



Kendall Church of England
Primary School

'We Strive for a Bright and Wonderful Future!'

14th June 2024

Newsletter 34 Summer Term 2024

Dear Parents and Carers,

We always love to share with our school community the achievements of our children, whether that is something that they have done at school or as an out-of-school activity. This week, Joe (Year 6) auditioned for a part in the Chorus for the Mercury Theatre's pantomime production – Peter Pan – and he got the part! Anyone who is going to watch the pantomime this winter may catch a show and see Joe performing! He will feature in about half of the performances as they put so many on throughout the panto season. The audition day was tough, audition workshops ran all day and there was a big recall on Sunday evening, after which he was offered the part. If you cannot wait until December to see Joe perform, you will catch him as Fagin in our end-of-year performance of Oliver!

Reminder! Raffle Tickets

We would be very grateful if you have any spare tickets that you haven't been able to sell to be returned to the office as soon as possible. We have had lots of parents/carers requesting extra tickets that they are able to sell.

Kendall SEND Support Group



We would like to welcome all parents and carers to our SEND Support Group meeting at Kendall CE Primary School on
Wednesday 19th June 2024, 9:00–10:30 am

In this meeting we will be looking at Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD). Our SENCo will be presenting information about the disorder, the diagnostic process and how we support in school. We also have a guest Occupational Therapist joining us who will demonstrate calming strategies that can be tried within the home.

We aim to build a supportive network for parents and carers to share experiences and best practice with each other.

Although it is a SEND support group you do not need to have a child with any diagnosed need or on the SEND register within the school to attend, people with an interest or expertise in this area are also more than welcome.

Coffee/tea and cake will be supplied.

PTA & Up and Coming Events





We need you...
WOULD YOU LIKE TO BE
CLASS REP?



What does it mean?
EACH CLASS WILL HAVE A PTA COMMUNICATIONS REPRESENTATIVE

What's involved?
SHARE PTA COMMUNICATIONS WITH PARENTS AND CARERS IN YOUR CHILD'S CLASS . HELP
PROMOTE PTA EVENTS AND FEED BACK ANY THOUGHTS OR IDEAS.
BEING LINKED WITH THOSE ON THE PTA COMMITTEE AND HELPING TO BE A SUPPORT
NETWORK THROUGH THE SCHOOL.

Will it take much time?
NO NOT AT ALL!

If you would like any more information or are interested then we
would love to hear from you!





**QUIZ & CURRY
NIGHT**

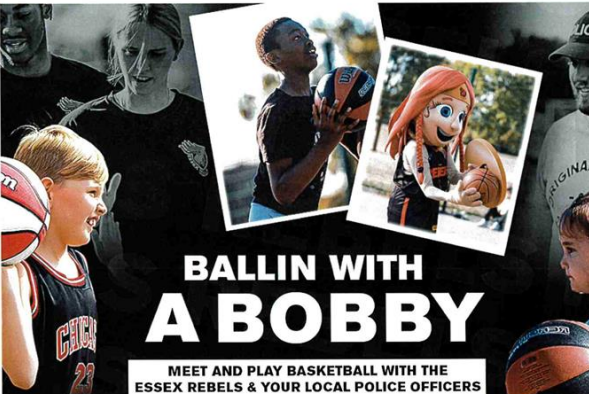
Friday 28th June
Doors open at 6.30pm
Curry to be served from 7pm
Bring your own drinks!

Teams of 4-6 people
£10 a ticket.

Please purchase tickets via the school gateway app and
email the school with the details requested at the
payment stage.

Raffle on the night also!

Supporting Local Events



**BALLIN WITH
A BOBBY**

MEET AND PLAY BASKETBALL WITH THE
ESSEX REBELS & YOUR LOCAL POLICE OFFICERS

PRIMARY SCHOOL AGES 4.30 - 5.30PM | SECONDARY SCHOOL AGES 5.30 - 6.30PM

6 JUNE (INDOOR) ST HELENA SCHOOL SHEEPEN RD, COLCHESTER CO3 3LL	13 JUNE (INDOOR) ST HELENA SCHOOL SHEEPEN RD, COLCHESTER CO3 3LL
20 JUNE (INDOOR) THRUSTABLE SCHOOL TIPFREE CO5 0EL	4 JULY THE GLEBE WEST MERSEA CO5 8RS
11 JULY KING GEORGE PLAYING FIELD WIVENHOE CO7 9AB	18 JULY MARTIN HUNT DRIVE LAKLANDS/STANWAY CO3 8BL
25 JULY MAGNOLIA PLAYING FIELDS GREENSTEAD CO4 3LP	1 AUG MONKWICK, SCHOOL ROAD COLCHESTER CO1 8NP
8 AUG ROWHEDGE RECREATION GROUND ROWHEDGE CO6 7HR	15 AUG OLD HEATH RECREATION GROUND COLCHESTER CO1 2ER
29 AUG BALLIN' WITH A BOBBY TOURNAMENT COMING SOON!	





MEGA CAMPS
KIDS DAY ACTIVITY CAMPS

WE ACCEPT CHILDCARE VOUCHERS & OFFER TAX-FREE CHILDCARE!

CHILDCARE FROM 8am - 6pm

AGES 4 - 14

SUMMER CAMPS 2024

EARLY BIRD OFFERS END 1ST JULY
SUMMER PAYMENT PLANS AVAILABLE



WALL CLIMBING
KIDS FAVOURITE



SPORTS & FUN!



ANIMAL WORKSHOP



MEGA ACTIVITY
WET N' WILD

DIFFERENT MEGA ACTIVITIES, ARTS & CRAFTS AND
SPORTS AVAILABLE EACH DAY

MULTIPLE LOCATIONS THROUGHOUT
ESSEX, KENT & SURREY

BOOK ONLINE NOW!
WWW.MEGACAMPS.NET
VISIT WEBSITE FOR DATES & LOCATIONS




Kendall Church of England Primary School Recreation Road Colchester, CO1 2HH
01206 794634 • admin@kendall.essex.sch.uk • www.kendallprimary.co.uk
Headteacher: Mrs. Clare French

Free School Uniform *open to everybody*

Essex Free School Uniform Project
provides new and preloved uniform to
families in Essex.

Free of charge and open to all.
Donations of no longer needed uniform are
very welcomed but not a requirement.

Contact

Essex Free School Uniform

Tel: 01206 861180

Email: uniform@dnanetworks.org

Facebook: www.facebook.com/essuniex



Family Interaction Study at the University of Essex

In the ongoing Family Interaction Study, researchers from the Social Neuroscience of Human Attachment (SoNeAt) Lab at Essex University wish to examine how mums and dads coordinate their behaviour, heart rate and brain activity when they play with their child and discuss a problem amongst themselves. In other words, they are investigating bio-behavioural synchrony within families. The goal of their study is to find out what degree of parental synchrony is most beneficial for family functioning and how they could help families who experience difficulties related to parent-child interaction and parental communication. Please see the end of the newsletter for further information if this study is something that you would be interested in taking part in.

New Young Carers Club at Community Foundation

The Young Carers Club is a new free provision for young carers that is being hosted by Colchester United Community Foundation. Please click on the link below (or copy and paste to your browser) for further information.

[Exciting New Young Carers Club at Community Foundation! - News - Colchester United \(cu-fc.com\)](#)

Forest School Diary 14th June 2024

EYFS used resources such as clay, sticks and ping pong balls to craft snails while in the woods this week. The children also couldn't resist a try on the tight rope walk challenge, great balancing skills everyone!



The children in Year 1 really are improving their Forest School skills as the year draws to an end. This was evident when one child was able to assist the team in putting up a rope swing this week – great job! Some of the children kept busy building a train track through the woodland and creating some very unique sculptures.



Year 2 enjoyed walking the tight rope during their session. The children needed to use their balancing skills for this so as not to wobble off. Everyone agreed it was much harder than it looked but lots of fun. Some of the children also enjoyed exploring the dragon tree and swinging high on the rope swing.



Year 3 continued this week to create their giant moss head. Working together the children dug up and moved soil which will form the head. The group have agreed it still needs to be bigger so we shall continue our hard work over the coming weeks until we reach the desired size. Some of the children kept busy working on a new stag beetle hotel in the hope we can entice more beetles into the woodland.



This week Year 4 used natural items such as pine cones, shells, feathers and sticks to make woodland mobiles. Once finished these were hung up to decorate the woodland. Some of the group chose to work on the hedgehog patch to keep it looking nice and inviting.



This week Year 5 took part in some leaf identification in the woodland. The children used a Kendall identification sheet to match the leaves to the trees they could find, they then used the leaves they had found to create some lovely art work on the woodland floor.



This week Year 6 have started to make wooden mallets. This involves using various hand tools such as the bow saw, axe and knives. We look forward to sharing the finished results with you over the coming weeks.



Pop up Cake Stalls

The PTA are organising our popular annual pop-up cake stalls to take place on certain Fridays after school on dates listed below. Each class will be responsible for donating homemade cakes and/or biscuits (with a list of ingredients and allergens clearly labelled), or if, like me, you lack the time or skill, you may donate shop bought items if the ingredients and allergens are listed! Each class will be responsible for managing their stall, so if you are a parent who can help sell our cakes,

Kendall Church of England Primary School Recreation Road Colchester, CO1 2HH
01206 794634 • admin@kendall.essex.sch.uk • www.kendallprimary.co.uk
Headteacher: Mrs. Clare French

please turn up on your day to offer a helping hand (so far we have had no parent volunteers come forward for their class) Cakes usually sell out in 10–15 minutes, so you won't be hanging around for long! Boxes to put your cakes in will be coming home the week before your class's event along with further information about where to bring the cakes on the day.

Year Group	Date of stall	Money raised so far...
EYFS	Friday 19 th July 2024	£TBC
Yr 1	Thursday 12 th July 2024	£TBC
Yr 2	Friday 5 th July 2024	£TBC
Yr 3	Friday 28 th June 2024	£TBC
Yr 4	Friday 21 st June 2024	£TBC
Yr 5	Friday 14 th June 2024	£TBC
Yr 6	Friday 7 th June 2024	£85.85
GRAND TOTAL SO FAR:		£TBC

Last year we raised **£612.45!** If we beat last year's total, then the whole school will have an extra 30 minutes playtime in the last week of term!

Alan McKenzie's Parents Online Safety Videos Week 6 - Exploitation

Welcome to the sixth (9 minute) video in this series of online safety videos. This is a difficult video to watch and listen to as the content centres around the growing statistics of children being sexually exploited online. It is a vital area of which every parent or carer should know about. Importantly, please do be aware of your own state of mind before you watch, and be aware of your surroundings. This video is **NOT** suitable for children.

<https://vimeo.com/847268499/a01b53cdfc?share=copy>

Useful Links that focus on this topic can be found below:

Internet Watch Foundation – Talk Checklist. Clear, practical advice to keep your children safe.

<https://talk.iwf.org.uk/wp-content/uploads/2022/03/Parent-Resource.pdf>

Internet Watch Foundation 2023 Report (for 2022 statistics)

Note: this report contains language and explanations that some may find very upsetting.

https://annualreport2022.iwf.org.uk/wp-content/uploads/2023/04/IWF-Annual-Report-2022_FINAL.pdf

Internet Watch Foundation – Supporting children with SEND

<https://talk.iwf.org.uk/children-with-send/>

Internet Matters – Teens, Sexting and Risks

<https://www.internetmatters.org/about-us/sexting-report-look-at-me/>

Child Exploitation and Online Protection Service (National Crime Agency)

If you or your child is worried about online sexual abuse or the way someone has been communicating you can report here:

<https://www.ceop.police.uk/Safety-Centre/>

For use by young people who, for whatever reason, have taken and shared a nude image.

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/>

Academic Year 2024–2025 Calendar Non-Pupil Days

Our five non-pupil days have now been confirmed for the Academic Year 2024–2025. Please see the calendar at the end of the newsletter for these dates.

Online E-Safety Magazine for parents

#DITTO is a free online safety newsletter in PDF format for parents to keep you up to date with online safety risks, issues, advice and guidance related to keeping children safe online, with a view to enjoying and learning about technology. You can sign up for this newsletter at <https://www.esafety-adviser.com/latest-newsletter/>

Reminder! Holidays Taken During term Time

We would like to remind parents and carers that we **do not** authorise term time holidays and the local authority may issue a penalty to both parents. Please find our attendance policy on our [website](#). ***Please note that the Government are bringing in new statutory attendance guidance on the 19th August 2024 which outlines the new measures that schools and Local Authorities must take to reduce persistent absence and term time holidays amongst its pupils. This includes increasing fines and prosecution for parents who allow their children to have irregular attendance. I will share this guidance and the Essex school attendance policy with parents next week. Please find attached to this newsletter Essex County Council's Guide to Helping Parents to Understand Changes to Fines for Term Time Holidays.***

Amazing Attendance? Free Tuck Friday!

Free Tuck Friday – All classes who have achieved the required attendance of at least 96% are highlighted in green. Well done **Year EYFS** or having the best attendance this week!

EYFS	97.35%	★
Year 1	93.7%	
Year 2	92.7%	
Year 3	93.55%	
Year 4	94.35%	
Year 5	95%	
Year 6	96.65%	
Overall Attendance	94.75%	

(Week ending 07/06/2024)

Food Bank Vouchers

Please don't forget that the school is an agent for food bank vouchers. Please speak in confidence to a member of the school office or Mrs French if you need to use this service.

Happy Birthday!

Please join us in saying happy birthday to:

Aben B, Mabel W, Cooper L, Morgan C, Yasmin C, Joshua G and Rudi RR.



Headteacher Cups

Congratulations to the following who were awarded a Headteacher Cup in assembly this week:

Leila V, Belle S and Florence W.

Golden Awards

Congratulations to the following pupils who received Golden Awards this week:

Elsie Rose A, Martha G, Joshua D, Neel P, Othon SG, Charlie FS, Ella LH, Peyton E, Ronnie G, Anjeta B, Lily-Rose F, Georgia B, James T, Leo M and Leo R.

Maths Awards Winners!

Don't forget to enter!

Writer of the Week

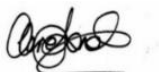
Congratulations to **Emilia T** in **Year 3** who received our Writer of the Week award and took home a new stationery set and journal – keep up that good writing!

Vision Value Leaves

Congratulations to the following who were awarded a leaf for our 'Vision Values' Tree:

Makanaka M, Tyler E and Leo R.

Yours sincerely,



Clare French
Headteacher

Diary Dates

June 2024	July 2024
Tuesday 18 th – Year 2 Visit to St Stephen's Church	Monday 1 st – Sports Day & Family Picnic
Friday 21 st – Year 4 Bake Sale	Tuesday 2 nd – Year 5 St Helena Taster Day
Tuesday 25 th – Year 1 Visit to Colne Valley Railway	Friday 5 th – Pride/Rainbow Day
Tuesday 26 th – Yr 6 Crucial Crew	Friday 5 th – Year 2 Bake Sale
Thursday 27 th – EYFS Pirate Day	Friday 12 th – Year 1 Bake Sale
Thursday 27 th – Year 3 Visit to Harwich	Friday 12 th – PTA Summer Disco
Friday 28 th – Year 3 Bake Sale	Wednesday 17 th – Year 3 Visit to Pizza Express
Friday 28 th – PTA Curry & Quiz Night	Thursday 18 th – KS2 Production 7pm
	Friday 19 th – Kendall Music Festival 9:40am to 10:45am
	Friday 19 th – KS2 Production 1:30pm
	Friday 19 th – EYFS Bake Sale
	Friday 19 th – KS2 Production 7pm
	Monday 22 nd – Year 6 Treat Trip
	Tuesday 23 rd – Leavers' Assembly 9:30am
	Tuesday 23 rd – Last Day of Summer Term

Schedule of Trips and Visits 2023/2024

Budgeting £20 a quarter (£80 a year – or approximately £2 a term-time week) should cover the cost of trips. Where a trip is more expensive, for example £40, we will always try to make sure that over the academic year, the cost for all 4 Quarters comes to no more than £80 for the trips and visits we organise. Sadly, with school funding being at an all-time low in real terms, the school is financially unable to subsidise trips and visits to the extent it has done in the past. If we do not receive enough contributions to cover the cost, we will reluctantly have to cancel trips or visitors to the school. As promised, to help you with budgeting, please see Mrs Nicholson's schedule and the associated charge for each trip for the summer term below:

Quarter 4

Year Group	Trip/Visit	Cost per child
EYFS	Walton trip	TBC (approx. £6)
Year 1	Colne Valley Railway	£21.00
Year 2	St Stephen's	n/a
Year 3	Harwich Boat Trip	£38
	Pizza Express	No charge
Year 4	River Walk	n/a
Year 5	Plants & Nature Workshop in our Woodland	n/a
Year 6	Treat Trip	n/a

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Main	Mac and cheese (v)	All day breakfast	Roast topside of beef	Packed lunch Ham roll	Birds Eye Omega 3 Fish Fingers
Vegetarian (v) Or Vegan (ve)	Roasted vegetable and cheese quesadilla wrap	Vegetarian all day breakfast (V) (VE)	Cheese puff (V) (VE)	Cheese roll (v) Vegan cheese roll (ve)	Crispy Quorn dippers (v) Vegetable fingers (Ve)
Sides	Garlic bread Sweetcorn Freshly prepared salad bar – lettuce, cucumber, tomatoes, peppers, sweetcorn, sultanas	Mushrooms Beans Hash brown Tomatoes Scrambled eggs	Roast potatoes Stuffing Yorkshire pudding Fresh carrots, cabbage and broccoli Gravy (ve)	Vegetable sticks Tortilla chips Freshly prepared salad bar – lettuce, cucumber, tomatoes, peppers, sweetcorn, sultanas	Chips Baked beans Peas Freshly prepared salad bar – lettuce, cucumber, tomatoes, peppers, sweetcorn, sultanas
Dessert	Fruit cocktail and cream Or Yoghurt	Fruit Shortbread (ve) Or Fresh fruit	Fresh fruit – honeydew melon and pineapple Or yoghurt	White chocolate chip sponge cake Or Fresh fruit	Fruit lolly (ve) Or Fresh fruit

Academic Year 2023-2024

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Academic Year 2024-2025

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= Schooldays = School holidays = Bank holidays = Weekends = Non Pupil Days																												

DRAFT School Term and Holiday Dates for Academic Year 2025-2026

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= Schooldays
 = School holidays
 = Bank holidays

= Weekends

In addition, schools allocate five non-pupil days out of the school days. These are to be confirmed.

Kendall KS2 Fortnightly Maths Challenge

There are 3 baskets, a brown one, a pink one and a red one, holding a total of 10 eggs. The brown basket has one more egg in it than the red basket. The red basket has three fewer eggs than the pink basket.



How many eggs are in the brown basket?

If you think you know, write your name and answer on a slip of paper and post it into the correct box on the table. The winner will be announced at the end of the week.

Good luck!

Kendall KS1 Fortnightly Maths Challenge



Can you estimate how many sweets are in the jar?

If you think you know, write your name and answer on a slip of paper and post it into the correct box on the table. The winner will be announced at the end of the week.

Good luck!

We are looking for families with a child aged between 4-8 years old

Your family will
receive an
Amazon voucher
for participation!

Help us study family synchrony using
fNIRS hyperscanning by participating
in a variety of interactive tasks

Sign up for our research study here:

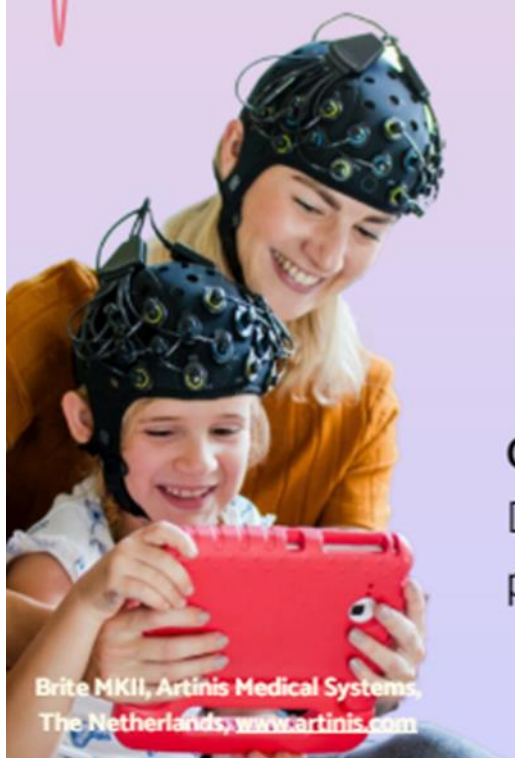


<https://bit.ly/47Bpvy.p>

Contact us:

Dr Pascal Vrticka

psy-triostudy@essex.ac.uk



Brite MKII, Artinis Medical Systems,
The Netherlands, www.artinis.com

Approved by the University of Essex Ethics
SubCommittee 1



Kendall Church of England

Primary School

The Pupil Attendance Policy

relating to

Kendall C of E Primary School

was approved by the Governing Body in the

Autumn 2024

The name of the Senior Attendance Champion who is responsible for the strategic approach to attendance in our school is the Headteacher.

The name and contact details of the school staff member parents should contact about attendance on a day-to-day basis is Mrs Randall.

Please telephone the school office on the first and every subsequent day of absence on 01206 794634 or email admin@kendall.essex.sch.uk

Our Governing Body has the responsibility for monitoring attendance at our school.

DRAFT

Introduction and Background

Kendall CE Primary School recognises that positive behaviour and good attendance are essential in order for pupils to get the most of their school experience, including their attainment, wellbeing and wider life chances.

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 either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly and on time. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called "[Working together to improve school attendance](#)" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.

This policy is written with the above guidance in mind and underpins our school ethos to:

- promote children's welfare and safeguarding;
- ensure every pupil has access to the full-time education to which they are entitled;
- ensure that pupils succeed whilst at school;
- ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school.

It has been developed in consultation with school governors, teachers, local Headteacher Associations, the Local Authority and parents and carers. It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school's commitment to attendance matters. It details the responsibilities of individuals and

groups involved and the procedures in place to promote and monitor pupil attendance.

In addition, all schools follow the DfE's statutory safeguarding guidance, Keeping Children Safe in Education, which emphasises the importance of understanding the potential vulnerabilities of children who are missing or absent from education.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued;
- Raising and maintaining a whole school awareness of the importance of good attendance and punctuality;
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

It is a rule of this school that pupils must attend every day, unless there are exceptional circumstances, and it is the *headteacher*, not the parent, who can authorise the absence.

Promoting Regular Attendance

At Kendall CE Primary School we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff.

To help us all to focus on this, we will:

- Submit a daily attendance return to the Department of Education, in line with the **legal duty** placed on all schools;
- Build strong relationships and work jointly with families;
- Give parents/carers details on attendance in our newsletters;
- Promote the benefits of high attendance;
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence **as required by law**;
- Celebrate excellent attendance by displaying and reporting individual and class achievements;
- Reward good or improving attendance through incentives such as Free Tuck Friday;
- Report to parents/carers regularly on their child's attendance and the impact on their progress;
- Contact parents/carers should their child's attendance fall below the school's target for attendance.

Understanding Types of Absence

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Every half-day absence from school has to be classified by the school (not by the parent), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

Authorised absences are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes, (however this list is not exhaustive):

- parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn;
- absences which have never been properly explained;
- children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however is counted as an absence for the session;
- shopping trips;
- looking after other children or children accompanying siblings or parents to medical appointments;
- their own or family birthdays;
- holidays taken during term time, not deemed 'for exceptional purposes' by the headteacher, including any arranged by other family members or friends;
- day trips;
- other leave of absence in term time which has not been agreed.

Persistent Absenteeism (PA) and Severe Absenteeism (SA)

A pupil is defined by the Government as a '**persistent absentee**' when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and **we need the full support and co-operation of parents to resolve this**. All pupils who have attendance levels of 90% or below are considered to be a persistent absentee.

A pupil who has missed 50% or more schooling is defined by the Government as '**severely absent**'. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

Absence Procedures

The name and contact details of the school staff member parents should contact about attendance on a day-to-day basis is Mrs Randall. Please telephone her on 01206 794634 or email admin@kendall.essex.sch.uk

We monitor and review all pupils' absence, and the reasons that are given, thoroughly.

If a child is absent from school the parent must follow these procedures:

- Contact the school on the first day of absence before **8.55am when our register closes;**
- If a child is to be absent, the parent must call into school to speak to the office staff. The school office opens at 7.45am. Please be aware that, if you send an email to report your child's absence, you may receive a call from the school so that we may discuss the absence before making a decision as to whether the absence is to be recorded as authorised;
- Contact the school on every further day of absence, again before 9.20 am;
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested where your child is having multiple periods of absence which are reported as being due to medical reasons. When determining whether a child is too ill to attend school, both parents and school staff can consider the advice contained within the NHS and Essex County Council Guidance on School Absence and Childhood Illness. (See Appendix C)

If your child is absent we will:

- Telephone or text you on the first, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us;
- If we are unable to make contact with parents by telephone, we will telephone emergency contact numbers, send letters home and a home visit may be made by staff from the school, or if we consider there to be a safeguarding risk, the police in the interests of safeguarding;
- A referral will be made to Local Authority if no contact has been made with parents by the 10th day of absence (or sooner if deemed appropriate), at which point your child will be considered to be "missing from education."

If absence continues we will:

- Write to you if your child's attendance is causing concern or where punctuality is a concern;
- Arrange a school-based meeting so that you may discuss the situation with our headteacher
- Create a personalised action/support plan, such as an attendance contract, to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child;
- Offer signposting support to other agencies or services, if appropriate;
- Refer the matter to the Local Authority for relevant legal sanctions, if attendance deteriorates following the above actions.

Lateness

Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good time-keeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher.

The times of the start and close of the school day for all pupils at Kendall Primary School are:

Gates open: **8.35am**

Gates close: **8.45am**

Registration starts: **8.35am**

Registration closes: **8.50am**

End of the school day: **3.15pm**

How we manage lateness:

- The school day starts at **8.35am** when children can begin to come into school;
- Registers are taken at **8.45am**;
- Children arriving after **8.45am** are required to come into school via the school office accompanied by a parent/carers who must sign them into our 'Late Book' and provide a reason for their lateness, which is recorded.
- At **8.55am** the registers will be closed. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site

- ‘U’, but this will **not** count as a present mark and it will mean that they have an unauthorised absence;
- The school may contact parents/carers regarding punctuality concerns;

Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent lateness record, you may be asked to meet with the headteacher, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our children and, as a school, we celebrate good punctuality.

Understanding barriers to attendance

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain in place for these pupils, however we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate.

Under the DfE’s statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.

See Appendix A for summary tables of responsibilities for school attendance.

For more detailed support on attendance, you can contact the school office and they will arrange a meeting for you with an appropriate member of the school staff.

Local Authority attendance support services

Local Authority Attendance Specialists work strategically by offering support to schools, to reduce persistent absence and improve overall attendance.

Parents are expected to work with the school and local authority to address any attendance concerns. Parents should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken in the form of a Penalty Notice (see Appendix B for the Essex Code of Conduct) or prosecution in the Magistrates Court.

School Attendance and the Law

New legislation was passed, The School Attendance (Pupil Registration) (England) Regulations 2024 which introduced a National Framework in England. By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parents may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

National Framework for Penalty Notices

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. **The 10**

sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). **The 10 school week period can span different terms, school years or education settings.**

Sanctions may include issuing each parent (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three-year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction.

See Appendix B for the Essex Code of Conduct.

There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours. In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school."

The School Attendance (Pupil Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. The amendments specify that headteachers may not grant any leave of absence during term time unless there are "exceptional circumstances" and they **do not have any discretion** to authorise up to ten days of absence each academic year.

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child's overall attendance. Only the headteacher or his/her designate (not the local authority) may authorise such a request **and all applications for a leave of absence must be made in writing, in advance, on the prescribed form provided by the school.** The school will usually consider that the parent who has made the application is therefore allowing the leave of absence, and also that all parents who are on the holiday are allowing the leave. Where a

parent removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is then that penalty notices will be requested, in line with the National Framework and Essex Code of Conduct, in respect of each parent believed to have allowed the absence.

At Kendall CE Primary School 'exceptional circumstances' will be interpreted as:

... being of unique and significant emotional, educational or spiritual value to the child which outweighs the loss of teaching time (as determined by the headteacher). The fundamental principles for defining 'exceptional' are events that are "rare, significant, unavoidable and short". By 'unavoidable' we mean an event that could not reasonably be scheduled at another time, outside of school term time, regardless of who has planned or paid for the holiday or absence (including grandparents or other family or friends).

The headteacher/school may discuss the leave of absence request with other education settings and/or the Local Authority to determine any exceptional circumstances.

If leave of absence is authorised, the school will not provide work for children to do during their absence. Parents are however advised to read with their children and encourage them to write a diary while they are away.

Deletion from Roll

For any pupil leaving Kendall Primary School, other than at the end of Year 6 parents/carers are required to complete a 'Pupil Exit' form which can be obtained from the school office. This provides school with the following information: Child's name, date of move, new home address, name of new school, address of new school. This information is essential to ensure that we know the whereabouts and may appropriately safeguard all of our pupils, even those who leave us.

It is crucial that parents keep school updated with current addresses and contact details for the pupil and key family members, in case of emergency.

Under Pupil Regulations 2006, all schools are now **legally required** to notify their Local Authority of **every new entry** to the admission register **within five days** of the pupil being enrolled. In addition to this, **every deletion** from the school register must

also be notified to the Local Authority, as soon as the ground for deletion has been met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register. This duty does not apply when a pupil's name is removed from the admission register at a standard transition point – when the pupil has completed the final year of education normally provided by that school.

Absence data

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education on a daily basis Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024. Persistently and severely absent pupils are tracked and monitored carefully. We also combine this with academic tracking, as increased absence affects attainment.

We share information and work collaboratively with other schools in the area, local authorities, and other partners, when absence is at risk of becoming persistent or severe.

Appendix A: DfE guidance Summary table of responsibilities for school attendance. From 19th August 2024

https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance_applies_from_19_August_2024.pdf

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Ensure their child attends every day the school is open except when a statutory reason applies. Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). Only request leave of absence in exceptional circumstances and do so in advance. Book any medical appointments around the school day where possible.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers. Have robust daily processes to follow up absence. Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on. Have a dedicated senior leader with overall responsibility for championing and improving attendance.	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. Ensure school leaders fulfil expectations and statutory duties. Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed. Ensure school staff receive training on attendance.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services. Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance. Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice. Offer opportunities for all schools in the area to share effective practice.

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of persistent absence. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for pupils at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. Where there are safeguarding concerns, intensify support through a referral to statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for pupils at risk of becoming persistently absent and: Work jointly with the school to provide formal support options including attendance contracts and education supervision orders. Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners. Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for persistently absent pupils and: All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision. Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families. Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort. Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes. Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it. Through the work of Virtual School Heads, they should: - Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. - Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. - Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance. Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: - Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated. - Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. - Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. - Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Schools regularly update parents on their child's attendance. (If parents feel the school and or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)	The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures. The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance. Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils. Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.	DfE Regions Group monitors local authority efforts as part of regular interaction. Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services. Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.

Appendix B

ESSEX CODE OF CONDUCT: PENALTY NOTICES FOR PARENTS OF TRUANTS AND PARENTS OF PUPILS EXCLUDED FROM SCHOOL ANTI-SOCIAL BEHAVIOUR ACT 2003 SECTION 23

<https://www.essex.gov.uk/schools-and-learning/schools/school-attendance-and-absence/penalty-notices>

Appendix C



Helping parents to understand the changes to fines for term time holidays

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for Penalty Notice Fines issued for unauthorised holidays recorded by schools **after 19th August 2024**.

Who may be fined?

Penalty Notice Fines are issued to each parent who allows their child to be absent from school.

For example: 3 siblings absent for term time leave, would result in each parent who allowed the holiday receiving 3 separate fines.

First Offence

The first time a Penalty Notice is issued for an unauthorised term time holiday the fine amount will be:

£80 per parent, per child if paid within 21 days.

Increasing to £160 if paid between days 22-28.

National Threshold

There will be a single consistent national threshold for when a penalty notice must be considered by all schools in England of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period.

These sessions do not have to be consecutive and can be made up of a combination of any type of unauthorised absence, including the U code (late after registers have closed).

For example: a 5 day holiday would meet the national threshold.

The 10-school week period can span different terms or school years.

Second Offence

(within 3 years)

The Second time a Penalty Notice is issued for unauthorised absence the amount will be:

£160 per parent (who allowed the holiday), per child, payable within 28 days.

Third Offence and Any Further Offences (within 3 years)

The third time an offence is committed a Penalty Notice will not be issued and local authorities will need to consider other available measures to address the absence concerns. This may mean that cases are presented before a Magistrate's Court.

Prosecution can result in criminal records and fines of up to £2,500.

Cases found guilty in the Magistrates' Court can show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.

Appendix D – Illness Absence Guidance

See Working together to improve school attendance:

<https://assets.childrenscommissioner.gov.uk/wpuploads/2022/12/aaa-guide-for-parents-on-school-attendance.pdf>

Is my child too ill for school? See:

<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

What to do Advice on childhood illnesses				
		 Go to school; if needed, get treatment as required  Some restrictions for school attendance  Don't go to school and see the GP		
What it's called?	What it's like	Going to school	Getting treatment	More advice
Asthma flare up	Worsening of usual symptoms		Follow your care plan	Stay off school if feeling too unwell
Chicken pox	Rash begins as small, red, flat spots that develop into itchy fluid-filled blisters		Pharmacy	Back to school five days after on-set of the rash, or when all lesions are crusted over
Common cold	Runny nose, sneezing, sore throat		Pharmacy	Ensure good hand hygiene
Conjunctivitis	Teary, red, itchy, painful eye(s)		Pharmacy	Try not to touch eye to avoid spreading*
Flu	Fever, cough, sneezing, runny nose, headache, body aches and pain, exhaustion, sore throat		Pharmacy	Ensure good hand hygiene*
German measles/Rubella	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards		GP	Back to school four days after the rash has started, if feeling well enough. Please let the school know, as pregnant members of staff may be affected.
Glandular fever	High temperature, swollen glands, sore throat; usually more painful than any before		GP	*
Hand, foot & mouth disease	Fever, sore throat, headache, small painful blisters inside the mouth on tongue and gums (may appear on hands and feet)		GP	Attend school while monitoring symptoms
Head lice	Itchy scalp (may be worse at night)		Pharmacy	
Impetigo	Clusters of red bumps or blisters surrounded by area of redness		GP	Back to school when lesions crust or 48 hours after start of antibiotics
Measles	Fever, cough, runny nose, watery inflamed eyes, rash		GP	Back to school four days from on-set of rash, and if feeling well enough
Ringworm	Red ring shaped rash, may be itchy, rash may be dry and scaly or wet and crusty		Pharmacy	
Scabies	Itching rash, commonly between fingers, wrists, elbows, arm		GP	Back to school after first treatment
Scarlet fever	Fever, unwell, red tongue, sandpaper rash		GP	Exclusion period during first 24 hours of antibiotics*
Shingles	Pain, itching, or tingling along the affected nerve pathway. Blister-type rash		GP	Only stay off school if rash is weeping and cannot be covered
Sickness bug/diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea		Pharmacy	Contact GP if symptoms persist after 48 hours
Threadworms	Intense itchiness around anus		Pharmacy	Ensure good hand hygiene
Tonsillitis/Strep throat	Intense sore throat for more than 1 day		Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow. Only need to stay off school if feeling too unwell
Whooping cough	Violent coughing, with a 'whoop'		GP	Exclusion period during first five days of antibiotics
Covid				Visit www.nhs.uk for latest guidance

*Attend school while monitoring symptoms.

This information is a guide and has been checked by health professionals. If you are unsure about your child's wellbeing, we recommend you contact your pharmacy or GP to check.

Working in partnership with

Should my child go to school/nursery today?
 Hertfordshire and West Essex Healthier Together for further information
<https://www.hwehealthiertogether.nhs.uk/parents/carers>

NHS 