Link Governor: SM
Date of last review: Nov 2026

ATTENDANCE POLICY

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1. Aims, Scope and Application

At Kingdom Christian School, we know pupils make the best progress when they attend school consistently. KCS 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 applies to the whole school including Early Years Foundation Stage (EYFS).

2. Definitions and Interpretation

References	Definition/Interpretation
Attendance	Attendance for all or part of the timetabled school day.
Senior Attendance Champion	The person on the senior leadership team responsible for tracking and raising the profile of good attendance.
Persistent Absence	When a pupil's attendance drops to or below 90%, for any reason.
Severe Absence[1]	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.

3. Building a Culture of Good Attendance

Why is it so Important?
At Kingdom Christian School, we believe every child matters, every day matters and every opportunity to learn is valuable. We recognise that there can be many reasons why a child may struggle to attend school, and we are committed to working alongside families with understanding, empathy and support. At the same time, we have high expectations and believe that regular attendance is essential to every child's learning, wellbeing and development.

In building a positive culture of good school attendance it recognises:

- Every day counts. Regular attendance helps children feel settled, build friendships, develop confident and make good progress. We understand that absence can sometimes be unavoidable, but missed learning can be difficult to catch up and can affect a child's sense of belonging and routine.
- Every child is an individual. We recognise that attendance can be affected by a range of circumstances, including physical and mental health, SEND, disability, anxiety, bullying, family difficulties and safeguarding concerns. We seek to understand the reasons behind absence and offer appropriate support rather than make assumptions or judgements.
- High expectations go hand in hand with care. We want all children to attend school regularly and arrive on time. We communicate these expectations clearly and consistently to pupils and parents, while

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

approaching individual circumstances with kindness, understanding and a willingness to help.

- Attendance is everyone's responsibility. Good attendance supports not only an individual child's learning but also the consistency and positive routines of the whole school. We work together as staff, pupils and families to create an environment where children feel safe, valued and happy to come to school.
- Improving attendance is an ongoing commitment. We recognise that attendance can change over time and that some families may need additional help. We regularly review our approach, listen to families and adapt our support while maintaining our commitment to ensuring every child has the best possible opportunity to succeed.

4. Roles and Responsibilities

The school will:

- Promote the value of attendance. Regularly encourage pupils and parents to understand the importance of good attendance and how it provides the foundations for learning, friendships, confidence and positive outcomes. This is done on our website and via the newsletter.
- Set clear expectations: Have high expectations for every pupil's attendance and punctuality and communicate these clearly and regularly to pupils. Attendance is reported half termly to parents and on a written report at the end of each year.
- Work in partnership with families: Build positive and respectful relationships with pupils, parents and carers, working together to understand and address any difficulties affecting attendance.
- Respond with kindness and consistency: Address absence and lateness promptly, fairly and consistently. The school will take concerns seriously, seek to understand the reasons behind them and respond with both compassion and firmness, following this policy and relevant safeguarding and behaviour procedures.
- Identify concerns early: Maintain accurate attendance records and regularly monitor patterns of absence and lateness, both for individual pupils and across groups. This helps the school identify children who may need additional support and take timely action before difficulties become more established.
- Support families to plan ahead: Publish term dates well in advance on the school website, helping families to arrange holidays and appointments outside term time wherever possible.
- Provide staff guidance and training: Ensure staff receive appropriate information, training and professional development to help them fulfil their

attendance responsibilities and recognise when a child or family may need additional support.
- Follow attendance procedures: Follow the school's attendance processes, including inviting parents and carers to meet with the school when a pupil's attendance falls below 85%. These meetings will aim to understand barriers, listen to families, agree appropriate support and identify clear next steps.
- Listen to the child: Ensure the child's voice is heard and considered when exploring attendance difficulties. We want children to feel safe, listened to and supported, and to understand that their wellbeing and education matter to us.

The Attendance Champion will:

- Do a daily check that all registers have been taken and all pupils have been accounted for by 9.30am
- Monitor attendance weekly and talk to class teachers if there is a concern
- Analyse data and track for patterns
- Monitor vulnerable groups more carefully (such as children with SEND or EAL)
- 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.
- Help parents who have previously home educated their children to understand their responsibility of sending their child to school consistently.
- Conduct assemblies on the importance of good attendance and celebrate the class with the best attendance each week.

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 Attendance Champion any relevant information regarding reasons for absence and any known future absences for pupils.
- encourage their class to aim for the weekly best attendance award which gains pupils 5 extra minutes of playtime on a Friday.

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 attend[2] (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
- expect that unexplained absence will be followed up.
- know that persistent lateness or persistent absence will result in action being taken by the school
- send children to school with minor illness if they are well in accordance with NHS guidance (see *Appendix 4*)

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 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.

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

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

5. Additional Needs Considerations

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

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.

6. 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% 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

The School and Attendance Champion 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 have a meeting with the governors 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 return[3]. 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 [4]

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

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

7. Interventions

The Attendance Champion 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.

8. Reporting Absence (including EYFS – please see EYFS Policy for more details on EYFS 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.

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.
Reporting Early Years absence: if a child has unauthorised absence for 10 consecutive days, it will be reported to Derbyshire County Council If a child is absent with sickness for 15 consecutive days, the absence will be reported to Derbyshire County Council.

9. Timekeeping and Lateness

The school day starts at 8:50am and the register is taken at 9:00am. If a pupil arrives at school and registers as expected, they will receive a present mark (/). The registers will remain open for 30 minutes after the start of morning registration until 9.30am. Pupils arriving after 9:30amwill be recorded as 'U' (late after register has closed) – this is an unauthorised absence mark.

Afternoon registration will be at 1:20pm and pupils will be marked as (\) when present.

Poor punctuality is not acceptable. If your child misses the start of the day they usually miss phonics and reading which is vital for making progress. 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

10. 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.

11. Part-time Timetables

In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for us to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school full-time and a part-time timetable is used to help the pupil access as much education as possible. **A part-time timetable would not be used to manage a pupil's behaviour.**

A part-time timetable will:
• Have the agreement of both KCS and the parent the pupil normally lives with.
• Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
• Have regular review dates which include the pupil (where appropriate) and their parents to ensure it is only in place for the shortest time necessary.
• Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time. It may, however, be extended as part of the regular review process.
In some limited cases, a pupil with a long-term health condition may require a part-time timetable for a prolonged period. Where the pupil has a social worker, we will keep them informed and involved in the process. If the pupil has an Education Health and Care Plan, we will discuss the part-time timetable with the Local Authority so that any support package that is in place can be reviewed as swiftly as possible.
In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record the absence accordingly (normally using code C2).

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

The staff responsible for attendance matters are:

Mrs Temitope Adegoke and Rebecca Jennings - Attendance Champions

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
2	November 2026	Updates to section 1; DSLA now Attendance Champion; Updates to section 3; ref to best attendance award; added governor meeting requirements to Persistently Absent threshold; updated section 6; Section 7 specific ref to EYFS, updates to section 8; added Part-time timetables; updates to responsible staff; added Appendix 6	GB

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



UK Health Security Agency

NHS

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
Diarrhoea 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.

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

Appendix 6: Information for Parents Sheet

