibilities of the Local Authority in supporting good attendance at school is also outlined in Appendix One.

The responsibilities of parents and children in supporting positive attendance are outlined in Appendix One.

3. School contacts

Contact details of the Headteacher and senior leader responsible for the strategic approach to attendance in school:

- Headteacher
 - Karen Jackson - headteacher@bgpschool.kent.sch.uk / 01732 883 459
- Senior Attendance Champion / Deputy Headteacher
 - Joe Wheatley - jwheatley@bgpschool.kent.sch.uk / 01732 883 459

Contact details for attendance support and issues:

- Family Liaison Officer
 - Louise Dechaine - ldechaine@bgpschool.kent.sch.uk / 01732 883 459

Contact details for an administrative query or issue:

- Administrative Assistant, School Office

- Amy Foreman - school.office@bgpschool.kent.sch.uk / 01732 883 459

4. Attendance and punctuality expectations of parents and pupils

The school day begins at 8.40am and ends at 3.15pm.

Borough Green Primary School keeps an electronic register onto which all pupils are placed. Marking the attendance registers twice daily is a legal requirement under (The Education (Pupil Registration) (England) Regulations 2024.

Registers are marked using the appropriate National attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024. These codes can be found in Appendix Two of this policy.

At Borough Green Primary the register is taken at 8:50am and 1:00pm (unless there is a staggered arrival and/or lunchtime in place). Pupils arriving after these times must enter school by the main entrance and report to Reception where their name and the reason for lateness will be recorded.

In line with statutory guidance, which allows for the register to remain open for up to 30 minutes, the register will close at 9.20am for the morning session and 1.30pm for the afternoon session. If a pupil arrives after the register is taken in class, but before the register closes for administration purposes, they will be marked as late before registration has closed (Code 'L').

Pupils arriving after the register has closed will be marked as late after registration and this will count as an unauthorised absence (Code 'U').

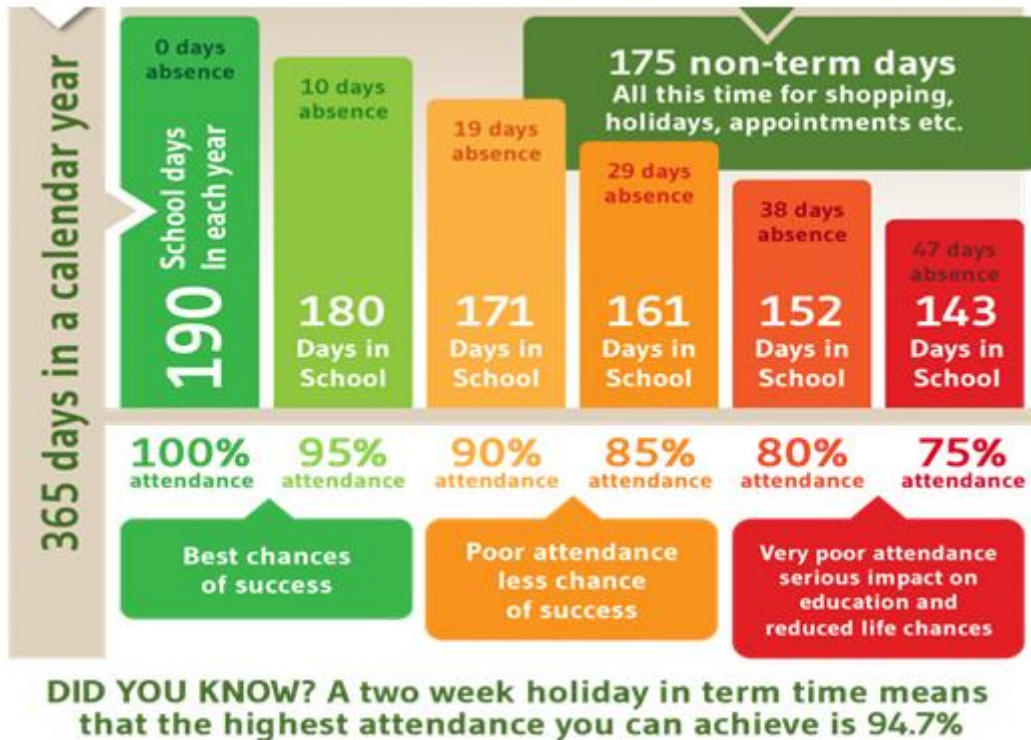
Frequent lateness after the register has closed will be discussed with parents and could provide grounds for prosecution or a Penalty Notice (see section 10 regarding penalty notices).

Good attendance is 95+%. A two-week family holiday in term time immediately takes your child's attendance down to below 95%.

When attendance drops below 90%, your child becomes a persistent absentee (see section 9 for the school's strategy for reducing persistent and severe absence, and section 10 regarding penalty notices).

90% is attending 342 half day sessions out of a total possible 380 across the school year.

When your child's attendance drops to 90%, this would equate to 19 school days across the school year, which is more than 104 hours of learning.



Many parents wonder when it is ok to send their child to school. The table below shows that in many cases - where the table says 'none' - your child can still attend school with minor ailments.

Borough Green Primary School can administer medicines with your permission and will always phone you if we feel your child is too poorly to be at school.

Children should still attend with conditions such as sprained ankles - we will ensure they are able to rest their leg and be safe at school.

When should my child return to school?



Chicken Pox When all spots have crusted over	Conjunctivitis None*	Diarrhoea & Vomiting 48 hours from last episode	Glandular Fever None*	Hand, foot & mouth None*	Impetigo When lesions are crusted & healed or 48 Hours after commencing antibiotics
Measles or German Measles 4 days from onset of rash	Mumps 5 days from onset of swelling	Scabies After first treatment	Scarlet Fever 24 hours after commencing antibiotics	Slapped Cheek None*	Whooping Cough 48 Hours after commencing antibiotics
	Flu Until recovered	Head Lice None*	Threadworms None*	Tonsillitis None*	

5. School processes for managing attendance and absence

Unplanned absence:

A child's parent must notify the school of the reason for an absence on the first day of an unplanned absence by 8.50am, or as soon as practically possible, by calling the school office, who can be contacted via the school absence line on 01732 883 459 and selecting option 1.

Contacting the school on the first day of an absence is an essential safeguarding requirement so that all parties know of a child's whereabouts and that they are safe.

Parents should update the school on any subsequent day of absence and inform the school when their child is returning. The school has a designated telephone line on which parents can leave a message to report a child's absence.

Illness will be marked 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 there are doubts about the authenticity of the illness, the school may 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. If children have vomited, or have diarrhoea, then they should not attend school for 48 hours.

Planned absence:

Parents should do all they can to arrange medical and dental appointments outside of school hours and a full day of absence for a local medical appointment would usually be unnecessary.

If an appointment has to be made during the day, the child should attend school during the morning and be collected in time to go to the appointment. They then must return to school after their appointment if fit to do so.

Parents must inform the school of medical or dental appointments made for their child in advance by contacting the school office and should show any letters or appointment cards relating to this.

Parents must apply for other types of term time absence as far in advance as possible of the date of the requested absence. Any exceptional request for absence should be directed to the Headteacher.

Further information about authorised and unauthorised absence is outlined below.

Following Up Unexplained Absence

Safeguarding our children is of paramount importance, so when a child we expect to attend school does not attend, or stops attending without reason, the school will take the following action:

- Call parents on the first day of absence by telephone. It is parents' responsibility to ensure that contact information is up to date and that the school is notified of any changes. If contact cannot be made with a parent, if possible, a telephone message will be left to explain that the child has not been registered as being present at school and to ask the parent to confirm that the child is safe. The school office will continue to call parents until contact has been made and a

reason for the absence ascertained. It may be necessary to contact one of the other emergency contacts held on record if parents cannot be contacted.

- Where there has been no communication from or with parents, letters or emails are sent to parents requesting reasons for absence. External agencies (such as the police) may be alerted or a home visit (by two members of staff) carried out if the school is unable to make contact with a parent whose child is absent.
- On a child's return to school, the parent must provide a written or verbal explanation for the absence, if this has not already been provided, in order for the school to ascertain whether an absence will be authorised or not. An absence will only be authorised if a legitimate and acceptable reason has been provided by the parent. If no explanation is received, the school will telephone to request a reason for a child's absence from school. If the parent does not respond, a second call will be sent out. An email request for the parent to contact the school will also be made. If still no response is provided, then the child's absence is marked as unauthorised.
- The school is not obliged to accept a parent's explanation as a reason for granting an authorised absence; a letter or call from a parent does not in itself authorise an absence. The school's Admissions and Attendance Administrator will review the given reason for a child's absence and if they feel the absence may warrant being unauthorised; they will refer it to the Headteacher for consideration.
- The school may ask for evidence to support the reason for an absence.
- The school reserves the right to carry out a home visit, if we are in any way unsure about a child's absence, regardless of how long this is for and whether or not a parent has been in communication with the school. This enables us to fulfil our safeguarding duties. Home visits will always be conducted by two members of staff.
- Any unexplained absences may be referred to the KCC School Liaison Officer for attendance.
- Where appropriate, the school will offer support to the pupil and / or their parents to help improve attendance (please see section seven for further information).
- The school will also identify whether the child would benefit from the involvement of wider partners such as Early Help, as quickly as possible and make any necessary referrals.
- 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.

- Where support is not appropriate, not successful, or not engaged with, the following action may be taken: issue of a notice to improve, issue of a penalty notice or other legal intervention (see section 10 for further information).

Authorised and unauthorised attendance:

The headteacher will allow pupils to be absent from the school site for certain educational activities (e.g. some sporting events), or to attend other schools or settings e.g. Year 6 secondary school taster days.

With thirteen weeks of school holidays every year as well as weekends available to enjoy days out and special occasions, the expectation is that arrangements will be made so as not to impact on attendance at school.

The headteacher will only grant a leave of absence to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations.

These circumstances include:

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

All requests for leave of absence are granted at the Headteacher's discretion. It is acceptable to take a pupil'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. By 'unavoidable' it implies that an event could not reasonably be scheduled at another time. It is important to note that Headteachers can agree the absence of a child in exceptional circumstances and this discretion can also be used to determine the length of the authorised absence.

The following reasons are examples of absence that will not be authorised and are not considered to be exceptional circumstances:

- Persistent nonspecific illness e.g. poorly/unwell
- Absence of siblings if one child is ill
- Oversleeping
- Inadequate clothing
- Confusion over school dates

- Medical/dental appointments of more than half a day without very good reasons
- Child's/family birthday
- Leisure activities e.g. trip to a theme park, shopping, theatre trip
- Family Holidays (with some very rare exceptions)
- Surprise holidays or bookings arranged by friends or family

From September 2013, the Department for Education amended the Education (Pupil Registration) (England) Regulations 2006, removing the Headteacher's ability to authorise leave of absence for a family holiday. Requests for holidays in term-time will therefore not be authorised.

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 to the Headteacher as soon as it is anticipated and, where possible, at least 6 weeks before the absence. This should be done via letter or email. The headteacher may require evidence to support any request for leave of absence.

Each case will be judged on its merits and the Headteacher's decision is final. Parents will be notified in writing as to the Headteacher's decision. Once the decision not to authorise leave is taken, it cannot be authorised retrospectively.

Valid reasons for authorised absence include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments
- Religious observance - where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes - this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, 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
- If there is any other unavoidable cause for the pupil not to attend school, such as the school premises being closed.

Further information is provided in the document ‘Working Together to Improve School Attendance.’

<p>A whole year has 365 days A school year has only 190 days This leaves : 175 days to spend on family time, visits, holidays, birthday treats, dentist and hospital appointments!</p>		
<p>90% attendance is equal to 1 day off each fortnight</p>		
<p>100%</p> <p>VERY GOOD Best chance of success. Gets your child off to a flying start</p>	<p>90</p> <p>WORRYING Less chance of success. Makes it harder for your child to make progress</p>	<p>80%</p> <p>SERIOUS CONCERNS Your child will find it difficult to make progress, learn new skills and build social networks</p>

6. How the school promotes and incentivises good attendance

At Borough Green Primary School, attendance is promoted, celebrated, and incentivised in the following ways:

- Attendance focus in the weekly newsletter, including a class breakdown.
- ‘Attendance Ted’ awarded to the class with the highest attendance each term.
- ‘Punctuality Pup’ awarded to the class with the fewest late marks recorded each term.
- Attendance certificates 3x per year.

- ‘Meet the teacher’ events at the beginning of each academic year, highlighting the importance of good school attendance.
- Individual child attendance shared with parents/carers three times per year (2x parent consultations, 1x end of year report).
- EYFS information evening, highlighting the importance of good school attendance.

This list is not exhaustive, and, in partnership with all stakeholders, BGPS will continually look for opportunities to celebrate and promote positive attendance.

7. Informing parents about attendance

Parents are informed three times a year of the child’s attendance figure. This is handed out at Term 1 and Term 4 parent consultation evenings, and with their end of year report.

General attendance updates are provided regularly to parents via the school newsletter.

Concerns about a child’s attendance at any point will be communicated to parents verbally or via email or letter.

8. The school’s strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most

Attendance is monitored in weekly attendance meetings, and in some cases is also discussed in weekly safeguarding meetings.

Through monitoring and analysing attendance, the school can identify patterns of absence including:

- Whole school and individual pupil basis
- Groups e.g. FSM, SEN, PP, CiC, GRT, EAL
- Comparisons with national data

Children whose absence may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence are identified.

The school looks at historic and emerging patterns of attendance and absence and develops strategies to explore these further.

The school can also use data to share relevant attendance reports with key staff to aid discussions with families, and to understand the impact of interventions designed to support school attendance.

9. The school's strategy for reducing persistent and severe absence

The National definitions of attendance are used at Borough Green Primary School:

- Persistent absence is where a pupil has missed 10% or more of school sessions.
- Severe absence is where a pupil has missed 50% or more of school sessions/

Reducing persistent and severe absence is central to the school's strategy for improving attendance.

For all pupils at Borough Green Primary School, our staff will:

- Develop and maintain a whole school culture that promotes the benefits of good attendance.
- Accurately complete admission and attendance registers.
- Have robust daily processes to follow up absence.
- Have a dedicated senior leader with overall responsibility for championing and improving attendance.
- Be in tune with absences that may cause concern or times when children may not be happy about coming to school and take swift action to address this, such as calls to parents by the class teacher or FLO.

For children at risk of becoming persistently absent, Borough Green Primary School staff in addition will:

- Proactively use data to identify pupils at risk of poor attendance.
- Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- Discuss appropriate support and interventions available within and outside of school.
- Where out of school barriers are identified, signpost and support access to any required services in the first instance.

For persistently absent pupils, Borough Green Primary School staff will provide continued support as for pupils at risk of becoming persistently absent and:

- Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. If appropriate, these may include:
 - Encouraging positive, nurturing relationships with the classroom teaching and support teams as the first step in helping children feel that school is a safe and happy place where they develop a deep sense of belonging.
 - Provide opportunities for children to create their own routines to support calm mornings. This may mean being greeted by a safe person or having a calming space they go to before entering the classroom, including: the Ocean Room, the Sensory Room, the Meeting Room, The Study and the Wellbeing Hub.
 - An early morning club in the Wellbeing Hub - a dedicated classroom which is available from 8:30 each morning for children to start the day with a calming activity before they transition to their classroom.
 - Yoga Club (focus on emotional regulation)
 - Young Carers group (weekly)
 - Lego club (weekly)
 - Lunchbox club (weekly)
 - Attendance Art club (weekly)
 - Sensory Circuits (daily)
 - Wellbeing groups
 - With agreement from the Deputy Headteacher and Family Liaison Officer, and subject to available spaces, referrals for Play Therapy and Spurgeons counselling (in school).
 - Referrals to Kent School Health or Kent Community Paediatrics.
 - Referrals to NELFT for mental health support.
- Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.
- For the cases that require intensive family support, the school may make an Early Help referral and where there are safeguarding concerns, intensify support through Children's Social Services.
- Work with other schools in the local area, such as schools previously attended and the schools of any siblings.
- Where support is not working, being engaged with or appropriate, work with the School Liaison Officer assigned to the school from the Local Authority and through Targeting Support Meetings, identify ways in which children and their families can be further supported.
- Facilitate an attendance contract, regularly reviewed with clear actions and support from any partner agencies.

- If the issue persists, take an active part in the multi-agency effort with the local authority and other partners, including the KCC PRU Inclusion and Attendance Service using the Digital Front Door. Act as the lead practitioner where all partners agree that the school is the best-placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.
- Home visits may be made to support children in the home and to maintain positive links between home and school.

For severely absent pupils, Borough Green Primary School will:

- Provide continued support as for persistently absent pupils and:
- Agree a joint approach for all severely absent pupils with the Local Authority.

Letters are sent out to parents to alert them to concerns about attendance and notifying them of the expectation for this to improve. Parents may be asked to attend meetings where reasons for poor attendance are discussed further with the Deputy Headteacher, Headteacher or FLO (see appendix 3 - strategy for improving attendance flowchart).

10. Details of the national framework for penalty notices, and when you will seek fixed-penalty notices, notices to improve or other legal interventions for absence, and other sanctions

Penalty Notices

Penalty Notices are issued in accordance with the law introduced through the Education (Penalty Notices) (England) (Amendment) Regulations 2024. Penalty notices are issued to parents as an alternative to prosecution where they have failed to ensure that their child of compulsory school age regularly attends the school where they are registered.

A Penalty Notice can only be issued in cases of absence for 10 or more half day sessions (5 school days) without authorisation during a rolling period of 100 possible school sessions (50 days of schooling) - these do not need to be consecutive.

Penalty notices can be issued for holiday absence. If holiday absence is not authorised and the child is taken anyway, a penalty notice can be issued in cases of absence for 10 or more half day sessions (5 school days) without authorisation during a rolling period of 100 possible school sessions (50 days of schooling) - these do not need to be consecutive.

In cases of holiday absence, a penalty notice will be issued per parent, per child. For example, three siblings with 5 days of unauthorised absence, would result in each parent receiving three separate fines.

A Penalty Notice can 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 can be issued with a penalty notice, but this will usually only be the parent / parent who allowed the absence.

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 school attendance for that child
- Whether further support, a notice to improve or other legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2020 make issuing a penalty notice inappropriate.

Penalty Notices are issued in accordance with Kent County Council's Education Penalty Notices Code of Conduct effective from January 2016 and revised in June 2020.

Payment of a penalty notice 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.

The first time a penalty notice is issued for unauthorised term time holiday, or other unauthorised absence of 10 sessions in a rolling period of 10 school weeks, the penalty will be £160 to be paid within 28 days, reduced to £80 if paid within 21 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 three 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. This could include prosecution through the Magistrate's Court. Section 444 of the Education Act 1996 says that parents are guilty of an offence of failing to secure regular attendance at school unless they can prove that the child was absent:

- with leave (the school has given permission)
- due to sickness or any unavoidable cause (the sickness or unavoidable cause must relate to the child, not the parent)
- religious observance
- failure by the Local Authority to provide transport

In law, these are the only acceptable reasons for a child being absent from school.

Working Together to Improve School Attendance provides statutory guidance for schools and Local Authorities regarding the issuing of penalty notices. This guidance has been updated and new measures come into force on 19th August 2024.

Notices to Improve

If the national threshold has been met and attendance 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.

11. Reduced timetables

All children of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs.

Part time timetables should:

- Have the agreement of both the school and the parent who the child usually lives with
- Have clear ambition and be part of the child's wider support, health care or reintegration plan
- Have regular review dates and a proposed end date to ensure that it is only in place for the shortest time necessary.
- Be reported to KCC online.

12. Children Missing Education

No child should be removed from the school roll without consultation between the Headteacher and the Inclusion and Attendance Service when appropriate. Please see the circumstances below:

Where a child is missing from education, Local Authority guidance will be followed, by completing a Child Missing Education referral for the following circumstances:

- If the whereabouts of the child is unknown and the school has failed to locate him/her.
- The family has notified the school that they are leaving the area, but no Common Transfer Form (pupil file) has been requested by another school.

13. Equal Opportunities

At Borough Green Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Borough

Green Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

Whilst this policy is applied fairly and consistently, the individual needs of pupils and their families who have specific barriers to attendance will be considered, along with the schools' obligations under the:

- Equality Act 2010: guidance - GOV.UK
- UN Convention on the Rights of the Child

Appendix One - roles and responsibilities

Kent County Council

- All pupils
 - Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.
 - Have a School Attendance Support Team (PIAS) that works with all schools in their area to remove area-wide barriers to attendance.
 - Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.
 - Offer opportunities for all schools in the area to share effective practice.
- Pupils at risk of becoming persistently absent
 - Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.
 - Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.
 - If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.
- Persistently absent pupils (10% or more sessions missed)
 - Continue support as for pupils at risk of becoming persistently absent and:
 - Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.

- Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.
- Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).
- Severely absent pupils (50% or more sessions missed)
 - Continued support as for persistently absent pupils and:
 - All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.
 - Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.
- Support for cohorts of pupils with lower attendance than their peers
 - Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.
- Support for pupils with medical conditions or SEND with poor attendance
 - Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.
 - Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.
- Support for pupils with a social worker (VSK - Virtual School Kent)
 - Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development - and understand their role in improving it.
 - Through the work of Virtual School Heads, they should:
 - Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance.

- Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker.
- Develop whole system approaches, with social care, to support the attendance of children in need.
- Looked after and previously looked after children
 - Promote the educational achievement of looked-after and previously looked-after children - doing everything possible to minimise disruption to education when a pupil enters care.
 - Appoint an expert Virtual School Head (VSH) who will:
 - Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school whenever they live or are educated.
 - Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance.
 - Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers - including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance.
 - Provide expert advice and information on the education of previously looked-after pupils to schools and parents - including their attendance.
- Monitoring
 - DfE Regions Group monitors local authority efforts as part of regular interaction.
 - Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services.

Governing body

- All pupils

- Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.
- Ensure school leaders fulfil expectations and statutory duties.
- Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.
- Ensure school staff receive training on attendance.
- Pupils at risk of becoming persistently absent, persistently absent pupils, severely absent pupils, support for cohorts of pupils with lower attendance than their peers, support for pupils with medical conditions or SEND with poor attendance and support for pupils with a social worker
 - Regularly review attendance data and help school leaders focus support on the pupils who need it.
- Looked after and previously looked after children (LAC and PLAC)
 - Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked after pupils.
 - Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.
- Monitoring
 - DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making.
 - Ofsted considers governing bodies' efforts as part of inspections.

School

- All pupils
 - Have a clear school attendance policy on the school website which all staff, pupils and parents understand.
 - Develop and maintain a whole school culture that promotes the benefits of good attendance.
 - Accurately complete admission and attendance registers.
 - Have robust daily processes to follow up absence.
 - Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.
 - Have a dedicated senior leader with overall responsibility for championing and improving attendance.

- Pupils at risk of becoming persistently absent
 - Proactively use data to identify pupils at risk of poor attendance.
 - Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
 - Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.
 - If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.
- Persistently absent pupils (10% or more sessions missed)
 - Continued support as for pupils at risk of becoming persistently absent and:
 - Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.
 - Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.
 - Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.
 - Where there are safeguarding concerns, intensify support through statutory children's social care.
 - Work with other schools in the local area, such as schools previously attended and the schools of any siblings.
- Severely absent pupils (50% or more sessions missed)
 - Continued support as for persistently absent pupils and:
 - Agree a joint approach for all severely absent pupils with the local authority.
- Support for cohorts of pupils with lower attendance than their peers
 - Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.

- Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.
- Support for pupils with medical conditions or SEND with poor attendance
 - Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.
 - Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.
 - Consider additional support from wider services and external partners, making timely referrals.
 - Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.
- Support for pupils with a social worker
 - Know who the pupils who have, or who have had, a social worker are.
 - Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance - whilst maintaining a culture of high aspiration for the cohort.
 - Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.
 - Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.
- Looked after and previously looked after children
 - Have high expectations for the cohort - with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.
 - Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for lookedafter children that support good attendance.
 - Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.
- Monitoring

- The school's Senior Attendance Champion will ensure all school-based staff complete their attendance responsibilities in line with the school's policies and procedures.
- The governing board will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance.
- Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.

Parents and carers

- All pupils
 - Ensure their child attends every day the school is open except when a statutory reason applies.
 - Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).
 - Only request leave of absence in exceptional circumstances and do so in advance.
 - Book any medical appointments around the school day where possible.
 - Work with the school and 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.
- Persistently absent pupils and severely absent pupils
 - Work with the school and local authority to help them understand their child's barriers to attendance.
 - Proactively engage with the formal support offered - including any parenting contract or voluntary early help plan to prevent the need for legal intervention.

- Support for pupils with medical conditions or SEND with poor attendance and support for pupils with a social worker
 - Work with the school and local authority to help them understand their child's barriers to attendance.
 - Proactively engage with the support offered.
- Looked after and previously looked after children
 - Work with the school and local authority to help them understand the child's barriers to attendance - including the development of Personal Education Plans.
 - Proactively engage with the support offered.

Appendix Two - attendance codes

Table 1

CODE	MEANING	TYPE
/ \	Present at the school / morning \ afternoon	Present mark
B	Attending any other approved educational activity: - Alternative provision not arranged through the approved framework	Present mark
C	Authorised circumstance (see Table 2: The C code for breakdown).	Authorised Absence
D	Dual registered at another school.	Present mark
E	Suspended or permanently excluded and no alternative provision made.	Authorised Absence
G	Holiday not granted by the school or term-time leave not granted by the school.	Unauthorised Absence
I	Illness (not medical or dental appointment).	Authorised Absence
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution.	Authorised Absence
K	Attending education provision arranged by the local authority: - Home tutoring - Approved framework for alternative provision - Blended learning.	Present mark
L	Late arrival before the registers have closed.	Present mark
M	Attended a medical appointment.	Authorised Absence
N	Reason for absence not yet established.	Unauthorised Absence
O	Absent in other or unknown circumstances.	Unauthorised Absence
P	Participating in a sporting activity.	Present mark
Q	Unable to attend the school because of a lack of access arrangements.	Not expected to attend
R	Religious observance.	Authorised Absence
S	Leave of absence for the purpose of studying for a public examination. Must be used sparingly with revision opportunities in school.	Authorised Absence
T	Parent travelling for occupational purposes, and the pupil has attended for at least 200 sessions in preceding 12 months.	Authorised Absence
U	Arrived in school after registration closed.	Unauthorised Absence
V	Attending an educational trip or visit.	Present mark
W	Attending work experience.	Present mark
X	Non-compulsory school age pupil not required to attend school.	Not expected to attend
Y	Unable to attend school because of unavoidable cause (see Table 2: The Y code for breakdown).	Not expected to attend
Z	Prospective or previous pupil not on admission register.	Not expected to attend

Table 2

CODE	MEANING	TYPE
The Y code: Unable to attend school because of unavoidable cause, is broken down into the following subcodes to provide better differentiation of the reason:		
Y1	Unable to attend due to transport normally provided not being available.	Not expected to attend
Y2	Unable to attend due to widespread disruption to travel.	Not expected to attend
Y3	Unable to attend due to part of the school premises being closed. For example, this may be due to damage or teacher strikes.	Not expected to attend
Y4	Unable to attend due to the whole school site being unexpectedly closed. For example, extreme weather, damage, no hot water, or heating.	Not expected to attend
Y5	Unable to attend as pupil is in criminal justice detention. For example, in police detention, remanded to youth detention, awaiting trial or sentencing, or detained under a sentence of detention.	Not expected to attend
Y6	Unable to attend in accordance with public health guidance or law. contrary to or prohibited by any guidance relating to the incidence or transmission of infection or disease.	Not expected to attend
Y7	Unable to attend because of any other unavoidable cause. For example, an emergency has prevented the pupil from attending. The unavoidable cause must be something that affects the pupil, not just the parent.	Not expected to attend
The C code: Authorised Absence is broken down into the following subcodes to provide better differentiation of the reason:		
C	Leave of absence for exceptional circumstances. Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school. A leave of absence is granted entirely at the school's discretion.	Authorised Absence
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.	Authorised Absence
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable.	Authorised Absence

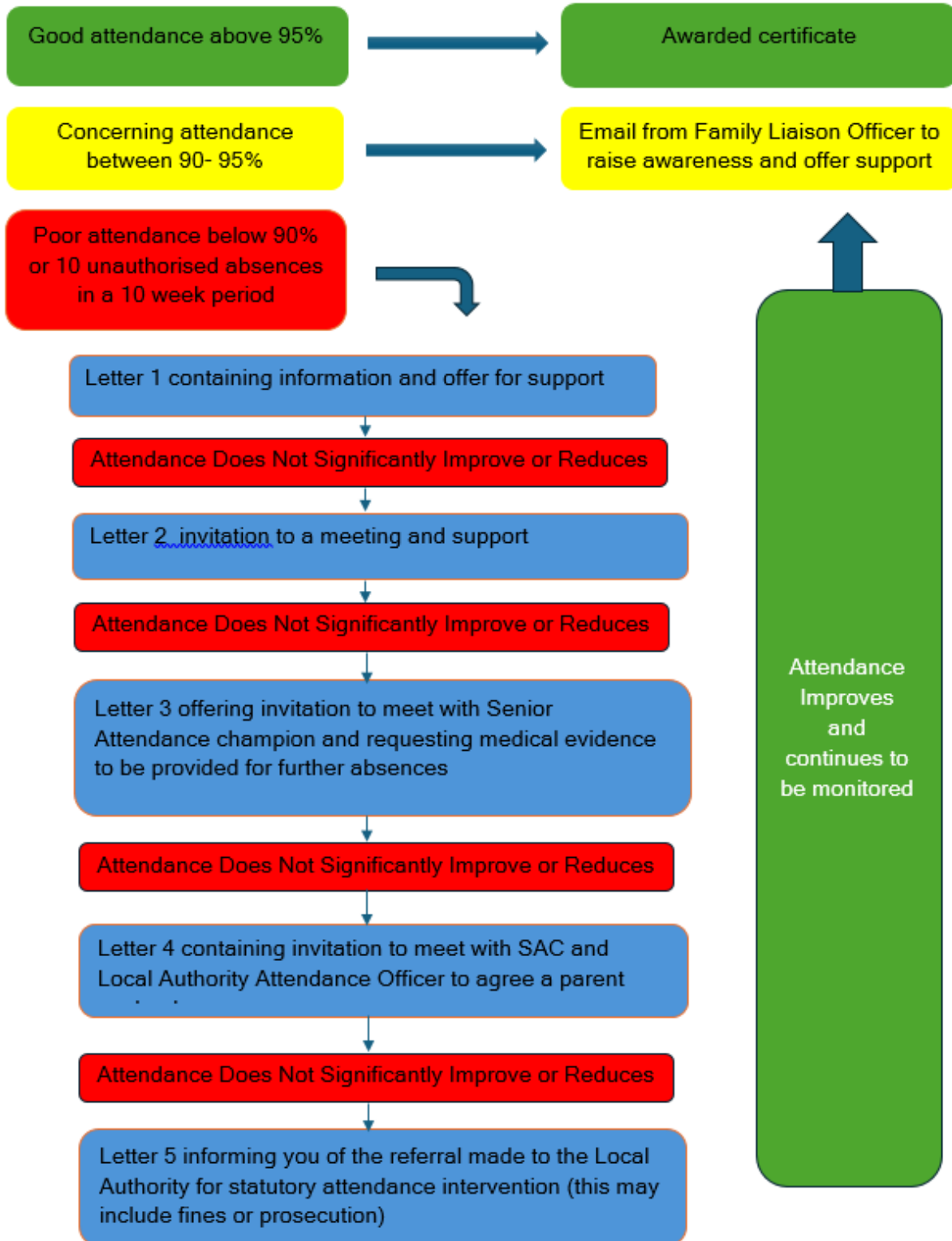
- Identify pupils at risk of persistent absence (between 90 and 95%).
 - Parents may receive an email from FLO stating child is at risk of persistent absence, with a link to school attendance policy/leaflet. Offer a supportive meeting, if required.

- Identify persistently absent pupils (below 90% or 10 unauthorised absences within a rolling period of 10 school weeks).
 - Letter 1 sent to parents outlining concern regarding the pupil's poor attendance that offers appropriate support (see section 9 of attendance policy)
 - If attendance does not improve...
 - Letter 2 regarding the continued decline of the pupil's school attendance, offering appropriate support and a meeting in school to discuss any difficulties.
 - Letter 3 formally advising both/all parents/carers to provide medical evidence for their child's absences and that absences may be recorded as unauthorised.
 - If attendance does not improve...
 - *If ongoing medical or mental health issues are raised, a referral to Kent School Health is made.*
 - *If attendance does not improve...*
 - *If Emotional School Based Avoidance (EBSA) has been given as a reason for absence, the case has been discussed using the Emotionally-based school avoidance pathway for Kent.*
 - *Early Help support offered, and referral made if agreed to.*
 - If attendance does not improve...
 - Letter 4 inviting both/all parents to a meeting to discuss the barriers to their child attending school regularly and a plan of support to overcome these. Parent contract put in place. A KPAS Officer will be invited.
 - If attendance does not improve...
 - Notify parents that the school plans to make a referral to children's services.
 - If attendance does not improve...
 - Letter 5 explaining that although there has been support offered by the school, the child's attendance is a continued cause for concern and has resulted in the school making a referral to the Local Authority for Statutory

Attendance Intervention. This may result in legal action to enforce school attendance, including a fine or prosecution in the Magistrate's Court.

- Please note, there will be a minimum review period of two weeks between each letter being sent. This can be extended depending on individual circumstances. This is to give families and school the opportunity to access agreed support and implement agreed actions.

Attendance Actions



Attendance is monitored weekly and there will be at least two weeks between letters. For full details of our Attendance Policy please see our website or ask at the office.