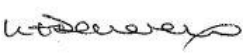




Nerrols Primary School

Attendance Policy

Lead reviewer	Headteacher
Approving board/ committee	The Local Governing Board
Date approved	29 th September 2025
Date implemented	30 th September 2025
Review period	1 Year
Next review due	September 2026
Signed (Headteacher)	
Signed (Chair of Governors)	

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Statement of intent

At Nerrols Primary School, we are committed to delivering exceptional education opportunities for all our children and recognise that this can only be achieved by supporting and promoting exceptional school attendance. Quite simply, children cannot take full advantage of the opportunities available to them or achieve their full potential if they do not regularly attend school.

We understand that barriers to attendance are complex, and that some children find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with children and parents.

We take a whole-school approach to securing good attendance and recognise the impact that our efforts in other areas – such as the curriculum, behaviour, SEND and pastoral support, and the effective use of resources such as pupil premium – can have on improving children's attendance.

We recognise that parents and carers have a vital role and there is a need to establish strong home-school links and communication systems. We will provide effective and efficient communications with children, parents and carers, and appropriate agencies to provide mutual information, advice and support to meet our objectives.

We are committed to:

- Developing, promoting and modelling a whole-school culture that promotes the benefits of high attendance.
- Ensuring this Attendance Policy and our expectations for attendance are clear and easily understood by staff, children and parents.
- Accurately completing admission and attendance registers and have effective day to day processes in place to follow-up absences.
- Regularly monitoring and analysing attendance and absence data to identify children or cohorts that require more support.
- Intervening early and working with other agencies to ensure the health and safety of our children.
- Building strong relationships with families, listen to, and understand to remove barriers to attendance.
- Sharing information and working collaboratively with other schools in the area, the local authority as well as other agencies when absence is at risk of becoming persistent or severe.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring equality and fairness for all.

The headteacher is the school's Attendance Champion and can be contacted via the School Office or at office@nr.huish.education. Staff, parents and carers and children will be expected to contact the Attendance Champion for queries or concerns about attendance.

1. Legal framework

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 or carer to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

When parents and carers decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. 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.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (As amended)*
- The Children (Performances and Activities) (England) Regulations 2014
- Children and Young Persons Act 1963
- DfE (2024) 'Working together to improve school attendance'
- DfE (2025) 'Keeping children safe in education (KCSIE) 2025'
- DfE (2016) 'Children missing education'
- DfE (2023) 'Providing remote education'
- DfE (2024) 'Summary table of responsibilities for school attendance'

*The Education (Pupil Registration) (England) Regulations 2006 was amended by Education (Pupil Registration) (England) Regulations in 2013 only allowing headteachers to authorise leave of absence in exceptional circumstances.

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Complaints Policy and Procedure
- Behaviour Support Policy
- Relationships Policy
- Anti-Bullying Policy
- SEND Policy
- Medical Conditions Policy
- Children Looked After (CLA) Policy

2. Roles and responsibilities

The Huish Board of Directors and the Local Governing Board of Nerrols Primary School has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the school.
- Promoting the importance of good attendance through the school's ethos and policies.
- Arranging attendance training for all relevant staff that is appropriate to their role.
- Working with the SLT to set goals for attendance and providing support and challenge around delivery against those goals.
- Regularly reviewing attendance data.
- Sharing effective practice on attendance management and improvement across schools.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the Trust's Complaints Policy and Procedure.
- Having regard to KCSIE when making arrangements to safeguard and promote the welfare of children.
- Ensuring there is a Children Missing Education Policy in place and that this is regularly reviewed and updated.
- Ensuring school staff receive adequate training on attendance

The headteacher is responsible for:

- The overall strategic approach to attendance in school.
- Developing a clear vision for improving attendance.
- Monitoring and analysing attendance data and identifying areas of intervention and improvement, including the impact of interventions.
- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Ensuring all parents and carers are aware of the school's attendance expectations and procedures.
- Ensuring that every child has access to full-time education and will act as early as possible to address patterns of absence.
- Communicating clearly and effectively with children, parents and carers with regard to attendance.
- Leading a compassionate approach when listening to children, parents and carers regarding barriers to attendance.
- Following up on incidents of persistent poor attendance.
- Enforcing attendance through statutory interventions in cases of persistent poor attendance where other supports have not succeeded.
- Informing the LA of any child being deleted from the admission and attendance registers.

Staff are responsible for:

- Following this policy and ensuring children do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual children to inform decisions as to whether any welfare concerns should be escalated.
- Where designated, taking the attendance register at the relevant times during the school day.

Parents and carers are responsible for:

- Providing accurate and up-to-date contact details, including more than one emergency contact number, and updating the school as soon as their details change.
- The attendance of their children at school.
- Promoting good attendance with their children.
- Proactively engaging with any attendance support offered by the school and the local authority.
- Notifying us as soon as possible when their child has to be unexpectedly absent.
- Requesting leave of absence only in exceptional circumstances, and in advance.
- Booking any medical appointments around school time where possible.
- Following any family-based support implemented by the school to improve attendance.

Children are responsible for:

- Attending their lessons and any agreed activities when at school.
- Arriving punctually to lessons when at school, particularly at the start of the school day and following break and lunchtimes.
- Following any support provided by us to improve their attendance.

3. Definitions

In this policy there are some key definitions which will be used. We have referenced the meaning of these terms below for ease of understanding:

Absence:

- Arrival at school after the register has closed
- Not attending the registered school for any reason

Authorised absence:

- An absence for sickness for which the school has granted leave
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave
- Religious or cultural observances for which the school has granted leave
- An absence for which the school has granted leave, for example due to a family emergency

Unauthorised absence:

- Parents keeping children off school unnecessarily or without good reason
- Truancy before or during the school day
- Absences which have never been properly explained
- Arrival at school after the register has closed
- Absence due to shopping, looking after other children or birthdays
- Absence due to day trips and holidays in term-time which have not been agreed by the school
- Leaving school without good reason during the day

Persistent absence (PA):

- An attendance figure of 90% or less at any point across the year for any reason

Severe Absence (SA):

- An attendance figure of 50% or less at any point across the year for any reason

Missing education

- Not registered at a school and not receiving suitable education in a setting other than a school

Local Authority (LA)

- Somerset Council

4. Attendance expectations

We have high expectations for children's attendance and punctuality and ensure that these expectations are communicated regularly to our children, parents and carers.

Children will be expected to attend school punctually every day they are required to be at school, for the full day.

Our children must be on the school site and ready to enter their classroom by **8:45am**.

Registers will be taken as follows throughout the school day:

- The morning register is taken at **8:50am**. Children will receive a late mark if they are not in their classroom by this time. For attendance recording purposes, a late mark will still count as being present.
- The morning register will close at **9:00am**. Children will receive a mark of absence if they are still not present in their classroom by this time. If a child arrives after 9:00am and the reason for their lateness is deemed as valid (such as a morning emergency at home or traffic), their absence will be authorised. However, if the child arrives after 9:00am and the reason for their lateness is not deemed as valid, their absence will be unauthorised.
- The afternoon register is taken at **1:35pm**. Children will receive a late mark if they are not in their classroom by this time. For attendance recording purposes, a late mark will still count as being present.
- The afternoon register will close at **1:45pm**. Children will receive a mark of absence if they are still not present in their classroom by this time.

Children's punctuality will also be regularly monitored, and support put in place when it is appropriate to do so. Parents and carers will be contacted to discuss persistent lateness and lateness after the close of the registers, which could, ultimately, result in legal intervention if things do not improve quickly enough.

5. Absence procedures

Parents and carers will be required to contact the School Office via telephone **before 8:45am** on the first and every day of their child's absence. They will be expected to provide an explanation for the absence and an estimation of how long the absence will last (for example, one school day).

Where a child is absent, and their parent or carer has not contacted the school by **the close of the morning register at 9:00am** to report the absence, administrative staff will contact the parent or carer by telephone call as soon as is practicable on any day that they do not attend school.

We will always follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

Where a child is absent for more than three school days in a row, or more than 10 school days in one term, the child's parent or carer may be expected to provide a signed letter with an explanation for the absence(s).

We will not request medical evidence in most circumstances where a child is absent due to illness; however, we do reserve the right to request supporting evidence where there is genuine and reasonable doubt about the authenticity or frequency of the illness.

In the case of PA, arrangements will be made for parents and carers to speak to the headteacher. We will inform the LA, on a termly basis, of the details of children who fail to attend regularly, or who have missed 10 school days or more without authorisation.

If a child's attendance drops below 90%, the headteacher will be informed and a formal meeting will be arranged with the child's parent or carer.

Where a child has not returned to school for 10 days after an authorised absence, or is absent from school without authorisation for 20 consecutive school days, we will remove the child from the admissions register if we and the LA have failed to establish the whereabouts of the child after making reasonable enquiries.

The decision about how absences are coded rests with the headteacher, and in some cases, absences may not be authorised even when a reason is provided.

6. Authorising parental absence requests

Parents and carers will be required to request certain types of absence in advance. All requests for absence will be handled by the headteacher and the decision to grant or refuse the request will be at the sole discretion of the headteacher, taking the best interests of the

child and the impact on their education into account. The headteacher's decision is not subject to appeal; however, we will be sympathetic to requests for absence by parents and carers, and will not deny any request without good reason.

Leave of absence

We will only grant a child a leave of absence in exceptional circumstances. In order to have requests for a leave of absence considered, we expect parents to complete our Request for Term-Time Absence form (available via the School Office) at least three weeks prior to the proposed start date of the leave of absence, providing the reason for the proposed absence and the dates during which the absence would be expected to occur.

Any requests for leave during term time will be considered on an individual basis and the child's previous attendance record will be taken into account. Where the absence is granted, the headteacher will determine the length of time that the child can be away from school. We are not likely to grant leave of absence for the purposes of family holidays. Requests for leave will also not likely be granted in the following circumstances:

- Immediately before and during statutory assessment periods
- When a child's attendance record shows any unauthorised absence
- Where a child's authorised absence record is already above 10% for any reason (and they are therefore already considered persistently absent)

If term-time leave is not granted, taking a child out of school will be recorded as an unauthorised absence and may result in sanctions, such as a penalty notice. We cannot grant leave of absence retrospectively; therefore, any absences that were not approved by the headteacher in advance will be marked as unauthorised.

Illness and healthcare appointments

Parents and carers will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents and carers will be expected to obtain approval for their child's absence to attend such appointments as far in advance as is practicable. Parents and carers will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment, ensuring they attend school before and after the appointment as is reasonable.

Religious observance

Parents and carers will be expected to request absence for religious observance at least three weeks in advance.

We will only accept requests from parents and carers for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. We will define this as a day where the child's parents or carers would be expected by an established religious body to stay away from their employment to mark the occasion.

We may seek advice from the religious body in question where there is doubt over the request.

Gypsy, Roma and Traveller absence

Where a child's parent or carer belongs to a community covered by this code and is travelling for occupational purposes, the parent or carer will be expected to request a leave of absence

for their child at least three weeks in advance. Absences will not be granted for children from these communities under this code for reasons other than travel for occupational purposes.

7. Persistent absence (PA)

There are various groups of children who may be vulnerable to high absence and PA, such as:

- Children in Need or those on a Child Protection Plan
- Children who are, or who have previously been, looked-after
- Young carers
- Children who are eligible for Free School Meals
- Children who speak English as an Additional Language
- Children with SEND
- Children who have faced bullying and/or discrimination

We will use a number of methods to help support children at risk of PA to attend school, including:

- Offering catch-up support to build confidence and bridge gaps.
- Meeting with children to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support.
- Leading regular check-ins to review progress and the impact of support.
- Making regular contact with families to discuss progress.
- Assessing whether an EHC or other plan may be appropriate.
- Considering what support for re-engagement might be needed, including for vulnerable groups.

We will focus particularly on children who have rates of absence over 50%, and will work with the LA and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these children are facing.

Where a child at risk of PA is also at increased risk of harm, we will work in conjunction with all relevant authorities to support the child in line with our duty of care. We will also bear in mind that the continuation of severe PA following intervention may, in itself, constitute neglect, and will escalate any concerns in this regard in line with our Safeguarding and Child Protection Policy.

8. SEND- and health-related absences

We recognise that children with Special Educational Needs and Disabilities (SEND) and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support children who find attending school difficult.

In line with our SEND Policy and Supporting Pupils with Medical Conditions Policy, we will ensure that reasonable adjustments are made for children with SEND to reduce barriers to attendance, in line with any EHC or other plans that have been implemented. We will seek to secure additional support from external partners to help bolster attendance where appropriate.

Where we have concerns that a child's non-attendance may be related to mental health issues, parents and carers will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a child that is also a safeguarding concern, they will inform the DSL and the Safeguarding and Child Protection Policy will be followed.

If a child is unable to attend school for long periods of time due to their health, we will:

- Inform the LA if a child is likely to be away from the school for more than 15 school days.
- Provide the LA with information about the child's needs, capabilities and programme of work.
- Help the child reintegrate at school when they return.
- Make sure the child is kept informed about school events and clubs.
- Encourage the child to stay in contact with other children during their absence.

We will incorporate an action plan to help any children with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the child is attending school as normal and there has been signs of significant improvement.

To support the attendance of children with SEND and/or health issues, we will also consider:

- Holding termly meetings to evaluate any implemented reasonable adjustments.
- Incorporating a Pastoral Support Plan.
- Carrying out strengths and difficulties questionnaire.
- Identifying children's unmet needs.
- Using internal or external specialists.
- Enabling a child to have a reduced timetable.
- Ensuring a child can have somewhere quiet to spend lunch and breaktimes.
- Implementing a system whereby children can request to leave a classroom if they feel they need time out.
- Temporary late starts or early finishes.
- Phased returns to school where there has been a long absence.
- Small group work or on-to-one lessons.
- Tailored support to meet their individual needs.

9. Children who go missing during the school day

Children will not be permitted to leave the school premises during the school day unless they have permission from the headteacher. The following procedures will be taken in the event of a child going missing whilst at school:

- The member of staff who has noticed the absent child will inform the headteacher immediately
- The Office Team will also be informed as they will act as a point of contact for receiving information regarding the search

- A member of staff will stay with the rest of the class, and all other available members of staff will conduct a thorough search of the school premises as directed by the headteacher
- The following areas will be systematically searched:
 - All classrooms
 - All toilets
 - The School Library
 - The School Hall
 - The school grounds
- Available staff will begin a search of the area immediately outside of the school premises, and will take a mobile phone with them so they can be contacted.
- If the child has not been found after 10 minutes, then the parents and carers of the child will be notified
- We will attempt to contact parents using the emergency contact numbers provided
- If the parents or carers have had no contact from the child, and the emergency contacts list has been exhausted, the police will be contacted
- The absent child's teacher will fill in an incident form, describing all circumstances leading up to the child going missing
- If the absent child has an allocated social worker, is a child looked-after, or has any SEND, then the appropriate personnel will also be informed
- When the child has been located, members of staff will care for and talk to the child to ensure they are safe and well
- Parents, carers and any other agencies will be informed immediately when the child has been located

The headteacher will take the appropriate action to ensure that children understand they must not leave the premises, and sanctions will be issued if deemed necessary. Appropriate disciplinary procedures will be followed in accordance with our Behaviour and Relationships Policy.

The headteacher will carry out a full investigation and will draw a conclusion as to how the incident occurred. A written report will be produced, and policies and procedures will be reviewed in accordance with the outcome where necessary.

10. Attendance intervention

In order to ensure we have effective procedures for managing absence, the headteacher, supported by the SLT, will:

- Establish a range of evidence-based interventions to address barriers to attendance.
- Monitor the implementation and quality of escalation procedures and seek robust evidence of the escalation procedures that work.
- Attend or lead attendance reviews in line with escalation procedures.
- Establish robust escalation procedures which will be initiated before absence becomes a problem by:
 - Regularly and clearly communicating the benefits of good attendance to the whole school community (for example through Newsletters and assemblies)
 - Regularly monitoring and analysing attendance data

- Sending letters to parents
- Engaging with LA attendance teams
- Using fixed penalty notices
- Creating attendance clinics.

We will use attendance data, in line with the 'Monitoring and analysing absence' section of this policy, to develop specific strategies to improve attendance where patterns of absence are emerging. These strategies will be developed on a case-by-case basis, and will consider the particular needs of the children whom the intervention is designed to target.

11. Working with parents and carers to improve attendance

We will work to cultivate strong, respectful relationships with parents, carers and families to ensure their trust and engagement. Open and honest communication will be maintained with children and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. We will liaise with other agencies working with children and their families to support attendance (for example, Children's Social Care).

We will ensure that there are two sets of emergency contact details for each child wherever possible to ensure additional options for getting in touch with adults responsible for a child where the child is absent without notification or authorisation.

We will ensure that parents and carers are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances, such as sickness or absences that have been authorised by the headteacher in advance. We will inform parents and carers about their child's levels of attendance, absence and punctuality, and will ensure that parents and carers are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

If a pattern of absence becomes problematic, the headteacher will work collaboratively with parents and carers (and the child if appropriate to do so) to improve attendance by addressing the specific barriers that prevent the child from being able to attend school regularly. We will always take into consideration the sensitivity of some of the reasons for children's absence and will approach families to offer support rather than immediately reach for punitive approaches.

Where these barriers are related to the child's experience in school, the headteacher will work with any relevant school staff – such as the class teacher or SENDCO, to address this. Where the barriers are outside of the school's control – such as those related to issues within the child's family – the headteacher will liaise with any relevant external agencies or authorities and will encourage parents to access support that they may need.

12. Legal intervention

We will always allow sufficient time for attendance interventions and engagement strategies to improve children's attendance; however, where engagement strategies to improve attendance have not had the desired effect after one term, the headteacher will consider:

- Holding a formal meeting with parents and carers and the school's point of contact in the School Attendance Support Team
- Working with the LA to put a parenting contract or an education supervision order in place
- Engaging Children's Social Care where there are safeguarding concerns.

Where the above measures are not effective, the headteacher will issue a fixed penalty notice in line with the LA's code of conduct.

Where attendance still does not improve following a fixed penalty notice, we will work with the LA to take forward attendance prosecution as a last resort.

Education Supervision Orders (ESOs)

Where interventions have not been successful, an ESO can be an alternative to provide formal legal intervention without criminal prosecution. ESOs are made through the Family or High Court and give the LA a formal role in supporting the child, parents or carers to improve their attendance. LAs will issue parents and carers with a notice of the intention to consider an ESO, set up a meeting to discuss with the parent or carer and child, and decide whether the case will be taken forward.

Once an SEO is secured, a supervisor from the LA will decide any actions or requirements. These may include:

- Requiring the parents and carers to attend support meetings.
- Requiring the parents and carers to attend a parenting programme.
- Requiring the parents and carers to access support services.
- Requiring an assessment by an educational psychologist.
- Review meetings involving all parties to be held every 3 months.

Failing to comply with an SEO will result in a fine and decisions will be made about whether further action is required.

13. Monitoring and analysing absence

The headteacher will monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address habitual absence at the first signs.

We will collect data regarding punctuality, and authorised and unauthorised absence, for:

- The whole school
- Individual year groups
- Individual children
- Demographic groups (for example children from different ethnic groups or economic backgrounds)
- Other groups of children (for example children with SEND, Children Looked After and children eligible for Free School Meals)
- Children at risk of PA.

The headteacher will conduct a thorough analysis of the above data on a termly and full-year basis to identify patterns and trends. This will include identifying, for each group:

- Patterns in uses of certain codes.
- Particular days of poor attendance.
- Historic trends of attendance and absence.
- Barriers to attendance.

The headteacher will provide regular reports to staff across the school to enable them to track the attendance of children and to implement attendance procedures. The headteacher will also be responsible for monitoring how attendance data changes in response to any interventions implemented to increase attendance in future.

The Local Governing Board of Nerrols Primary School will regularly review attendance data, including examinations of recent and historic trends, and will support the headteacher in setting goals and prioritising areas of focus for attendance support based on this data.

We will also benchmark our attendance data against local-, regional- and national-level data to identify areas of success and areas for improvement, and will share practice which has been shown to be effective with other schools.

14. Training of staff

We recognise that early intervention can prevent poor attendance. As such, staff will receive training in identifying potentially at-risk children.

Training will cover at least the following:

- The importance of good attendance
- That absence is almost invariably a result of wider circumstances
- The legal requirements on schools (for example, the taking of registers)
- Our strategies and procedures for monitoring and improving attendance
- Our procedures for multi-agency working to provide intensive support for children who need it.

Staff will receive training to ensure they understand that increased absence from school could indicate a safeguarding concern, and know how such concerns should be managed.

15. Monitoring and review

Attendance and punctuality will be monitored throughout the year. Our attendance target is 96%.

This policy will be reviewed annually by the headteacher. The next scheduled review date for this policy is September 2026.

Any changes made to this policy will be communicated to all relevant stakeholders.

Appendix A: The Attendance register and codes

At Nerrols Primary School, we use Bromcom to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Designated staff members will take the attendance register at the start of each school day and at the start of the afternoon session. This register will record whether children are:

- Present.
- Absent.
- Attending an approved educational visit.
- Unable to attend due to exceptional circumstances.

We will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:

- # = planned whole or partial school closure
- / = Present in the morning
- \ = Present in the afternoon
- L = Late arrival before the register has closed
- C = Leave of absence granted by the school for exceptional circumstances
- S = Study leave
- C1 = Leave of absence for participating in a regulated performance or employment abroad
- C2 = Leave of absence for part-time pupils
- E = Suspended or permanently excluded but no alternative provision made
- J1 = Leave of absence for job or education interviews
- H = Authorised holiday
- I = Illness
- M = Medical or dental appointments
- K = Attending provision arranged by the LA
- R = Religious observance
- B = Off-site education activity
- G = Unauthorised holiday
- O = Unauthorised absence
- U = Arrived after registration closed
- N = Reason not yet provided
- X = Not required to be in school
- T = Traveller absence
- Q = Absent due to a lack of access arrangements
- V = Educational visit or trip
- P = Participating in a supervised sporting activity
- D = Dual registered – at another educational establishment
- W = Attending work experience
- Y1 = Absent due to their regular transport not being available
- Y2 = Absent due to travel disruption
- Y3 = Absent due to part of the school premises being closed
- Y4 = Absent due to the school site being closed
- Y5 = Absent due to being in criminal justice detention
- Y6 = Absent due to public health guidance or law
- Y7 = Absent due to any other unavoidable cause
- Z = Pupil not on admission register

When we have planned in advance to be fully or partially closed, the code '#' will be used for the relevant children who are absent. This code will also be used to record year groups who are not due to attend because we have set different term dates for different years (for example, induction days).

Children who are absent from school but are receiving remote education for any reason will be marked as absent in the register.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.

Appendix B: The importance of Attendance



Across all Huish schools, we recognise the importance of improving attendance for all our pupils. We aspire to secure high standards of attendance by building a culture where all pupils can, and want to, be in school and ready to learn. Outcomes for pupils with the highest attainment at the end of key stages 2 and 4 demonstrate that they have higher rates of attendance over the key stage compared to those with the lowest attainment, whilst children who attend school regularly get the most out of their school experience, including their wellbeing and wider life chances. We recognise that regular attendance for our most vulnerable pupils is an important protective factor and best allows needs to be identified and support provided.

In proactively managing and improving attendance across our school communities, we will:

PREVENT (through good attendance management and high expectations)	What will we do?	Who is this aimed at?	Examples of strategies we use, and support provided
	Consistently promote the benefits of good attendance. Set high expectations and communicate them clearly and consistently to pupils and parents.	Every pupil and parent.	Make sure all teaching and non-teaching staff know the importance of good attendance and are consistent in their communication with pupils and parents, receiving any training needed. Demonstrate the benefits of good attendance throughout school life, for example through displays, assemblies, sensitive and non-discriminatory reward systems, newsletters and on school websites and social media accounts.
	Build strong relationships with families.	Every pupil and parent.	Communicate respectfully with parents to discuss links between attendance and attainment and wider wellbeing, challenging parents' views or misconceptions about what 'good' attendance looks like where necessary.
	Support parents and pupils by Identifying any patterns of absence or any risks of attendance becoming problematic early.	Pupils and parents where patterns of absence are spotted, or poor attendance is of possible concern. Through regular data analysis to identify and provide support, schools are encouraged to prevent poor attendance becoming habitual for pupils with an attendance of: <96%	Communicate via Stage 1 Attendance Concern Letter to express concerns and invite parents to meet with attendance lead to ensure support needed is put in place. Work together with parents to listen to, and address, any in-school barriers to attendance. Work with the necessary partners and agencies to listen to, and address, any barriers to attendance that are outside of the school's control, including referrals to services as discussed, agreed and reviewed with pupils and families. Resource attendance improvement appropriately, for example through effective use of pupil premium funding or pastoral staff to work with families, conduct home visits and work in partnership with school and external professionals.

INTERVENE (to reduce absence before it becomes habitual)	Where absence intensifies, so will our support.	Pupils and parents identified as, or at risk of being, persistently absent. Through regular data analysis to identify and provide support, schools are encouraged to intervene for pupils with an attendance of: <92%	Communicate via Stage 2 Attendance Concern Letter to express significant concerns and invite parents to formally meet with attendance lead to ensure support needed is put in place, such as a Parenting Contract, and clearly explain the consequences of continued absence, for example a Penalty Warning Notice. Work together with the local authority and others to secure the support necessary, for example a voluntary early help assessment or alternative provision placement.
TARGET (to reengage persistently and severely absent pupils)	Formalise our support where voluntary support has not been effective and/or engaged with to protect our pupils' right to an education.	Pupils and parents with significantly poor attendance and/ or entrenched barriers to attendance.	Communicate via Stage 3 Attendance Concern Letter to express ongoing, significant concerns and to inform parents of request to the local authority for attendance casework, for example through a parenting contract, the issuing of a fixed penalty notice or prosecution where all other routes have been unsuccessful. Make a statutory referral to children's social care, especially where absence becomes severe (<50%).

We know that improving the attendance of all our pupils is a continuous process and that barriers to attendance evolve quickly. Therefore our messages, approaches and strategies outlined above are reviewed and, where necessary, updated regularly.