



LATCHMERE
ACADEMY TRUST

Attendance Policy

Status	Supporting- Non Curriculum
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1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

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

We will also promote and support punctuality in attending lessons.

2. Introduction

Regular attendance at school is essential to ensure uninterrupted progress and to enable children to extend their potential. We expect all children on roll to attend every day, when the school is in session, as long as they are fit and healthy enough to do so. We do all we can to encourage the children to attend, and to put in place appropriate procedures to support this. We believe that the most important factor in promoting good attendance is development of positive attitudes towards school and learning.

Poor attendance can seriously affect each child's:

- attainment in school
- relationships with other children and their ability to form lasting friendships
- confidence to attempt new work and work alongside others

3. Roles and responsibilities

3.1 The board of trustees

The board of trustees is responsible for:

- Setting high expectations of all trust and school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure all schools in the trust record attendance accurately in the register, and share the required information with the DfE and local authorities
 - Making sure all schools in the trust work effectively with local partners to help remove barriers to attendance, and keep them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the trust's policies and ethos
- Making sure the schools' attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources

- Making sure the trust has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most, through termly attendance review meetings with each individual school
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole trust and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance, including with teachers from across the trust, as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The trust's legal requirements for keeping registers
 - The trust's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Sharing effective practice on attendance management and improvement across the trust and providing regular opportunities for staff from different schools to come together, learn from each other and share resources
- Holding the head(s) of school to account for the implementation of this policy
- Identifying and monitoring attendance patterns across the trust's schools to identify common issues and barriers, and share effective practice between schools

3.2 The head of school

The head of school is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs

- Communicating the school’s high expectations for attendance and punctuality regularly to pupils and parents through all available channels

3.3 The Chief Executive Officer

The CEO is responsible for:

- Driving attendance improvement across the trust
- Working more intensively with schools who require support to improve attendance
- Acting as a central contact point for schools with attendance queries
- Liaising with the DfE’s regional teams for advice about wider support programmes

3.4 The designated senior leader responsible for attendance

The designated senior leader (also known as the ‘senior attendance champion’) is responsible for:

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

The designated senior leader responsible for attendance:

Latchmere	Josh Ayres	jayres@latchmereschool.org
Nelson	Sian Ward	info@nelsonschool.org

3.5 The school attendance officer

The school attendance officer at each school is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement

- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the head of school
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

The attendance officer is:

Latchmere	Celia Aberdein	caberdein@latchmereschool.org
Nelson	Chris Lal	info@nelsonschool.org

3.6 Class teachers

All class teachers are responsible for recording attendance for both morning and afternoon sessions daily, using the correct codes (see Appendix 1), and submitting this information to the school office.

3. School office staff

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- › Transfer calls from parents/carers to a middle leader where appropriate, to provide them with more detailed support on attendance

3.8 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9am on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the school.

3.9 Pupils

Pupils are expected to:

- › Attend school every day, on time

4. Recording attendance

4.1 Attendance register

We will keep an electronic 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, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

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

Any amendment to the attendance register will include:

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

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

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

Each school within the trust has their own start and end time. Details about this can be found on the school website.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence before the start of the school day, or as soon as practically possible, by calling the school office.

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

Where the absence is longer than 5 days or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

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.

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

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

We recognise the impact arriving late at school can have on children (arriving 10 minutes late per day= 50 minutes per week= 5 hours of learning time missed each half term).

When a child arrives to school late on more than 3 occasions, a member of staff will speak to the parents to identify why the child was late and see if any additional support is needed for the child to arrive at school on time.

Conversations will be supportive but remind parents about the impact of arriving late at school.

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 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 contact the police.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure 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 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 we may issue a notice to improve, penalty notice or other legal intervention (see section 5:2 below) as appropriate.

- If a child's absence gives rise to safeguarding concerns, we will contact Children's Services. In accordance with our safeguarding policy, we will seek their advice and guidance and follow the next steps as directed

4.6 Reporting to parents

The school will inform parents about their child's attendance and absence levels termly via an emailed attendance report.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

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

The head of school will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

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

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

We define 'exceptional circumstances' as:

- Where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.
- The death or terminal illness of a close relative, only if the head of school is satisfied that the circumstances are truly exceptional.
- Out of school programmes such as music, arts or sport operating at a high standard of achievement. Documentary evidence of this event will be required.
- Religious observance – The Education Act 1996 S444(3) (c), states "on any day exclusively set apart for religious observance by the religious body to which his/her parent belongs".
- To attend a wedding or funeral of a close relative if the head of school is satisfied that the circumstances are truly exceptional; Leave should only be authorised for this purpose when a Headteacher is satisfied that there is a persuasive reason for holding the wedding during term time and there will be an onus on parents to show clear evidence that this absence is absolutely an exceptional circumstance. In difficult family situations the head of school may use their discretion in granting leave. Each case will be addressed on its individual merits, considering the overall welfare of the child.

This list is not exhaustive and may be subject to change.

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

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

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

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

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong (s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Sanctions

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

Penalty notices

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

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

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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

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

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

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

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

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

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

Notices to improve

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

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

They will include:

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

- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

6. Strategies for promoting attendance

The school works to promote good attendance in the following ways:

Start of year presentation:

- Expectations are set via Get to Know your Teacher Meetings and welcome back letters
- What each school does to encourage attendance is shared
- Leaders explain what parents should expect when a child's attendance falls below 94% and why it is so important to us that attendance is good- key facts are shared

Termly year group letters:

- Reminders are sent parents about the importance of good attendance (setting expectations for next stage, academic outcomes, social interactions)
- Reminders about the impact of poor attendance and arriving late are shared (arriving 10 minutes late per day= 50 minutes per week= 5 hours of learning time missed each half term)
- The current attendance percentage for the year group is shared

Newsletter and website:

- Year group attendance included weekly
- Reminders given about the importance of attendance half termly
- Illness reminders- when and for how long children should be absent- information shared half termly- [Is my child too ill for school? - NHS \(www.nhs.uk\)](http://www.nhs.uk)

Attendance assemblies:

- Certificates are given half termly- 100% Gold, 97% Silver, 94% Bronze

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

The school works closely with the families of pupils who are absent due to complex barriers to attendance in an attempt to identify the barriers and put in place strategies to overcome these. Where possible, the school will intervene early to offer support (before attendance falls below 94%).

The support arranged will be bespoke to the needs and barriers of the child.

7.2 Pupils absent due to mental or physical ill health or SEND

Each school strives to ensure learning environments are a calm, safe, and supportive, where all pupils want to be and are keen and ready to learn. This is the foundation of securing good attendance.

Each school will aim to achieve this by promoting children's mental health and wellbeing through a whole-trust approach to pupil mental health, and by developing a trusted relationship with parents/carers and families that involves them in the conversation about the school's ethos, and emphasises the importance of supporting mental health and regular attendance.

Where a pupil is absent due to mental or physical ill health, the school will work with families and children to identify and overcome barriers to attendance. Where possible, the school will intervene early to offer support (before attendance falls below 94%).

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

7.3 Pupils returning to school after a lengthy or unavoidable period of absence

Where a pupil has been absent from school for a lengthy or unavoidable period of absence, the school will meet with the parent (and child where appropriate) to discuss the best approach to reintegration for that child. This may include (but is not limited to) part time timetable, later starts and earlier finishes.

8. Attendance monitoring

Each school rigorously uses attendance data to identify patterns of attendance (at individual and cohort level) so that they can intervene early when attendance is poor so that all parties can work together to resolve any barriers or issues before they become entrenched.

8.1 Monitoring attendance

The school will monitor attendance on a weekly basis at an individual pupil, year group and cohort level

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

Specific pupil information will be shared with the DfE on request. The school has granted the DfE access to its management information system so the data can be accessed regularly and securely

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

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

8.2 Analysing attendance

The school will:

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

8.3 Using data to improve attendance

The school will:

- › Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding lead and pupil premium lead)
- 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

8.4 Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- › Implement sanctions, where necessary (see section 5.2, above)

9. Non-Statutory School-Aged Children (EYFS – Children under the age of 5)

Schools within Latchmere Academy trust are committed to supporting excellent attendance for all pupils, including those in the Early Years Foundation Stage (EYFS). Although children under the age of 5 are not yet of statutory school age, we apply the same attendance expectations as the rest of the school. This approach helps to establish positive routines early on and prepares children for the transition into statutory schooling.

We monitor the attendance of all EYFS pupils in line with whole-school procedures. (E.g. Procedure step 1 - Where attendance falls below 94%, we will contact parents or carers to discuss this and explore ways we can work together to improve attendance).

If there are any barriers to attendance, we encourage families to speak with us so that we can offer support. By building strong attendance habits in the Early Years, we can give every child the very best start to their education.

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum yearly by the senior attendance lead. At every review, the policy will be approved by the full board of trustees.

11. Linked Policies

This policy links to the following policies:

- Child Protection and safeguarding policy
- Behaviour Policy

Appendix 1: attendance codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment

S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational 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: <ul style="list-style-type: none"> • 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: Example Letter 1

Dear Parent/Carer,

We are writing to you as your child's attendance was below 90% last year and, unfortunately, it remains below 90% this year. This level of absence is considered *persistent absence* and has a significant impact on both learning and social development.

Regular and punctual attendance is essential for children to achieve their full potential. Every school day provides opportunities to learn new skills, make progress, and build friendships. When attendance falls below 90%, children miss a substantial amount of teaching, which can make it difficult for them to keep up with their peers.

If your child's attendance does not improve to above 90%, we are required to make a referral to the Educational Welfare Officer (EWO).

Please also find attached slides from our recent "Get to Know You" meeting, which highlight the importance of good attendance and punctuality.

We are keen to work with you to support improvements in your child's attendance. If there are particular challenges or concerns that are affecting your child's ability to attend regularly, please contact us as soon as possible. Together, we can explore ways to help your child get the best from their education.

Thank you for your attention to this matter.

Kind regards,

Nelson Primary School

Appendix 3: Example Letter 2

Dear Parent/Carer,

We are writing to inform you that your child's current attendance is below 90%. As attendance is crucial to your child's learning and social development, we wanted to bring this matter to your attention so that we can work together to improve it.

We understand that there are times when absences are unavoidable, but consistent attendance is essential to ensure that children can fully benefit from all educational opportunities. Every day in school matters, and regular attendance helps children to make progress academically and build positive friendships.

If your child's attendance does not improve to above 90%, we are required to make a referral to the Educational Welfare Officer (EWO).

Please also find attached slides from our recent "Get to Know You" meeting, which highlight the importance of being on time and maintaining good attendance.

We hope to see a positive increase in your child's attendance over the coming weeks. If there are any specific concerns or challenges related to your child's attendance that you would like to discuss, please do not hesitate to contact us. We are here to support your child's educational journey and to work with you in any way we can.

Thank you for your attention to this important matter.

Kind regards,

Nelson Primary School

Appendix 4: Example Letter 3

Dear Parent/Carer,

We are delighted to see the improvement in your child's attendance this year. Last year, their attendance was below 90%, which is considered *persistent absence*, but this year they are currently above that level. This is a fantastic improvement, and we want to thank you for your support in helping your child attend school more regularly.

Good attendance is key to ensuring children can achieve their full potential, both academically and socially. Every day in school matters, and by attending regularly your child is giving themselves the best chance to learn, grow in confidence, and build positive friendships.

We encourage you to continue this excellent progress throughout the year so that your child maintains attendance above 90%. Please find attached slides from our recent "Get to Know You" meeting, which highlight the importance of good attendance and punctuality.

Thank you once again for working with us to support your child's education. With your continued commitment, we are confident that your child will benefit greatly from their improved attendance.

Kind regards,

Nelson Primary School