



WELLESBOURNE PRIMARY AND NURSERY SCHOOL

*Living to Learn, Learning to
Live*

Attendance Policy

September 2026

Approved by: N.Ryan/ K.Howard

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1. Introduction

Wellesbourne Primary and Nursery School recognises the clear link between the attendance and achievement of pupils. The aim of this policy is to encourage the highest possible levels of attendance and punctuality for pupils within Wellesbourne Primary and Nursery School to support learning and development.

The importance of attendance and punctuality is underpinned by an awareness of safeguarding issues. It is important to see our children every day and provide an educationally safe and secure environment. To gain the greatest benefit from their education it is vital that all pupils attend regularly on time. Pupils should aim to attend every day that the school is open. We set a target for all pupils to aim for 100% attendance with the expectation all pupils achieve at least 97%. ***As a school we define regular attendance as 97% or above.***

Wellesbourne Primary and Nursery School believes teachers, parents, carers, pupils and all members of the school community have an important contribution in improving attendance and punctuality to enable children to achieve. This policy sets out how we will achieve this together and should be read in conjunction with the Attendance Roles and Responsibilities Guidance attached to this document (Appendix 2).

2. 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:

- Setting high expectations for the attendance and punctuality of all pupils
- Developing and maintaining a whole school culture that promotes the benefits of high 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 understand and remove barriers to attendance
- Ensuring our school is a calm, orderly, safe and supportive environment

We will also promote and support punctuality in attending lessons.

3. Legislation and guidance

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

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

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education \(KCSIE\) 2026](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- [Ofsted's 2026 State-funded Schools Inspection Toolkit](#)

4. Recording attendance

4.1 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 at the school
- Attending a place other than school
- Absent – leave of absence
- Absent – other authorised reasons
- Absent – unable to attend school because of unavoidable cause
- Absent – unauthorised absence

The attendance register is a record of the pupil's presence at the time it was taken. It will only routinely be amended if the reason for absence isn't known at the time it is taken, and it is subsequently necessary to correct the entry. 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 of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- 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 six years after the date on which the entry was made.

Doors open for children to enter school from 8:45-8:55am each day. Children who arrive after this time will be marked as late and coded accordingly.

For pupils attending alternative provision (AP), the school will verify attendance daily with the provider and review placement safety and attendance at least half-termly.

4.2 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 8:30am or as soon as practically possible by calling the school admin staff or by leaving a message on Arbor.

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

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.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.

If your child/children have excessive and/ or sporadic illness related absence that is not evidenced appropriately, parents will be required to meet with school nurse to access appropriate medical support and advice, in some cases support can be given in making necessary referrals in respect of your child health, which impacts on their ability to maintain regular attendance of 97%.

There is appropriate medical advice available with reference to childhood illnesses etc for all parents/guardians to seek:

Public Health England Wellington House 133-155 Waterloo Road London SE1 8UG Tel: 020 7654 8000

www.gov.uk/phe

Twitter: @PHE uk

Facebook: www.facebook.com/PublicHealthEngland

Some useful links:

- Gov.uk <https://www.gov.uk/>
- Public Health England <https://www.gov.uk/government/organisations/public-health-england>
- Department for Education <https://www.gov.uk/government/organisations/department-for-education>
- Health and Safety Executive <https://www.hse.gov.uk/>

4.3 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, and attend school before or after their appointment (for example, if the appointment is in the morning, the child should be present in school for the afternoon). Pupils should wear school uniform to their appointment, to make it easier and quicker to return to school afterwards.

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.

4.4 Lateness and punctuality

Poor punctuality is not acceptable. If a pupil misses the start of the school day, they can miss work. Pupils arriving late disrupt lessons. This can be embarrassing for the pupil when it is out of their control, and can encourage future absence.

The school day starts at 8:55am. Children arriving after this time will be marked as late. If a child is late on more than ten occasions in a half term, parents will be required to attend a meeting at school to discuss this.

Late arrival to school following the close of registers at 9:30am will be marked as absent for the morning session and coded accordingly. If a pupil is persistently arriving at school after the official close of the register, the school may request the Local Authority issue a Notice to Improve, a Fixed Penalty Notice or start legal proceedings.

If a parent/carer has issues getting their child to attend school on time, they should contact the Inclusion Officer who will offer support to resolve the problem.

4.5 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 home visit or contact the police if we are concerned
- 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 five 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 an education welfare officer
- Where relevant, report the unexplained absence to the pupil's social worker and/or youth offending team 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, the school may request the Local Authority issue a Notice to Improve, a Fixed Penalty Notice or start legal proceedings.
- Repeated or prolonged unexplained absences will be treated as a potential safeguarding issue and reported to Mrs Willshire, our Designated Safeguarding Lead.

The school recognises that children missing education are at significant risk of underachievement, abuse, neglect, child sexual exploitation (CSE), child criminal exploitation (CCE) and other safeguarding concerns. The school will:

- Take all reasonable steps to identify pupils at risk of becoming children missing education
- Investigate unexplained absence
- Undertake appropriate welfare enquiries
- Work with the local authority and other agencies
- Comply with statutory pupil registration requirements
- Ensure that no pupil is removed from the school roll unless the lawful grounds for deletion are met and all required notifications have been made

4.6 Reporting to parents/carers

The school will regularly inform parents about their child's attendance and absence levels via termly reports. Where attendance is a concern, parents will be contacted more regularly.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher 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 (paid or unpaid) abroad
- Attending an interview for employment or for admission to another educational institution
- Study leave for a public examination
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

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

Any request should be submitted in writing as soon as it is anticipated and, where possible, at least two weeks before the absence. The Headteacher may require evidence to support any request for leave of absence.

Absence forms can be requested from the school office. **School will not grant a leave of absence for term-time holidays.**

Valid reasons for **authorised absence** include:

- 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 parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller pupils 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

In very exceptional circumstances, and if it is in the pupil's best interests, a temporary part-time timetable may be arranged. For example, if a medical condition prevents a pupil from attending school or another setting full-time.

Any part-time timetable in use will be short term and have a defined end point. Plans for supporting a pupil's return to full-time education will be clear and appropriate.

Part-time timetables will not be used to manage a pupil's behaviour.

5.2 Legal sanctions

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a fine, or penalty notice, each parent must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

Penalty notices can be issued by a Headteacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

6. Strategies for promoting attendance

Any absence affects education and regular absence will seriously affect pupils' learning. Pupils who have too much time off school often find it difficult to catch up and do well.

90% attendance is equivalent to a pupil missing one half day per week or approximately 118 lessons per year

To promote regular attendance, we ensure:

- An appropriate curriculum is provided and reviewed regularly
- The need for high-quality teaching and learning throughout the school is recognised as being essential to the promotion of attendance.
- Pupils are provided with appropriate support to minimise absence from school. This includes Wellesbourne Primary and Nursery School and multi-agency provision as appropriate.
- Special Educational Needs, Disadvantaged and Looked After pupils and other vulnerable groups are given appropriate support, and attendance is monitored rigorously.
- Effective partnerships with parents/carers are encouraged through regular contact and support provided.
- Parents/carers are kept informed of pupils' attendance and punctuality through first day contact, termly progress reports, individual letters and meetings when required.
- Attendance and punctuality is regularly discussed with pupils in class and at assemblies.
- Staff attendance roles and responsibilities are clearly defined and all staff ensure these are followed

We also ensure that attendance and punctuality is rewarded through regular incentives such as Champions' Breakfast, Attendance Trophies, half-termly visits to Costa Coffee for selected children who achieve 100% attendance and certificates.

7. Supporting pupils with poor attendance

The school will always work with other local partners to understand the barriers to attendance and provide support. Where that is not successful, or the support is not engaged with, our school will make use of the full range of support and 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.

The school will make use of the full range of legal interventions rather than relying solely on penalty notices or prosecution. The school will decide whether to use each legal intervention after considering the individual family circumstances.

7.1 Attendance Support Plans (ASPs)

We use ASPs as a form of attendance support.

An ASP is designed to address irregular attendance at school. An ASP is not legally binding, but it provides a more formal route to secure engagement with support where other methods have been unsuccessful. It also allows us to identify and address any barriers or difficulties families may be experiencing.

Where an ASP is an appropriate method of support, the school will arrange a meeting with the parent (and pupil if they are old enough to understand) to explain the purpose of an ASP and why using one would be beneficial in the family's circumstances. The parent will be asked to outline their views on the pupil's attendance, any underlying issues and how they believe these should be addressed. The meeting will allow them to share their views on the idea of an ASP and what type of support they think would be helpful.

Where a parent fails to attend the meeting without good reason or notification, further attempts will be made to contact them and arrange another meeting. Where parents fail to comply with an ASP, the school may seek an alternative course of action.

7.2 Notice 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.

The national threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least 1 school session. This can be met with any combination of unauthorised absence. These sessions can be consecutive or not. The period of 10 school weeks can also span different terms or school years.

A notice 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.

It 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, or prosecution considered, 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

7.3 Penalty notices

Penalty notices are issued to parents as an alternative to prosecution where they have failed to ensure that their child of compulsory school age regularly attends the school or, in certain cases, at a place where alternative provision is provided and the national threshold has been reached.

The headteacher (or a deputy or assistant headteacher, authorised by the headteacher), local authority or the police can issue a penalty notice in line with the Education (Penalty Notices) (England) Regulations 2007, as amended, and the Local Codes of Conduct maintained by the local authority.

Penalty notices will only be used where it is deemed likely to change parental behaviour and support to secure regular attendance has been provided and has not worked or been engaged with, or would not have been appropriate in the circumstances of the offence (e.g. an unauthorised holiday in term time).

If the school issues a penalty notice, we will check with the local authority before doing so, and send the local authority a copy of any penalty notice issued.

The school will consider whether a penalty notice for absence is appropriate in each individual case where a pupil reaches the national threshold. We do not have a blanket rule for issuing or not issuing penalty notices.

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 and change parent behaviour for the particular family
- 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 (regardless of which parent has applied for a leave of 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 the case of repeat offences for non-attendance.

In these cases, the parent must pay £60 within 21 days, or £120.

If the pupil has moved school or local authority area in the previous 3 years, a check will be made to try and ascertain whether previous penalty notices have been issued to the parent/carer in respect of the pupil. If the previous local authority is not known or the information cannot be, or is not, provided, it will be assumed that the parent has not previously received a penalty notice.

8. Attendance monitoring

8.1 Monitoring attendance and analysing attendance data

The school will monitor and analyse weekly attendance and punctuality data to identify emerging trends across cohorts, year groups and individual pupils. This will enable early identification of attendance concerns and the delivery of targeted support.

Regular individual attendance analysis will be carried out to identify pupils needing early support across all absence levels, including persistent and severe, and deliver targeted intervention before absence patterns become embedded.

The school will conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends. This will include analysis of:

- Pupils and cohorts, and identifying patterns in uses of certain codes
- Days of poor attendance and, where appropriate, subjects which have low lesson attendance

When analysing patterns the school will look further into patterns of attendance within a session to ensure all pupils are attending all timetabled lessons.

The school will use its analysis to provide regular attendance reports to class teachers or tutors to facilitate discussions with pupils and school leaders (including the special educational needs co-ordinator (SENCO), designated safeguarding lead (DSL) and pupil premium lead).

The school will:

- Devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher than average absence or pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers
- Monitor the impact of school wide attendance efforts, including any specific strategies implemented or specific cohorts that we have sought to target. The findings will be used to evaluate approaches or inform future strategies
- Benchmark its attendance data at whole school, year group and cohort level against local, regional and national levels or performance of similar schools to identify areas of focus for improvement
- Record young carers in the school census and, where a pupil's caring role may be contributing to absence, the school will work in partnership with the pupil and their parents to understand barriers to attendance and to put appropriate support in place. Where needs extend beyond the school gates, the school will work with the local authority to facilitate access to support through local early help arrangements and other relevant organisations
- Ensure data is regularly monitored for pupils with long term illnesses and/or special educational needs and/or disabilities including governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Provide data and reports to the governing body to support its work

The school will monitor attendance and absence data (including punctuality) weekly, 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 submitted to the DfE 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.

8.2 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 we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.3 below)
- Provide regular attendance reports to class teachers and Senior Leaders to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators (SENCOs), designated safeguarding leads (DSLs) 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
- Work with parents, the Virtual School Head and any other relevant professionals to monitor and support the attendance of disadvantaged pupils, those with SEND, pupils known or previously known to children's social care, and pupils who may face other barriers to their learning and/or wellbeing

To facilitate timely collaborative working across partners, the school will share information from its registers with the local authority. This will include:

- New Pupil and Deletion returns
- Attendance returns
- Sickness returns

Where a pupil has a social worker and/or youth offending team worker, the school will inform the social worker and/or youth offending team worker if there are unexplained absences from school.

8.3 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. This is for any absence, whether authorised or unauthorised. The DFE expects schools to intervene before pupils reach these levels of absence.

Whilst we understand that pupils can be absent from school because they are ill, sometimes they can be reluctant to attend. If a pupil is reluctant to attend or a parent/carer has concerns, it is important that contact is made with the school as soon as possible to gain support and to work together to gain a resolution.

A pupil who is persistently absent is one who misses 10% or more of their schooling for ANY REASON from the beginning of the school year to the end of any given half term period as indicated below:

TERMS	PERS ABSENCE AT 10%	No OF DAYS OFF SCHOOL
SEP TO OCTOBER	7 OR MORE SESSIONS	3.5.DAYS
SEP TO CHRISTMAS	14 OR MORE SESSIONS	7 DAYS
SEP TO FEBRUARY	20 OR MORE SESSIONS	10 DAYS
SEP TO EASTER	25 OR MORE SESSIONS	12.5 DAYS
SEP TO MAY	31 OR MORE SESSIONS	15.5 DAYS

The school will:

- Make patterns of both persistent and severe absence a focus of the school's regular data monitoring and identify pupils and cohorts who need targeted attendance support as quickly as possible
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education. If all avenues of support have been facilitated and the appropriate educational support or placements have been provided but severe absence for unauthorised reasons continues, it is likely to constitute neglect. The school will be especially conscious of any potential safeguarding issues in these cases and where these remain, conduct a full children's social care assessment
 - 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 and review any existing actions or interventions
- Work together with the local authority to put additional targeted support in place to remove any barriers to attendance and re-engage the pupil
- The school will sensitively explore the reasons for absence, recognising school as a safe, supportive space and prioritising early help over immediate sanctions
- The school will prioritise support for severely absent pupils. Where necessary to remove barriers to attendance, this will include tailored attendance strategies, whole-family interventions, education, health and care (EHC) plan referrals, or alternative educational provision
- Implement sanctions, where necessary (see section 7, above)

9. Links with other policies

This policy links to the following policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy

Supporting pupils with medical conditions

11. Removal from Roll

Whenever a child of compulsory school age leaves our school before Year 6, we are required to do the following:

- Inform the Local Authority in every circumstance when deleting a pupil's name from the admission register
- Inform the Local Authority of the pupil's destination school and home address if the pupil is moving to a new school
- Provide information to the Local Authority when registering new pupils, including the pupils' address and previous school

If your child is leaving our school, parents are asked to give the Inclusion Office or school admin staff comprehensive information about their plans, including any date of a move, new address and telephone numbers, your child's new school and the start date when known. This should be submitted to school in writing.

If pupils leave and we do not have the above information, your child is considered to be a **child missing in education**. This requires schools and Local Authorities to then carry out investigations to locate your child, which includes liaising with Children's Services, the police and other agencies. By giving us the above information, these investigations can be avoided.

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
I	Present (am)	Pupil is present at morning registration
l	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 purposes	Pupil is a 'mobile child' who is travelling with 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)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial

		or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: Attendance Roles and Responsibilities

When	Whom	Actions Expected
DAILY	Pupils	Attend school every day, on time
	Parents/Carers	- Make sure their child attends every day on time - Telephone school if their child is going to be late - Call the school to report their child's absence before 8:30am on the first day of the absence and advise when they are expected to return - Answer phone calls received as a result of their child's absence to ensure all children are appropriately safeguarded - Contact the Inclusion Officer if the reason for absence requires a more personal discussion - Provide the school with at least two emergency contact numbers for their child, ensuring these are up-to-date at all time - Work together with the school to achieve high attendance, including attending meetings with the school to discuss attendance and engagement at school - Ensure that routine, non-emergency medical and dental appointments for their child are made outside of the school day and are evidenced
	Class Teachers	- Complete registers for AM and PM every day on time - Ensure attendance has a high profile in class - Welcome long-term absentees back into the class - Informal discussions with identified pupils to follow up attendance issues and agree future action required.
	Administration Staff	- Ensure staff have completed AM/PM registers - Ensure input of accurate attendance marks in the register via Arbor - Identify pupils who are absent from school without reason - Log on Arbor parental voicemails, text messages and emails regarding student absences - Ensure all late arriving pupils are spoken to and their attendance is entered on to Arbor - First day absence phone contact with parents/carers, following up unexplained absences where no text message/phone call has been returned. - SLT and class teachers contacted with specific attendance queries and necessary follow ups required - Support staff with registration queries - Log attendance of all pupils going out /in school for medical, dental or visits - Daily liaison with other settings for pupils educated off site to ensure AM and PM registers are provided within set time parameters and pupils who fail to attend with reasons unknown are followed up through the First Day contact systems. - Daily Attendance report sent to senior leader with responsibility for attendance.
	Inclusion Officer	- Safeguarding home visits as required. - Focused casework interventions with persistent absence pupils and families. - Phone call contact with pupils/parent/carers - Home visits - Work closely with the Education Welfare Service - Instigation of legal proceedings - Tracking of actions and interventions and feedback to pastoral staff.
	Senior Leaders	- Monitoring and tracking of staff not completing registers in line with Safeguarding requirements. - Liaison with EWS, Inclusion Office, Pastoral Staff and Class Teachers regarding support work with identified pupils - Monitoring and data analysis of attendance - Delivering targeted intervention and support to pupils and families