



St Mildred's Primary Infant School

Attendance Policy (inc. Flexi-schooling)

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Heads of School

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Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending

Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)

[Mental health issues affecting a pupil's attendance: guidance for schools](#)

Roles and responsibilities

The Governing Board

The governing board is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the head of school to account for the implementation of this policy
- The Chair of Governors is responsible for monitoring and reporting on attendance.

The Head of School (designated senior leader)

The Head of school is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary,

- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

The designated senior leader (known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Hannah Crutchley and can be contacted via telephone 01843 862035 or via email headofschool@st-mildreds.kent.sch.uk

The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the Head of School/designated senior leader responsible for attendance
- Working with education welfare officers to tackle persistent absence
- Advising the head of school when to issue fixed-penalty notices

The attendance officer is Lucy Arnold and can be contacted via telephone 01843 862035 or email admin@st-mildreds.kent.sch.uk

Class teachers

Class teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office by 8.50 am and 10 minutes after the end of lunch.

School attendance/office staff

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the Family Liaison Officer or Head of school in order to provide them with more detailed support on attendance

Parents/carers

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9.15am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Seek support, where necessary, for maintaining good attendance, by contacting **Lara Usman FLO** who can be contacted via **01843 86203**

Pupils

Pupils are expected to:

- Attend school every day on time

Recording attendance

Attendance register

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

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See appendix 1 for the DfE attendance codes.

We will also record:

- For all pupils whether the absence is authorised or not
- The nature of the activity if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

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

Pupils must arrive in school by 8.40am on each school day.

The register for the first session will be taken at 8.40am and will be kept open until 9.00am. The register for the second session will be taken at 12.40pm for Foundation Stage, 1.05pm for Year One and 1.00pm for Year Two and will be kept open for 10 minutes.

Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9.15am or as soon as practically possible by calling the school office staff (see also section 7).

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness, or unless they are in the persistent absentee bracket.

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

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

Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment.

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

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code
- Where a pupil had ongoing lateness and punctuality concerns this will be reported to parents/carers and this will be followed up for example by meeting parents and informing them of how they can improve, letters detailing lateness and accessing wider support where appropriate.

Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, 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 conduct a welfare check home visit or contact the police and/or social services.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure

proper safeguarding action is taken where necessary. If absence continues, the school will consider involving a SLO (School Liaison Officer)

- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: **issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate**

Reporting to parents/carers

The school will regularly inform parents about their child's attendance and absence levels at all parent/carers evenings and at the end of each academic year. The Head of School/Family Liaison Officer will inform families where attendance is in the persistent absentee bracket and support the family to improve setting reasonable and agreed targets.

Authorised and unauthorised absence

Approval for term-time absence

The head of school will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The head of school 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 are:

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

A leave of absence is granted at the Heads of School's discretion, including the length of time the pupil is authorised to be absent for. The fundamental principles for defining 'exceptional' are rare, significant, unavoidable and short. and by 'unavoidable' it implies that an event could not reasonably be scheduled at another time. It is important to note that Heads of School can agree the absence of a child in exceptional circumstances and this discretion can be used also to determine the length of the authorised absence

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

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least before the absence, 6 weeks in accordance with any leave of absence request form, accessible via **the school office**. The head of school may require evidence to support any request for leave of absence.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart

- 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
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The head of school (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school 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 attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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

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

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

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

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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £80 within 21 days, or £160.

Notices to improve

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

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

Strategies for promoting attendance

Good attendance is also shared with parents/carers at parent/carers evenings and at the end of each academic year. We celebrate class attendance each week during celebration assemblies. The class wins Attendance Ted which is shared on the school newsletter. Children will receive 100% attendance certificates at the end of Term 2, 4 and 6. Children who achieve 100% attendance for the whole year, will be invited to attend afternoon tea with Attendance Ted and Heads of Schools at the end of the academic year.

Supporting pupils who are absent or returning to school

Pupils absent due to complex barriers to attendance, Pupils absent due to mental or physical ill health or SEND, Pupils returning to school after a lengthy or unavoidable period of absence:

As a school we will work with children and families on an individual basis to make adjustments and support children back into school. This may take the form of; greeted by a familiar adult, with an activity of choice in an alternative space such as the Beach Hut. A meeting with SENCO, FLO and families will be arranged to make plans of support.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

Attendance monitoring

We will monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance. Our attendance tracker is updated at least twice termly identifying Persistent Absentees. The following steps are then taken;

- Parents/carers will be invited in to an informal conversation with the FLO, to inform them that their child is a persistent absentee and how they can improve their attendance. A supportive write up will be provided to help action change.
- If attendance fails to improve parents/carers will be sent Letter One from the Head of School
- If attendance continues to fail to improve; Letter 2 sent for a meeting to be arranged with Head of School and FLO. This meeting will be minuted and actions agreed.
- After the attendance meeting Letter 3 will be sent which informs them of the actions agreed in the attendance meeting.

- If there is a failure to improve a child's attendance, a meeting will take place to explain the referral /Penalty notice required.

Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request.

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 benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

Analysing attendance

The school will:

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

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school

- Listen, and understand barriers to attendance
- Explain the help that is available
- Explain the potential consequences of, and sanctions for, persistent and severe absence
- Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

Child Missing in Education (CME)

No child will be removed from the school roll without consultation with the Head of School and the Inclusion and Attendance Service when appropriate.

Where a child is missing from education Local Authority guidance will be followed by completing a Child Missing in 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.
- Recording of relevant incident by staff member on CPOMs if necessary.

Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by the Head of School. At every review, the policy will be approved by the full governing board.

Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy Behaviour/Relationship management policy

Flexi-schooling

What is flexi-schooling?

The responsibility for a child receiving full-time education while he or she is of statutory school age lies with the parent or guardian/carer. Where a parent/carer educates a child through a pattern of provision partly at school and partly at home or elsewhere as an expression of parental preference, this is called flexi-schooling.

The Department for Education Guidance states:

“Although children being home-educated are not normally registered at any school, parents sometimes choose to make arrangements for a child to receive part of the total provision at a school - the purpose of this will often be to provide education in specific subjects more easily than is possible at home. Such arrangements are sometimes known as ‘flexischooling’. Schools are under no obligation to agree to such arrangements, but some are happy to do so. When a child is flexi-schooled, the parents must still ensure that the child receives a suitable full-time education but the element received at school must be taken into account in considering whether that duty is met.”

Flexi-schooling arrangements are not the same as elective home education nor the temporary reduced time-table arrangements a school may put in place in exceptional cases to support a child’s reintegration back into school.

St. Mildred’s believes:

- Our inclusive ethos can accommodate most learners with our Thrive approach.
- That children within our community benefit from attending school full time so that they can make the most of its broad, balanced and inclusive curriculum designed to meet the needs of its learners.
- That we can meet the needs of all learners in terms of exploring their potential.
- That we offer support to parents/carers in terms of supporting their child both academically and socially.
- That we give children great opportunities to acquire new knowledge and skills and allow children to apply these skills in a variety of ways, preparing them for life.
- We work hard to raise standards and levels of achievement and this is best done within our school communities
- We teach skills for life – attendance, punctuality, resilience, along side our Values; Honesty, Enjoyment, Achievement, Respect and Teamwork
- That our school continues to work hard to improve its levels of attendance.

St. Mildred’s recognises that parents/carers may choose other ways for their child to engage in very effective, full-time, and suitable education. One way could be for them to request that a school considers entering into a flexi-schooling arrangement. In order for any of our schools to enter into and continue a flexi-schooling arrangement, parents and carers must accept and maintain the rigorous framework of expectations reflected within this policy.

The initial request must emanate from the parent/carer with parental responsibility. The school or the Local Authority will not suggest or encourage a family to undertake flexischooling.

How should an application for flexi-schooling be made?

Flexi schooling must not be confused with elective home education. Parents/carers **have a legal right to choose to home educate** their child but parents/carers **do not have a legal right to insist on a flexi-schooling arrangement** being agreed by a school.

Whilst a parent/carer may request that their child is flexi-schooled, it is entirely at the discretion of the Heads of

School/Executive Headteacher, acting with the authority of the governing board, as to whether or not the school is prepared to agree to a flexi-schooling arrangement.

If a parent/carer is interested in making a request for a flexi-schooling arrangement, contact must be made directly with the Heads of School/ Executive Headteacher of the school so that the proposal may be considered. Each proposal will be considered on its own merits and within its individual context taking into account the best interest of the child, their educational progress and achievement, safety and well-being, together with the likely impact on the wider school community.

How should the attendance of flexi-schooling be marked?

DfE guidance is clear that if a school approves a flexi-schooling arrangement for one of its pupils, "time spent by children being educated at home should be authorised as absence in the usual way and marked in attendance registers accordingly. It is not appropriate to mark this time as 'approved off-site activity' as the school has no supervisory role in the child's education at such times and also has no responsibility for the welfare of the child while he or she is at home."

This means that schools must not use code B for a flexi-school arrangement but should instead use code C for those times it has been agreed that the child will be educated at home.

St. Mildred's Infants:

Flexi-schooling is unlikely to succeed if the reasons for choosing it are negative and the choice is motivated by a desire to 'cherry pick' certain activities only or aimed at avoiding difficulties around certain subjects, teachers, peers, aspects of schools' discipline or attendance itself. St. Mildred's have an inclusive approach to education and strive hard to work with the wishes and choices of all parents for the best of the children. The school expects parents of flexi-schooled children to uphold the school's ethos, values, policies and practice. Strong and reciprocal partnership between home and school is key to a successful and sustainable Flexi-schooling arrangement.

Our Heads of School/Executive Headteacher will consider written proposals for:

- Fixed term requests – a term by term review to reflect and evaluate the arrangement.
- proposals for a minimum of 4 days in school or reduced time in the school day.
- all requests on their own merits
- the best interests of the child; their potential and ongoing educational progress and achievement; their safety, safeguarding and welfare.
- any perceived special educational needs and associated provision
- the appropriateness of the education proposed and maintained by the parents/carers away from school. The Flexi-schooling education provided at home and that provided at school must together constitute a full-time education provision.
- the effect on school discipline and the morale and motivation of other children on roll at the school.
- the effect on school organisation and funding.
- the impact on overall school attainment and progress figures.

The Admissions department for the Local Authority will be informed that a parent has approached the school to consider a flexi-schooling agreement/or when an agreement is in place.

Appeals

There is no appeal against the decision of the Heads of School/Executive Headteacher not to agree to a flexi-schooling request or if the Executive Headteacher decides to cease an individual child's flexi-schooling arrangement.

Agreements with Parents

A written and signed agreement is formulated between the school and parent/carer, in order to make expectations clear for all concerned.

The agreement is formalised in line with the school's flexi-schooling policy, is bespoke to the individual child and will include:

- the normal, expected pattern of attendance at school;
- arrangements for regular planning and review meetings between parent/carer and school to ensure the child achieves his/her potential and to promote good home/school relationships;
- the rationale for why the flexi-schooling arrangement is in the best interests of the pupil concerned;
- procedures for flexibility around special events which fall outside the normal arrangement; such as, but not limited to, school trips, school productions or performances, sports events, visitors to the school
- how the register will be marked (please refer to; How should the attendance of flexischooling be marked?)
- the responsibility of parents/carers regarding attendance at those sessions the child is expected to be in school;
- how the school will follow up any unexpected or unexplained absence in the same way as it does for other children;
- arrangements at times of assessment; It is the expectation of the school that flexi-schooled children will be assessed at key points.
- agreement that if the parent/carer chooses to employ other people to educate their child at home, they will be responsible for making sure that those whom they engage are suitable to have access to children and will be responsible for meeting all costs related to this decision;
- details of any special educational needs and associated provision;
- clarity about the circumstances under which and with what notice either party can withdraw from the arrangement;
- the arrangements for the resolution of any disputes (usual processes are for disputes to be resolved at the most informal level possible, but ultimately any complaints will need to be considered by the Heads of School first and then the Governing Board as set out under the school's complaints procedure).

Children with a Statement of Special Educational Needs

There is no distinction between children who are to be Flexi-schooled and those who are not. The duty to review a child's Education, Health and Care (EHC) plan on an annual basis still applies.

Funding

The child will be recorded by the school as attending full-time with sessions not in school being recorded as per the section, 'How should the attendance of flexi-schooling be marked?' Therefore, the school will receive full-time funding. Flexi-schooled children are included in census count returns as for other children.

Admissions

There is no distinction between children who are flexi-schooled and those who are not. Whatever the degree of attendance, the child will count towards admissions numbers on roll as full-time.

When the education being provided at home does not appear to be suitable and/or the arrangement does not appear

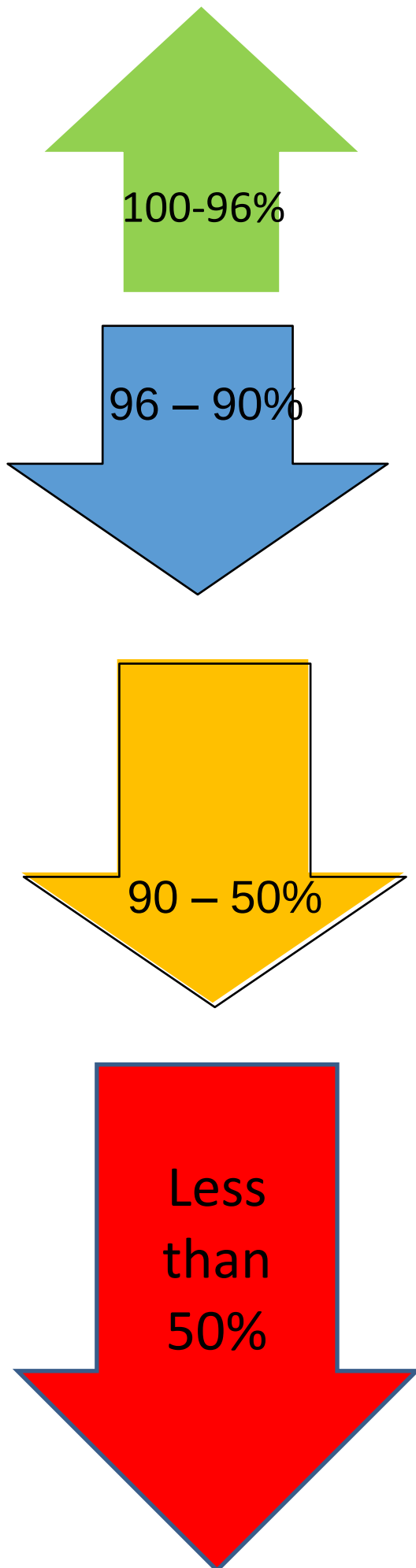
to be in the best interests of the child?

If it appears that parents are not providing a suitable education as agreed, the school will ask the parent/carer to take remedial action.

If the parent/carer declines to do so or the school is still concerned about the education being provided at home, the school may withdraw its agreement to the flexi-schooling arrangement. The child would then be required to attend at school on a full-time basis.

If a child fails to return to full-time attendance the school will leave the absence unauthorised and will follow the absence procedures for the school. They will seek advice from an Attendance Officer at the earliest opportunity.

Flow Chart



Excellent Attendance WELL DONE

Pupils and classes with good and regular high attendance will be congratulated by a certificate 3 times a year.

Attendance below required level

School will:

Monitor attendance weekly by attendance officer.
Data is scrutinised for trends such as weekly patterns or sibling links. Ensure that absences have a reason. A text/call parents where no reason is given on the first day of absence.
Attendance noted on school report/ Shared at parents evening

Persistent Absentee

Any pupil 90% or below is considered by the Government to be a Persistent Absentee (PA). *The Government considers these children to be at risk of the potential for negative impact on future life opportunities.*

Flo and attendance officer to meet with families to offer support and break down the barriers.

Actions recorded for practical support and solutions

Attendance monitored- call of congratulations/ or a letter of concern

Formal Meeting with HoS/AO/FLO- referral for support.

Penalty notice letter issued.

Statutory referral made to the local authority

(SEE LETTERS BELOW)

Severe Absentee

Any pupil 50% or below is considered by the Government to be a Severe Absentee (SA). *The Government considers these children to be at risk of the potential for negative impact on future life opportunities.*

Dear [Parent/Guardian's Name],

I hope this letter finds you well. We are writing to you concerning [Student's Name]'s attendance record. It has come to the Attendance Officers attention that [he/she] has been absent from school frequently, and we are concerned about the impact this may have on [his/her] learning.

In light of this, we would like to invite you to an informal meeting with our Family Liaison Officer (FLO) and the Attendance Officer to discuss [Student's Name]'s attendance and explore how we can work together to improve the situation. Your involvement and cooperation are crucial in ensuring that [Student's Name] receives the full benefit of their education.

Meeting Details:

- **Date:**
- **Time:**
- **Location:** St Mildreds Primary Infant School
- **Attending:** Lara Usman – Family Liaison Officer
Lucy Arnold – Attendance Officer

During the meeting, we will discuss any concerns that might be affecting [Student's Name]'s attendance and look at possible support strategies to encourage regular school attendance.

Please confirm your attendance by contacting the school office at 01843 862035 or emailing admin@st-mildreds.kent.sch.uk by [Response Deadline, if any].

Yours sincerely,

[Your Name]
[Your Position]

Actions shared;

Dear [Parent/Guardian's Name],

I hope this letter finds you well. Following your recent meeting [Date previous meeting] regarding [Student's Name]'s attendance, we would like to summarise the key action points discussed and outline the steps we can take together to support [his/her] regular school attendance.

As we agreed, consistent attendance is crucial for [Student's Name]'s learning and overall well-being. Therefore, we have outlined the following action points to help improve [his/her] attendance:

Action Points:

Monitoring letter- 3 week letter

Dear [Parent/Guardian's Name],

I hope this message finds you well. I am writing to follow up on our previous letter dated [Date Previous letter sent] and the action points we outlined to support [Student's Name] in improving [his/her] attendance.

It has now been three weeks since we discussed these plans, and, unfortunately, we have not seen the necessary improvement in [Student's Name]'s attendance. Consistent attendance is very important for [his/her] learning, and this ongoing pattern of absence is a significant concern.

Given the lack of improvement, it is extremely important that we address this matter immediately to ensure that [Student's Name] does not fall further behind in [his/her] lessons.

Please be advised that If we do not see an improvement in the next 3 weeks, as part of our responsibility to promote regular school attendance, we will need to take further action. We really would like to avoid this and work together with you to support [Student's Name]'s education and well-being.

Formal meeting letter

Dear [Parent/Guardian's Name],

I hope this message finds you well.

St Mildred's Infant School is committed to every child achieving 100% attendance. Children are expected to attend school every day and on time. Our regular monitoring of attendance is designed to help children achieve this target but at the time of writing [Child's Name] attendance is [Percentage].

Despite the efforts and action points discussed in our previous meetings, it has now been six weeks, and unfortunately, we have not seen any significant improvement in [his/her] attendance.

If a child misses 10 sessions of unauthorised absence in a rolling period of 10 school weeks a penalty notice can be issued to the Parent/Guardian. We still wish to avoid this outcome and feel that another meeting would be beneficial to discuss additional support and the various referral options that may benefit you and your family.

Meeting Details:

Referral letter

Dear Parents/Guardians,

I hope this letter finds you well.

Over the past 10 weeks, we have been working closely with you and your family to improve [your child's] attendance. Despite several offers of support during this time, there has been no significant improvement in [your child's] attendance.

[Your child's] attendance is currently [Percentage] and Our records show [He/She] has been late to school on [Number] occasions and absent [Number] days. Therefore, we will now be making a request for a penalty notice to be issued.

The **first** penalty notice, you must pay £80 within 21 days, or £160 within 28 days. Failure to pay the penalty in full at the end of the 28 day period may result in prosecution by the attendance service.

Attendance Codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational	Pupil is a 'mobile child' who is travelling with

	purposes	their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)

