KATHARINE LADY BERKELEY'S SCHOOL
FOUNDED 1384

Attendance Policy

Reviewed by: Community and Wellbeing

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1.0 Aims and objectives

1.1 At Katharine Lady Berkeley's School, we believe that improving attendance is everyone's business and that providing a calm, orderly, safe and supportive environment where all pupils want to be and are keen and ready to learn is the foundation of securing good attendance. Working together to put the right support in place at the right time, in conjunction with all staff in school, parents/carers, pupils, Gloucestershire County Council and other local partners, we aim to remove any barriers to attendance by building strong and trusting relationships.

1.2 Regular attendance is fundamental to the future success of children. We expect pupils to be in school for every session of the school day and for every day that the school is open.

1.3 Our objectives are to promote good attendance, ensuring every pupil has access to the full-time education to which they are entitled. By acting early to address patterns of absence we aim to reduce absence, including persistent and severe absence.

2.0 Legislation and guidance

2.1 This policy meets the requirements of the working together to improve school attendance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

2.1.1 Part 6 of The Education Act 1996

2.1.2 Part 3 of The Education Act 2002

2.1.3 Part 7 of The Education and Inspections Act 2006

2.1.4 The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)

2.1.5 School Attendance (Pupil Registration) (England) Regulations 2024

2.1.6 The Education (Penalty Notices) (England) Regulations 2007, as amended

2.1.7 The Anti-Social Behaviour Act 2003

2.1.8 The Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024

2.2 This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

3.0 Roles and responsibilities

3.1 Parents/carers are expected to:

3.1.1 Ensure their child attends school every day, on time

3.1.2 Notify the school before 8:50am on the first day of absence — and on each subsequent day — stating the reason for absence and the expected date of return

3.1.3 Provide clear information about the nature of any illness to enable staff to support the child on their return

3.1.4 Provide the school with at least two up-to-date emergency contact numbers

3.1.5 Arrange medical or other appointments outside of the school day, wherever possible

3.1.6 Engage proactively with the school and any support offered (informal or formal) to help overcome barriers to attendance

3.2 Pupils are expected to:

3.2.1 Attend school every day and on time

3.2.2 Arrive promptly to tutor time and every timetabled lesson

3.2.3 Take responsibility for their punctuality and attendance as part of their personal development

3.3 The Board of Trustees are expected to:

3.3.1 Recognise the importance of school attendance and promote it across the school's ethos and policies

3.3.2 Ensure school leaders fulfil expectations and statutory duties

3.3.3 Regularly review attendance data, discussing and challenging trends, and helping school leaders focus efforts on the individual pupils or cohorts who need it most

3.3.4 Ensure school staff receive adequate training on attendance

3.3.5 Hold the headteacher to account for the implementation of this policy

3.4 The headteacher is responsible for:

3.4.1 Implementation of this policy at the school

3.4.2 Monitoring school-level absence data and reporting it to trustees

3.4.3 Supporting staff with monitoring the attendance of individual pupils

3.4.4 Monitoring the impact of any implemented attendance strategies

3.4.5 Requesting the issue of fixed-penalty notices, where necessary

3.5 The designated senior leader Sarah Hind (shind@klbschool.org.uk) is responsible for:

3.5.1 Championing and improving attendance across the school

3.5.2 Setting a clear vision for improving and maintaining good attendance

3.5.3 Establishing and maintain effective systems for tackling absence and make sure they are followed by all staff

3.5.4 Having a strong grasp of absence data to focus the collective efforts of the school

3.5.5 Regularly monitoring and evaluating progress, including the efficacy of the school's strategies and processes

3.5.6 Communicating messages to pupils and parents

3.5.7 Delivering targeted intervention and support to pupils and families

3.5.8 Where there is a lack of engagement, holding more formal conversations with parents and raising the issue of the potential need for legal intervention.

3.6 The school attendance lead is responsible for:

3.6.1 Monitoring and analysing attendance data

3.6.2 Benchmarking attendance data to identify areas of focus for improvement

3.6.3 Providing regular attendance reports to school staff and reporting concerns about attendance to the Senior Attendance Champion and the headteacher

3.6.4 Working with school staff e.g., pastoral lead/family liaison officer/SENCo to tackle persistent absence

3.6.5 Advising the headteacher (or other member of staff authorised by the headteacher) when to issue fixed-penalty notices

3.7 The class teacher/form tutor is responsible for:

3.7.1 Accurately recording attendance on a daily basis using the correct register codes, and submitting the register within 5 minutes of the start of tutor time or lesson

3.7.2 Ensure registers are completed within 5 minutes of morning tutor for morning session marks to be recorded accurately.

3.7.3 Ensure registers are completed within 5 minutes of the start of period 4 for afternoon session marks to be recorded accurately.

3.7.4 Following up with any pupil who has been absent, holding a supportive conversation to welcome them back and identify any barriers to attendance

3.8 School administration/office staff are responsible for:

3.8.1 Taking calls from parents about absence on a day-to-day basis and recording it on the school system

3.8.2 Transfer calls from parents to the appropriate member of staff to provide them with more detailed support on attendance

3.8.3 Keeping accurate and up to date records of calls and communication with parents

4.0 School processes for recording attendance and absence

4.1 We will keep an attendance register and place all pupils onto this register.

4.2 We will take our attendance register at the start of each morning session of the school day, during morning tutor, and once during each afternoon session, during period 4. It will mark whether every pupil is:

4.2.1 Present

4.2.2 Absent

4.2.3 Any amendment to the attendance register will include:

4.2.4 The original entry

4.2.5 The amended entry

4.2.6 The reason for the amendment

4.2.7 The date on which the amendment was made

4.2.8 The name and position of the person who made the amendment

4.3 We will also record:

4.3.1 Whether the absence is authorised or not by using the appropriate national attendance and absence codes from regulation 10 of the School Attendance (Pupil Registration)(England) Regulations 2024

4.3.2 The nature of the activity if a pupil is attending an approved educational activity

4.3.3 The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

4.4 We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

4.5 Pupils must arrive in school by 8.20 on each school day.

4.6 The register for the morning session will be taken at 8.20 and will be kept open until 8.50. The register for the afternoon session will be taken at 12.10 and will be kept open until 12.40

5.0 Absence

5.1 The pupil's parent/carer must notify the school of the reason for an unplanned absence on the first day by 8.50 by emailing attendance@klbschool.org.uk or calling the school office on 01453 842227.

5.2 We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

5.3 If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

5.4 Where a child is off school for a long period of time, the school may ask the parent/carer to provide medical evidence, such as a doctor's note, to help provide guidance on how best school should support the child and how we should code their absence.

5.5 If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

5.6 As a school, we classify attendance as follows

97% and above	Attendance is at or above our minimum expected level.
92%-97%	Attendance is a concern and requires improvement to achieve our expected level.
92% and below	Attendance at this level is a significant concern.

5.7 Attendance is presented as a percentage; the table shows days of learning missed over the year:

Attendance Percentage	Weekly	Termly	Yearly
98%	30 minutes	1 ¼ day	4 days
95%	¼ day	3 ½ days	10 days
90%	½ day	7 days	19 days
85%	¾ day	10 days	28 days
80%	1 day	14 days	40 days

5.8 Over five years, children with an average attendance of 85% - 90% will have missed half a school year of education while children with an average attendance of 80% will have missed the equivalent of a whole school year.

6.0 Lateness

6.1 A pupil who arrives late:

6.1.1 Before the register has closed will be marked as late (Code L)

6.1.2 After the register has closed will be marked as absent (Code U)

6.2 Pupils who arrive after 8.25 will be marked as late and will receive a detention for being late, unless the child was late due to a bus.

6.3 Late marks can lead to poor attendance and it is the parent's responsibility to ensure their child is at school on time. If your child is persistently late you may be invited to a meeting to discuss this, or you may be issued with a penalty notice under the GCC/National Penalty Notice Code of Conduct.

6.4 Being late to school has a significant impact on the amount of learning time lost over a school year.

6.5 The table below gives you an indication of how much time is lost if your child is regularly late.

Minutes late per day	Number of hours lost over a	Number of days lots over a
5 minutes	15 hours 50 minutes	3.4 days
10 minutes	31 hours 40 minutes	6.9 days
15 minutes	47 hours 30 minutes	10.3 days
20 minutes	63 hours 20 minutes	13.8 days
30 minutes	95 hours	20.7 days

7.0 Planned absence

7.1 Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment by contacting the school office or emailing attendance@klbschool.org.uk. This authorised absence will still impact the child's overall attendance for the academic year.

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

7.3 The headteacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

7.4 We define 'exceptional circumstances' as rare, unavoidable, significant events that are unique to each family.

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

7.6 Any request should be submitted as soon as it is anticipated and where possible, at least 7 days before the absence, and in accordance with the school's leave of absence request form accessible on the school website or in hardcopy from the school office. The Headteacher may require evidence to support any request for leave of absence.

7.7 The headteacher may require evidence to support any request for leave of absence.

7.8 Valid reasons for authorised absence include:

7.8.1 Participating in a regulated performance or undertaking regulated employment abroad (Code C1)

7.8.2 Attending a medical or dental appointment (Code M)

7.8.3 Attending an interview for employment or for admission to another educational institution (Code J1)

7.8.4 Studying for a public examination (Code S)

7.8.5 Non-compulsory school age pupil not required to attend school (Code X)

7.8.6 Compulsory school age pupil subject to a part-time timetable (Code C2)

7.8.7 Exceptional circumstances *(see definition above)* (Code C)

7.8.8 Parent travelling for occupational purposes – The pupil is a mobile child and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to required them to travel from place to place (Code T)

7.8.9 Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart (Code R)

7.8.10 Illness (Code I)

8.0 Procedures following unexplained absence

8.1 The school will call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may carry out a home visit or request a police welfare check

8.2 Identify whether the absence is approved or not

8.3 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

8.4 Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will contact the local authority Education Inclusion Team and Children's Social Care.

9.0 Strategies for promoting attendance

9.1 Creating a culture of attendance

9.1.1 We foster a safe, calm, and welcoming atmosphere, with structured routines and visible staff presence, especially during start-of-day routines.

9.1.2 We use a relational approach that focuses on building strong, trusting relationships between pupils and staff. By fostering a supportive environment where pupils feel understood and valued, we aim to reduce barriers to attendance related to anxiety, conflict, or disengagement.

9.1.3 The school recognises that some attendance issues may stem from trauma or adverse childhood experiences (ACEs), all staff receive training to identify and support pupils impacted by trauma. Trauma-informed practices help staff approach pupils with empathy, de-escalate potential challenges, and provide supportive responses to pupils who may feel anxious or avoidant about school.

9.1.4 To reduce barriers to attendance related to uniform, the school maintains a uniform reserve that opens before morning registration, ensuring all pupils have access to any uniform items they may need for the day.

9.1.5 Weekly tutor briefings include updates on attendance-related issues to keep tutors informed of any emerging attendance trends, vulnerable pupils, and strategies for support.

9.1.6 Good attendance and punctuality are recognised and celebrated through our rewards system.

9.1.7 Attendance and its importance are highlighted in assemblies, PSHE classes and tutor time.

9.2 Early Intervention and Support

9.2.1 Early initial contact via letter to parent/carer of pupil who has been identified as someone who's attendance has fallen below threshold.

9.2.2 Pupils identified as falling below attendance thresholds meet with their form tutor or pastoral support staff.

9.2.3 For pupils with persistent absenteeism, Attendance Improvement Plans are created to set personalised attendance goals, with regular follow-up meetings to review progress.

9.2.4 Pupils returning to school after a long absence are provided with a reintegration support plan. This includes a meeting with the pupils and their parents or carers, a phased reintroduction plan if necessary, and ongoing check-ins with a designated member of staff (e.g. their head of year) Our relational approach focuses on re-establishing connections and addressing any underlying concerns collaboratively, creating a welcoming environment for returning pupils.

9.2.5 For pupils with additional needs, targeted support may include referrals to our pastoral care team or collaboration with external agencies.

When necessary, home visits are arranged to better understand attendance barriers and provide support.

9.3 Parent and Community Collaboration

9.3.1 Regular updates are sent home via email and through the school newsletter, highlighting the importance of attendance, celebrating achievements, and informing parents of relevant school events or workshops.

9.3.2 Workshops and resources on managing common barriers to attendance are offered.

9.3.3 For ongoing concerns, we work closely with the Local Authority's Education Inclusion Team and other agencies.

10.0 Attendance data monitoring, reporting and analysing

10.1 The school will:

10.1.1 Regularly inform parents of their child's attendance levels via Class Charts parent app, phone calls, emails, letters and reports.

10.1.2 Monitor attendance and absence data daily, at the end of every week, term and academic year, across the school and at an individual pupil level

10.1.3 Identify whether there are particular groups of children whose absences may be a cause for concern

10.2 Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average and share this with the Board of Trustees.

10.3 The school will:

10.3.1 Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families

10.3.2 Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

10.3.3 Provide regular attendance reports to the pastoral team, tutors, heads of department, our SENCO and Senior Leadership Team to facilitate discussions with pupils and families

10.3.4 Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

11.0 Reducing persistent and severe absence

11.1 Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

11.2 The school will:

11.2.1 Use attendance data to find patterns and trends of persistent and severe absence

11.2.2 Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school

11.2.3 Provide access to wider support services to remove the barriers to attendance

11.2.4 Use the graduated pathway to identify targets and support

11.2.5 Formalise support or use legal sanctions, in conjunction with Gloucestershire County Council, for example through using a parenting contract, engagement with social services, Education Supervision Order or consideration of attendance prosecution in the Magistrates Court

11.2.6 When a child's attendance falls below 50%, this meets the local authority's threshold for referral to Children's Social Care under their levels of intervention. The school will consider the individual circumstances and context of each case before making a referral, and will liaise with the Education Inclusion Team as appropriate.

12.0 Legal sanctions

12.1 The school can request Gloucestershire County Council to issue a fine to parents for the unauthorised absence of their child from school, where the child is of compulsory school age. Fixed penalty notices are issued in accordance with the Local Authority Penalty Notice Code of Conduct.

12.2 If issued with a fine or penalty notice each parent must pay £80 (per child) if paid within 21 days rising to £160 thereafter. If not paid within 28 days the Local Authority can decide whether to prosecute or withdraw the notice – note there is no right of appeal in court by parents against a fixed penalty notice. The national framework for penalty notices sets out that a maximum of 2 penalty notices per child, per parent can be issued within a rolling 3-year period (the second one being payable at £160 with no option to reduce fine by making payment earlier). If the national threshold is met for a third (or subsequent) time within 3 years, the Local Authority will consider prosecution through the magistrates' court under Section 444(1) of the Education Act 1996.

12.3 In Education Law (Section 576 of the Education Act 1996) 'parent' means:

12.3.1 All natural parents, whether they are married or not

12.3.2 Any person who has parental responsibility for a child or pupil

12.3.3 Any person who has care of a child or pupil i.e. lives with and looks after the child

12.4 Notices to improve

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

12.4.2 Notices to improve will be issued in line with processes set out in the Local Authority Penalty Notice Code of Conduct.

12.4.3 They will include:

12.4.3.1 Details of the pupil's attendance record and of the offences

12.4.3.2 The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996

12.4.3.3 Details of the support provided so far

12.4.3.4 Opportunities for further support, or to access previously provided support that was not engaged with

12.4.3.5 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

12.4.3.6 A clear timeframe of between 3 and 6 weeks for the improvement period

12.4.3.7 The grounds on which a penalty notice may be issued before the end of the improvement period

13.0 Links with other policies

13.1 This policy links to the following policies:

13.1.1 Child Protection and Safeguarding policy

13.1.2 Behaviour and Discipline policy

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