



ATTENDANCE POLICY

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1. Aims, Scope and Application

Kingdom Christian School aspires to high levels of attendance from all pupils. Good attendance is considered to be an ongoing attendance figure of 95%+ and is key for all pupils to flourish at school, support their wellbeing and provide wider life opportunities. Therefore, it is expected that pupils should be at school, on time, every day the school is open, unless the reason for the absence is unavoidable.

This policy sets out how together schools and families can achieve this by:

- Setting out the principles for developing and maintaining a whole school culture that promotes the benefits of good attendance.
- Ensure, so far as possible, that every pupil in the school is able to benefit from and make their full contribution to the life of the school.
- Prioritise and where possible improve attendance and punctuality across the school, reduce absence and set out the school's approach to the management of absence/non-attendance.
- Recognise the linkages between attendance/absence and pupil wellbeing, specifically ensuring a consistent whole school approach to safeguarding.
- Help to promote a whole school culture of safety, equality and protection.

This policy applies to the whole school including the Early Years Foundation Stage (EYFS).

This policy is designed to address the specific statutory obligations on the school to record attendance and absence

This is a **statutory** policy and will be reviewed annually by the governing body.

2. Regulatory Framework

This policy has been prepared to meet the school's responsibilities under:

[Education \(Independent School Standards\) Regulations 2014](#)

[Statutory framework for the Early Years Foundation Stage \(DfE, September 2023\)](#)

[Education and Skills Act 2008](#)

[Education \(Pupil Registration Regulations\) 2006](#)

[Equality Act 2010](#)

[Data Protection Act 2018 and UK General Data Protection Regulation \(UK GDPR\)](#)

This policy has regard to the following guidance and advice (*underlined text denotes a hyperlink to the mentioned document*):

[Working together to improve school attendance \(DfE applies from 19 August 2024\)](#)

[Toolkit for schools: communicating with families to support attendance \(DfE, September 2023\)](#)

[Guidance for parents on school attendance \(Office of the Children's Commissioner, September 2023\)](#)

['Is my child too ill for school?' guidance \(NHS, April 2024\)](#)

[Keeping children safe in education \(DfE, September 2025\)](#)

[Working together to improve school attendance \(DfE, August 2024\)](#)

[Children missing education \(DfE, September 2025\)](#)

[Support for pupils where a mental health issue is affecting attendance \(DfE, February 2023\)](#)

[Providing Remote Education: guidance for schools \(DfE, updated August 2024\)](#)

[SEND Code of practice: 0 to 25 years \(DfE and Department of Health, September 2025\)](#)

3. Related School Policies

The following policies, procedures and resource materials of Kingdom Christian School are relevant to this policy:

- **Safeguarding and Child Protection Policy and Procedures**
- **Behaviour and Discipline Policy**

4. Definitions and Interpretation

References	Definition/Interpretation
Attendance	Attendance for all or part of the timetabled school day.
Board	Governing Body
Parent	a) all natural parents, whether they are married or not b) any person who has parental responsibility for a pupil c) any person who has care of a pupil (i.e. lives with and looks after a pupil)
DSL/A	The school's Designated Senior Lead for Attendance
Persistent Absence ¹	When a pupil's attendance drops to or below 90%, for any reason.
Severe Absence ²	When a pupil's attendance drops to or below 50%, for any reason.
Good attendance / school attendance target	for all children to have an ongoing attendance percentage of 95% or above.

¹ Paragraph 131 of [Working together to improve school attendance \(applies from 19 August 2024\)](#)

² Paragraph 132 of [Working together to improve school attendance \(applies from 19 August 2024\)](#)

5. Promoting Good Attendance

Why is it so Important?

The school recognises the importance of developing good patterns of attendance from the outset. The importance of good attendance, alongside good behaviour, are an integral part of the school's ethos, culture, vision, values and day to day life.

In building a culture of good school attendance it recognises:

- Absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence disrupts teaching routines and so may affect the learning of others.
- The interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions and / or disabilities, mental health issues, safeguarding wellbeing and support for disadvantaged pupils.
- The importance of setting high expectations for the attendance and punctuality of all pupils and communicating these regularly and effectively to pupils and parents.
- That attendance is never "solved" and is a continuous process requiring revision and updating of messages, processes and strategies.

Roles and Responsibilities

The school expects all pupils to be present at School for the whole of the school day, usually from registration at 08:50am to close at 3:15pm, but this period may be extended, for example for out of school clubs, sports fixtures or school trips.

Good attendance is everybody's responsibility. Parents, pupils and all members of school staff should take proactive steps to manage, monitor and improve attendance. To help all to focus on this:

The school will:

- consistently promote the benefits of good attendance and how it is an essential foundation to securing positive outcomes for all pupils.
- set high expectations for every pupil and regularly communicate those expectations to pupils and parents, through school reports and additional updates.
- work effectively and respectfully with pupils, their families and, where appropriate, local authorities where there are challenges to attendance to address them.

- respond to non-attendance and/or lateness proactively, firmly, consistently and with care, with appropriate reference to this policy, its safeguarding and behaviour policies. It will act in a proportionate and targeted way in response to data or intelligence and ensure intervention is regularly reviewed.
- have robust systems in place to track and record attendance, reasons for absence and patterns at an individual level and by cohorts or groups in order to identify pupils at risk of non-attendance and those who are persistently absent and it will monitor and analyse this data regularly to facilitate early intervention to address issues.
- publish term dates in considerable advance via the 'Term Dates' link on the school website to help ensure that holidays are taken outside of term time.
- ensure that all teaching and non-teaching staff know the importance of good attendance and are consistent in their communication with pupils and parents about it.
- provide appropriate training and professional development for staff consistent with their roles and responsibilities.
- follow school attendance processes, including inviting the parents to a meeting if attendance drops below 90% to identify the barriers to attendance and ensure support is put in place.
- gain the voice of the child to ensure the school is taking a child centred approach.

The DSLA will:

- evaluate and monitor expectations and processes within the attendance policy
- have oversight of and analyse attendance data
- look out for trends or patterns in a pupil's attendance
- monitor the implementation of this policy
- help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development and provide clarity on the short and long term consequences of poor attendance.

All school staff will:

- create a school and classroom culture where positive attendance is expected and celebrated.
- be consistent in their communication with pupils and parents about the importance of good attendance.
- share with the DSLA any relevant information regarding reasons for absence and any known future absences for pupils

The school governors will:

- have overall responsibility for all matters which are the subject of this policy
- ensure the efficient discharge of its responsibilities under this policy
- review the policy and ensure it is up to date

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education. This means pupils must attend every day that the school is open, except in a small number of allowable circumstances such as being sick in such a way they are unable to attend³ (see Appendix 4) or being given permission in advance for an absence from school. Therefore:

Parents will:

- support the school in encouraging good attendance
- contact the school as soon as possible on the first day of absence with the reason for the absence
- be honest about the reason for absence and any barriers to good attendance
- provide what their child requires practically and emotionally to enable them to attend on time and make the most of opportunities at school
- expect that unexplained absence will be followed up.
- know that persistent lateness or persistent absence will result in action being taken by the school

Parents can also support their children to have excellent attendance by:

- ensuring regular and early bedtimes
- having uniform and equipment prepared the night before
- having packed lunch planned
- providing a healthy breakfast
- reporting any academic or social concerns promptly to the class teacher
- retaining open & honest communication with school
- being positive about school (even if your own experience was less than positive)
- making any application for an authorised leave of absence at the earliest opportunity
- cooperating with the school to explore possible barriers to attendance and to improve it where attendance has been raised as an issue.

³ Paragraph 11 of Working [Working together to improve school attendance \(applies from 19 August 2024\)](#)

Pupils will:

- be present in-person for the duration of each school day
- arrive on time and attend all timetabled lessons
- engage with the school's arrangements for recording and managing attendance as set out in this policy

The school has an obligation to provide an atmosphere which is calm, orderly and safe⁴, and where there are additional needs to make reasonable adjustments to support children's attendance.

6. Additional Needs Considerations

These attendance ambitions apply to all children including those with Special Educational Needs⁵.

The school does recognise some pupils may find it harder than others to attend school and will work with those pupils and parents to try to remove barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

The school will make reasonable adjustments where a pupil has a disability that affects their ability to attend school regularly. It will also work with parents, and where appropriate with the Local Authority, to develop specific support approaches for attendance for pupils with special educational needs and disabilities (SEND) e.g. ensuring the provision outlined in a pupil's education, health and care plan (EHCP) is accessed.

Suitable strategies will also be considered for pupils with any social, emotional or mental health issue that is affecting their attendance.

Where barriers are outside of the school's control or the provision prescribed by the EHCP, the school will work with parents and pupils to identify alternative sources of support or consider, where appropriate, making a referral for early help.

7. Managing and Monitoring Attendance

School attendance is important to pupil attainment, wellbeing and development. The school therefore has high expectations of pupils as to their attendance and has systems in place to promote good attendance. Even an attendance of 90%

⁴ Paragraph 16 of [Working together to improve school attendance \(applies from 19 August 2024\)](#)

⁵ Paragraph 55 of [Working together to improve school attendance \(applies from 19 August 2024\)](#)

is the equivalent of missing a half day each week and over 5 years this equates to missing ½ a year of schooling.

Therefore, the school monitors, records and shares data about pupil attendance and as part of its duty to safeguard and protect pupils and promote attendance it accurately completes admission and attendance registers as is required as set out in Appendix 2.

The School and DSLA will undertake regular data analysis to identify and provide additional support to pupils, their families or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them. Such analysis may include:

- monitoring and analysing weekly attendance patterns and trends and provide support in a targeted way to pupils and families.
- conducting thorough analysis of half-termly, termly, and full year data to identify patterns and trends.
- benchmarking attendance data at whole school, year group and cohort level to identify areas of focus for improvement.

If a pupil reaches the Persistently Absent threshold, or is at risk of moving towards that threshold, then the family will be contacted to discuss the reasons and potential barriers and explore ways to support and improve the attendance percentage. Absence at this level means missing a considerable amount of time in school (equivalent to one day every fortnight) and therefore missing regular and impactful sequenced teaching, social time with peers and time in the school community.

If a pupil becomes a Severe Absentee a pupil's academic and social progress can have lifelong consequences. If a pupil's attendance does drop to 50% or below the school will work with the family to draw up an Individual Attendance Plan which will incorporate multi-agency input. Parents will be expected to engage with all partners to improve a child's attendance to the school's target for every child of 95%.

In cases of both long term physical or mental ill health, school staff are not expected to diagnose or treat physical or mental health conditions, but they are expected to work together with families and other agencies with the aim of ensuring regular attendance for every pupil. If a pupil is recorded in the attendance register as absent using code I (unable to attend because of illness) and here absence exceeds ten days, the school reserves the right to request a doctor's note, outlining the reasons for the child's absence. If there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative)

will reach or exceed 15 school days, school can make contact with the Local Authority and discuss a sickness return⁶. Medical evidence for recording absences should only be needed in a minority of cases (see code I).

Where a pupil's health need means they need reasonable adjustments or support because it is complex or long term, schools can seek medical evidence to better understand the needs of the pupil and identify the most suitable provision in line with statutory guidance or arranging education for children who cannot attend school because of health needs ⁷

8. Interventions

The following interventions could be taken to support improved attendance:

- communication with parents to offers of support to seek to identify and address any barriers to attendance
- reporting to other agencies such as children's social care
- formal attendance contracts (for up to three months) agreed between pupil, parent, school and/or local authority

The DSLA monitors attendance and will take specific action if the pupil's attendance is below expectations or significantly drops in order to restore good attendance. These might include:

- Contacting and working with parents to gather information on the reasons or specific barriers to their child not being in school and discuss ways to work together to remove these barriers to improve attendance.
- Setting a fixed period of time for a given attendance target to be achieved. At the end of that time period share individual attendance figures with parents.
- Working with outside professional agencies to restore a pupil to good attendance.

9. Reporting Absence

If a pupil is ill, parents should consult and consider the NHS advice (Appendix 4) when deciding if their child should be in school or kept at home. If unsure the school will be able to help and advise.

If a pupil is to be absent from school for any reason, the parent/carer should contact the school office by email or phone by no later than 09:30am on the first morning of absence.

⁶ Paragraph 57 of [Working together to improve school attendance \(applies from 19 August 2024\)](#)

⁷ Paragraph 61 of [Working together to improve school attendance \(applies from 19 August 2024\)](#)

On the first day of absence, where a pupil is ill, the school should be notified by parents of the nature of the illness in reasonable detail and the child's likely return date, to the best of their knowledge.

Before 09:30am. on the third consecutive day of absence, the family should contact the school with an update of the continued absence, any new symptoms, and the likely return date.

When an illness results in more than three consecutive days absence the school should be contacted daily before 09:30am to provide an update and to the best of their knowledge a likely return date.

School will make contact by 9.30am if a child has not turned up for school. School will try all other phone numbers if a parent/carer cannot be contacted.

If the child does not turn up for school on day 2, the same process will be followed.

A home visit will be conducted on day 3 if there has been no contact with a parent/carer. If school are unable to conduct the home visit or the home visit results in no contact with a parent/carer, the school will notify Derbyshire Police and request that they do their own checks.

10. Timekeeping and Lateness

The school day starts at 8:50am for morning registration. If a pupil arrives at school and registers as expected, they will receive a present mark (/). The registers will remain open for 10 minutes after the start of morning registration until 9.00am. Any pupil arriving at school after this time will be recorded as late (L).

Afternoon registration will be at 1:15pm and pupils will be marked as (\) when present.

Poor punctuality is not acceptable. If your child misses the start of the day they can miss work and do not spend time with their teacher getting vital information and news for the day. Late arriving pupils may also disrupt lessons; it can make arriving tricky for the child and can also encourage absence.

Minutes late per day	Absence Equivalent
5	3.4 school days per year
10	6.9 school days per year
15	10.3 school days per year
20	13.8 school days per year
30	20.7 school days per year

11. Welcoming and Supporting Pupils back after an Absence

After a period of absence some pupils may find reintegrating back into school difficult. Staff use their professional judgement for the best way to help pupils settle back into school life quickly and smoothly. Staff's knowledge of the individual pupil's personality and personal preferences should be a guide in this but should include a warm, reassuring and individual welcome and help for the pupil to remember when, where and how school routines work. A classroom visual timetable is helpful in this, as is asking peers of the returning pupil to support them in individual lessons, tasks, break and lunchtimes.

12. Staff Training

The school will ensure that regular guidance and training on attendance is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. As a minimum this will include all staff understanding:

- the importance of good attendance and that absence is almost always a symptom of wider circumstances
- the school's strategies and procedures for tracking, following up and improving attendance

Dedicated attendance training is provided to any member of staff with a specified attendance function in their role, including administrative, pastoral or family support staff and senior leaders. This should include:

- the law and its requirements of schools, including the keeping of registers
- the process for working with other partners to provide more intensive support to pupils who need it
- the necessary skills to interpret and analyse attendance data
- any additional training that would be beneficial to support pupils and pupil cohorts overcome commonly seen barriers to attendance.

The staff responsible for attendance matters are:

Mrs Temitope Adegoke - Attendance Champion

Mr Mark Ozenbrook - Co-head teacher

Mrs Shani Ozenbrook - Co-head teacher

13. Information Sharing

Personal information on attendance will only be shared in line with legal obligations and having regard to Government guidance on attendance, safeguarding and children missing education.

14. Record Keeping and Confidentiality

All records created in accordance with this policy are managed in accordance with the school's policies that apply to the retention and destruction of records. The information created in connection with this policy may contain personal data. The school's use of this personal data will be in accordance with data protection law.

The school has published privacy notices on its website which explain how the school will use personal data.

Version Control Table

Version	Date	Changes	Approval
1	2026	Re-branded to KCS and updated references in text. Formatting. Tabularised section 4 Definitions and Interpretation.	SO

Appendix 1: Authorised and Unauthorised Absences

Authorised Absences

Apart from illness, no pupil should be away from school without prior permission from the Headteacher.

Authorised absence means that the school has either given approval in advance for a pupil to be away (granted an authorised leave of absence) or has accepted an explanation offered afterwards as justification for absence.

Applications for authorised leaves of absence during the school day will only be granted in exceptional circumstances and will only be permitted if made in writing to the headteacher and made with reasonable notice. The school will consider each application for an authorised leave of absence individually taking into account the specific facts and circumstances and the relevant background context behind the request.

If a leave of absence is granted, it is for the Headteacher to determine the length of the time the pupil is authorised to be away from school.

Absence will usually be authorised for religious observance if the day concerned is exclusively set apart for religious observance by the religious body to which parents and pupils belong. Parents are expected to make a request for this type of leave of absence in advance.

Dental or medical appointments should be made during school holidays except in cases of emergency when the school office should be informed.

Unauthorised Absences

Unauthorised absence means when a pupil is away from school for a reason the school does not deem to be acceptable.

An unauthorised absence code will be used when prior permission for absence has not been given and where the school is not satisfied with the explanation given for absence. Examples include:

- holiday has not been authorised by the school or is in excess of the period determined by the headteacher
- the reason for absence has not been provided
- a pupil is absent from school without authorisation

Appendix 2: Admission & Attendance Registers

Admission Register

The admission register contains specific personal details of every pupil in the school, including their date of admission, information regarding parents and carers and details of the school they last attended. In accordance with the requirements of the [Education \(Pupil Registration\) \(England\) Regulations 2006](#) (as amended), the school will:

- maintain an admission register of pupils admitted to the school (also known as the school roll); and
- inform the local authority of any pupil who is going to be added to or deleted from the school's admission register at non-standard transition points.

Where the school notifies the local authority that the pupil's name is to be deleted from the admission register, the school must provide it with the following information:

- the full name of the pupil
- the full name and address of any parent with whom the pupil lives
- at least one telephone number of any parent with whom the pupil lives
- the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there (if applicable)
- name of the pupil's other or future school and pupil's start date or expected start date there (if applicable)
- the grounds (prescribed in [regulation 8](#)) under which the pupil's name is to be deleted from the admission register.

Attendance Register

Attendance of compulsory school-aged pupils is to be recorded and monitored in accordance with statutory requirements. Kingdom Christian School has adopted the national codes system to enable it to monitor attendance and absence in a consistent way which complies with the regulations.

The attendance of non-compulsory school age will be recorded in the same way so attendance can be monitored, unexplained absences are investigated and the school can ensure the child's safety and welfare.

The school will also use these records to identify patterns of poor attendance (at individual and cohort level) and work with pupils and parents to resolve any issues before they become entrenched.

The school is required by law to take attendance registers twice daily - once at the start of the morning session and once during the afternoon session.

On each occasion it will be recorded whether each pupil is present, absent or present but arrived late.

Recording Absence

Absence will be recorded as set in Appendix 3 using the national absence codes:

- authorised absence
- excluded (while still on the admission register)
- holiday authorised by the school
- illness
- medical or dental appointments
- religious observance
- study leave
- other

Appendix 3: Attendance Registers Codes from August 2024

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 next page for breakdown)	Authorised Absence
D	Dual registered at another school - Attending Alternative Provision at another school site - Hospital education - Education at a secure / residential site - Off-site direction / managed move	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 Mark
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 next page for breakdown)	Not expected to attend
Z	Prospective or previous pupil not on admission register	Not expected to attend

Appendix 4: Advice when to keep your child at home




Should I keep my child off school?



Yes

	Until...
Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



SCAN ME

Advice and guidance
To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>.

Appendix 5: Process for Managing, Monitoring and Supporting Attendance

At Kingdom Christian School we will take an individual approach. The percentages are a guide as we take into account each personal situation. We have a three-tier approach to absences.

<p><u>Tier 1: Early intervention</u></p> <p><u>90-85%</u></p>	<p>DSLAs notice drop in attendance. Makes contact with parents to highlight drop in attendance and try to understand and remove any barriers to attendance.</p> <p>Educate parents on importance of good attendance.</p> <p>Work closely with class teacher to address any concerns over learning/workload/ friendships</p>
<p><u>Tier 2: Targeted re-engagement</u></p> <p><u>85-80%</u></p>	<p>Formal letter written to parents detailing the adverse affects of low attendance.</p> <p>Parent invited to meet the head teacher and DSLA to discuss absence and reasons for absence.</p> <p>Early help support offered to support the family and remove barriers to attending school.</p> <p>Individual targets given to child (family) to improve attendance.</p> <p>Monitoring period (daily and weekly) of up to 30 days put in place</p>
<p><u>Tier 3- below 80%</u></p> <p><u>Severe absenteeism is classed at 50% or below</u></p>	<p>Meeting with the governors.</p> <p>Analysing of reasons for absence.</p> <p>Reach out to Derbyshire attendance team for advice and support ews.hq@derbyshire.gov.uk</p>