

Wellbrook School: Attendance Policy



Reviewed by:	C. Howells
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Approved by:	Proprietary Body
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Policy Statement

At Wellbrook School, we strive to provide every child with the opportunity to unlock their potential. We honour and celebrate their individuality and tailor our instruction to their personal needs. Our goal is to nurture self-confidence and provide students with the support necessary to help them reach heights they didn't think were possible. We want parents to imagine the possibilities when they walk through our doors and be filled with hope as they see their children achieve beyond their expectations. We strive to be a place where children feel they belong and can thrive.

Regular attendance is a pre-requisite to fulfilling this aim. Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves them vulnerable to falling behind. Those with poor attendance tend to achieve less.

Legal Framework

This policy is based on the DfE's statutory guidance on [Working together to improve school attendance](#) and [School attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- › Parts 2, 6 and 7 of the [Education Act 1996](#)
 - › Part 7 of the [Education and Inspections Act 2006](#)
 - › [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
 - ›
 - › The [Equality Act 2010](#)
 - › [School census guidance](#)
 - › [Keeping Children Safe in Education](#)
 - › [Mental health issues affecting a pupil's attendance: guidance for schools](#)
 - › [Independent School Standards \(2014\)](#)
 - › [Ofsted's 2025 framework toolkit](#)
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- 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.
 - According to Section 7 of the Education Act 1996, it is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

- According to statutory DfE guidance [“Working Together To Improve School Attendance”](#), 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. For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided.
- Section 444, of the Education Act 1996, further states that: “The parent of a child of compulsory school age registered at school and failing to attend regularly is guilty of an offence punishable in law.
- According to the School Attendance (Pupil Registration) (England) Regulations 2024, the proprietor must ensure that two school registers are kept, one for attendance and one for admissions, that both registers must be backed up monthly, that records should be kept for 6 years.
- The same regulation requires the proprietor of a school to make a return to the local authority (an “attendance return”) giving the full name and address of every registered pupil of compulsory school age who is not a boarder and who, since the last time an attendance return was made:
 - has failed to attend the school regularly,
 - has been absent from the school for a continuous period of at least ten school days
 - The School Attendance (Pupil Registration) (England) Regulations 2024 require schools to make specified attendance, and sickness returns to the local authority. This includes returns relating to pupils of compulsory school age who have been continuously absent without authorisation for at least 10 school days, and pupils who the school has reasonable grounds to believe will be absent because of sickness for at least 15 school days, either consecutively or cumulatively during the school year.

Our Aims

- At Wellbrook School we believe that, if pupils are to benefit from education, punctuality and good attendance is crucial. Therefore, we are committed to ensuring that school is somewhere pupils want to be. We will provide a calm, orderly, safe, and supportive environment where all pupils can access an engaging curriculum and achieve. Our school will actively promote and encourage excellent attendance for all our pupils.

- Our school will give a high priority to conveying to parents, carers, and pupils the importance of regular and punctual attendance. We recognise that parents have a vital role to play and there is a need to establish strong home-school links and communication systems that can be utilised whenever there is concern about attendance.
- If there are problems which affect a pupil's attendance we will investigate, identify, and work in partnership with parents and pupils to resolve those problems as quickly and efficiently as possible. We will adopt a clearly focused approach aimed at the pupil resuming full attendance and consistent punctuality.
- We understand that some pupils find it harder than others to attend school therefore at all stages of improving attendance, we will work in partnership with pupils and parents collaboratively to remove any barriers to attendance. We will build strong and trusting relationships and work together to put the right support in place

Roles and responsibilities

The Proprietary Body

The proprietary board is responsible for:

- › Setting high expectations of all school leaders, staff, pupils and parents/carers
- › Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- › Recognising and promoting the importance of school attendance across the school's policies and ethos
- › Making sure the school's 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 school 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
- › Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- › Monitoring attendance figures for the whole school 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 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 school's legal requirements for keeping registers
 - The school'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
- Holding the headteacher to account for the implementation of this policy

The headteacher

The headteacher, C. Howells, is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to the Proprietary Body
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Working with the parents/carers 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/carers through all available channels
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
 - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

The designated senior leader responsible for attendance

The Headteacher, Claire Howells, is the school's Attendance Champion and can be contacted through the school office on 01283 753 499 or at admin@wellbrookschoo.co.uk.

The Senior School 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/carers 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 attendance officer

The attendance officer is Persha Ward.

The school attendance officer is responsible for:

- › Monitoring and analysing attendance data (see section 9)
- › 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/the headteacher
- › Working with education welfare officers to tackle persistent absence
- › Completing and sending attendance reports to the local authorities who place pupils at the school.

Form Tutors

Form Tutors/Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis. Attendance should be marked on the daily register and displayed in the classroom, ensuring that all staff are aware of attendance and absences within the class. The afternoon session register must be submitted to the school office at the start of the afternoon lesson.

School Admin staff

School Admin staff will:

- › Take calls and emails from parents/carers about absence on a day-to-day basis and record it on the school system
- › Transfer calls from parents/carers to the Senior Leadership Team, Form Tutor or Key Worker where appropriate, in order to provide them with more detailed support on attendance

Expectations of pupils

- At Wellbrook school, we expect all pupils to attend school regularly and maintain a good level of attendance. A good level of attendance is **95% and above**. Pupils will be encouraged and supported by staff to 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.
- We also expect pupils to continuously improve their attendance.
- We understand that some pupils, at the point of admission will have had a poor record of attendance or even significant gaps in their education. In those cases, we will work collaboratively with the pupil, parents and other partners to support pupils to build up their attendance record so that they attend regularly and maintain a good level of attendance.
- We also expect pupils to arrive at school on time, before lessons begin at 9:00am. Tutor time and preparatory activities take place from 8:30am, providing breakfast, social activities and support to help pupils prepare for the school day. This provision supports pupils who experience anxiety or who travel significant distances to school. Pupils arriving after the close of the register at 9:00am will be recorded in accordance with DfE attendance guidance.
- Pupils are also expected to turn up for lessons on time according to the timetable.
- Staff will explain these expectations during the referral and induction process. They will regularly remind pupils of these expectations during assemblies, tutor time and other opportunities during their time at school.

Expectations of Parents

- At Wellbrook School we expect parents to ensure that their child attends school regularly and maintains a good level of attendance. A good level of attendance is 95% and above. Parents should encourage and support their child to 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.

- If, at the time of admission to the school, their child has had a poor attendance record or has been out of education for a significant period of time, parents are expected to let school staff know. Staff will discuss with parents, the barriers that have stopped pupils attending education as a starting point towards working together to resolve them.
- Parents are expected to support and encourage their children to leave the home in time to arrive at school on time, between 8:30 am and 9:00am
- Parents are also expected to:
 - Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). They should call the school: 01283 753 499 and inform the Administrator of the reason for the unexpected absence.
 - Only request leave of absence in exceptional circumstances and do so in advance. Requests for leave of absence should be made in writing by emailing the school Administrator for the attention of the Headteacher at: admin@wellbrooks.school.co.uk. Book any medical appointments around the school day where possible.
 - Notify the school when they require detailed support with their child's attendance. They should send an email to the school's Administrator at: admin@wellbrooks.school.co.uk. The Administrator will hand over the matter to the child's Key Worker.
- Staff will explain these expectations during the referral and induction process. They will regularly remind parents of these expectations through newsletters, or, if their child's attendance is not good through phone calls, letters, home visits as needed.
- Provide the school with more than 1 emergency contact number for their child.
- Ensure that, where possible, appointments for their child are made outside of the school day
- Seek support, where necessary, for maintaining good attendance, by contacting their child's Key Worker

Information for parents

In addition to the expectations outlined above, we will provide parents with additional information to make sure that they understand the importance of good attendance and the school's procedures.

- We will illustrate clearly in terms of days missed what attendances percentages mean as shown below:

Attendance	Absence and days of learning missed
100%	No days missed
95%	9 days of absence, 1 week and 4 days of learning missed
90%	19 days of absence, 3 weeks and 4 days of learning missed
85%	28 days of absence, 5 weeks and 3 days of learning missed

- We will make clear what we mean by authorised and unauthorised absence - **Authorised absence** is any absence that is approved by the headteacher. These absences will be marked in the attendance register with an authorised absence code. **Unauthorised absence** is any absence that is not approved by the headteacher including:
 - absence for which a parent has not provided a reason
 - absence where the reason provided has not been accepted as justifiable or genuine by the headteacher
 - if your child arrives late after the close of register
- We will make it clear that the Headteacher is not allowed to approve any leave of absence during term time (including holidays) unless in exceptional circumstances.
- We will make it clear that - As a parent, you are committing an offence if you fail to make sure your child attends regularly - even if they are missing school without your knowledge. If the school believes this is the case, they can ask us to take action against you. This can be through a prosecution in a magistrates' court.

How we will encourage good attendance

- We will promote the benefits of good attendance when we speak to pupils and parents about expectations
- We will ensure that the school is a calm and safe space for pupils by implementing our behaviour and anti-bullying policies effectively. Pupils will have high-quality pastoral support and access to the necessary provision required to ensure their mental health and well-being.

- We will ensure that staff attend training on EBSA, ensuring a unified and supportive approach to dealing with cases of absence.
- We will ensure that our staff are suitably equipped to meet special educational needs of our pupils so they can successfully engage with the curriculum
- Our curriculum will be designed carefully to meet pupils needs, support their progress and include activities that are sufficiently engaging.
- We will use all the resources at our disposal to encourage good attendance and support pupils to improve their attendance.
- We will celebrate good attendance and pupils' improvements in attendance regularly through assemblies, tutor time announcements, weekly keyworker communications (Wellbrook Weekly) and half-termly attendance certificates.
- We will work towards ensuring that all pupils feel supported and valued. We will send a clear message that if a pupil is absent, she/he will be missed.

How we will manage attendance on a day-to-day basis

- We will ensure that all staff are aware of the registration procedures and receive in-service training on registration regulations and associated education law. They will promote positive staff attitudes and support to pupils returning after absence,
- Attendance will be logged on BromCom by the staff member greeting arriving pupils each morning. The Administrator will update the electronic registers accurately at the beginning of each morning and during the afternoon session, using the relevant absence and attendance codes outlined in the DfE's ["Working Together To Improve School Attendance"](#), – see appendix 1. They will mark the afternoon register using staff classroom registers from the first session after the lunch break.
- When parents call the school to inform staff that their child cannot turn up for school, the Administrator will ask for the reason behind the unexpected absence and record it on the register using the relevant codes.
- The Administrator will call the home of any pupils who by 10am have not turned up to school. They will ask about the reason the pupil has not turned up and find out if there is something the school can do to help get them get to school. They will remind parents that they need to inform the school as soon as possible when their child cannot turn up to school. If the parent is not available, the administrator will leave a standard message:
 - Reminding the parent that they need to inform the school as soon as possible when their child cannot turn up to school

- asking the parent to call the school to give the reason the pupil has not turned up
- The Administrator will call the home every day the pupil is absent for 3 consecutive days before moving onto the next stage. They will also send standard text messages to parents of pupils who are absent – the Senior School Attendance Champion will provide a schedule of messages to send (examples can be seen on Appendix 2)
- The Administrator will send letter 1 to parents (see Appendix 3) via post or email on the 4th consecutive day of absence. The letter reminds them of the importance of a good attendance and invites them to call or visit the school to speak to their child's Class Tutor about how we can work together to support their child to get back to school.
- The Senior School Attendance Champion will contact the local authority and/or other relevant professionals where there has been no response after 5 consecutive days of absence, or earlier where there are concerns about the pupil's welfare or whereabouts. Where there are safeguarding concerns, the school's safeguarding procedures will be followed immediately and appropriate agencies contacted without waiting for the 5-day point.
- The Administrator will also send letter 2 (see Appendix 4) via post or email on the 7th consecutive day of absence inviting them to a meeting with the Senior School Attendance Champion
- The Senior School Attendance Champion will meet with parents who have been invited to discuss their child's attendance. The meeting will take place at least 7 days after the day letter 2 is sent.
- If the Administrator does not hear back from the parent and is therefore unable to arrange a meeting – they will inform the Senior School Attendance Champion who will organise a visit to the home.
- The Senior School Attendance Champion will work together with parents, developing individualised strategies for improving the attendance of pupils. They will access wider support services to support pupils and parents to help remove the barriers for attendance. Detailed records of all actions to reduce persistent and severe attendance will be kept.

- The Senior School Attendance Champion will review, on a weekly basis, the impact of actions taken to improve attendance and make adjustments accordingly.
- Where unauthorised absence continues despite the school having made reasonable efforts to understand and address the barriers to attendance, the Senior School Attendance Champion will consider whether further intervention is required. The school will work with the local authority and other relevant services where appropriate and may refer the matter to the local authority for consideration of any legal intervention available under current legislation.

Supporting pupils who are absent or returning to school

Pupils absent due to complex barriers to attendance

Due to the SEND needs of our pupils, it is essential that the school liaise closely with the relevant Local Authority, keeping them up to date on the attendance of pupils and strategies being employed to support improved attendance.

Where parents and the Local Authority are in agreement, part-time timetables may be implemented to support pupils to transition into full-time education. These will form part of a Transition Plan and be reviewed regularly in line with the guidance found in paragraphs 65 – 70 of [“Working Together To Improve School Attendance”](#).

If the school becomes aware of barriers that relate to the pupil’s needs, we will inform the local authority.

Pupils absent due to mental or physical ill health

Parents should consult the NHS guidance [Is my child too ill for school?](#) when deciding whether to keep their child home due to illness. We will share this guidance with parents, and provide support in understanding it, in order to promote school attendance wherever appropriate.

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

Welcoming Pupils Back

- When pupils return to school after a period of absence, we will make sure they are welcomed and know that they have been missed
- The Senior School Attendance Champion will coordinate with teachers to ensure that where possible, the pupil can catch up with the work they have missed
- Where necessary, the Senior School Attendance Champion will draw up, in coordination with the pupil and parents, a reintegration/transition plan to assist their successful return to school.

Performance

When evaluating success, the school will consider the impact of the work on school attendance by whether or not:

- Overall and Individual attendance has improved
- Persistent absence has reduced
- Punctuality has improved
- Parent/carer response to absence has improved
- Re-integration plans, where implemented, have been successful
- There are specific key groups where a targeted approach is appropriate to raise attendance, e.g., children in receipt of pupil premium.
- The school has been successful in raising the profile of attendance both within the school and the local community
- Pupils are fully aware of the importance of punctuality and regular attendance and the attendance procedures operating within school
- Attendance issues have been included as topics in Personal and Social Education (PHSE) lessons, or as a theme for any other lessons

Practice

The school will recognise the importance of good practice by:

- Keeping and maintaining registers accurately
- Maintaining a consistent approach to marking registers
- Regularly analysing attendance data & comparing it against both the local and national average and considering the performance of key groups in comparison to the national data for that particular group.
- Ensuring prompt follow-up action in cases of non-school attendance
- Liaising closely with the school's local authority's Education Welfare Officer, if appropriate
- Recording (and retaining) carefully, all telephone messages/email or contact from parents
- A signed copy of any correspondence to parents is retained by the school

Marking the Register

- The register is a legal document which must be maintained in electronic format. Registers, attendance & absence codes must be recorded accurately, and any paper copies must be marked in ink. The register, or content recorded within it, may be requested in a Court of law as evidence in a prosecution for non-attendance. It may also contribute data to pupils' end-of-term reports, to records of achievement, and to leavers' references.
- No pupil will be marked present unless present in the room when the register is taken or unless they have been given permission to be absent by the registering teacher.
- Spaces must not be left in the register.
- The register will be closed 30 minutes after the beginning of the morning session.
- Pupils must not mark the register under any circumstances.
- Attendance data from registers should be monitored appropriately.
- Where the reason for absence has not yet been established, the school will seek to establish the reason and amend the register as soon as possible and no later than 5 school days after the session. Where no reason has been established within this period, the absence will be recorded as unauthorised using Code O.

Attendance monitoring

Monitoring attendance

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 by markers of disadvantage.

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

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

Analysing attendance

The school will:

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

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
- › Provide regular attendance reports to key workers, to facilitate discussions with pupils and families, and to the members of the Proprietary Body and school leaders (including special educational needs coordinator and designated safeguarding 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

Reducing persistent and severe absence

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

The school will:

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

- › Implement sanctions, where necessary
- › Utilise technology, homework, and tutoring to support re-integration, where deemed appropriate.

Monitoring arrangements

This policy will be reviewed annually, or sooner where relevant guidance from the local authority and/or DfE is updated, by the Headteacher. At every review, the policy will be approved by the members of the Proprietary Body.

Appendix 1:

The codes are set out in regulation 10(2) Table 1, 10(3) Table 2 and 10(4) Table 3, 10(8) and 10(10) of the School Attendance (Pupil Registration) (England) Regulations 2024:

Detailed guidance about the codes can be found on pages 81 – 98 of [“Working Together To Improve School Attendance, 2026”](#),

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: • 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 Text Messages

“Your child has missed X number of lessons this year. Lessons build on what children already know and missing one may make tomorrow’s lesson more difficult.”

“Your child has missed X number of days of school this year.”

“One day could be as many as seven missed lessons, as well as time spent with friends and doing extracurricular activities.”

“You can support your child’s physical, social and mental wellbeing by ensuring they are in school every day.”

“We know that parents and carers worry about their children’s mental health. Rather than keeping your child off school, let us know about your concerns. We can then work together on supporting your child.”

“It can be difficult to know whether your child is too ill to attend school. NHS guidance is clear that it’s fine to send them in with a minor cough or common cold, provided they don’t have a temperature.”

“School is an enriching environment that can help your child with their social and mental wellbeing.”

“School isn’t just about learning. It’s a warm, supportive environment where your child can get a healthy meal and see their friends.”

“School attendance is important for equipping your child with skills for life.”

“Attending school every day can help your child to achieve their aspirations, and the aspirations you have for them.”

“We are delighted to celebrate that [NAME] achieved 100% attendance last week. We thank you for your continued support to ensure [NAME] attends school every day.”

“We have the same expectations as [neighbouring primary or secondary school]. This means you will hear the same messages for the other children in your family as we work closely on attendance as a local partnership of schools.”

“We know your child has special educational needs, and this can lead to them sometimes not finding school straightforward or as easy as they would like. We understand this and want to work with your child, and with you, on helping your child feel confident to explain any concerns. We can then work together to help provide reassurance and support.”

Appendix 3: Letter 1 – Letter of Concern

Dear Parent/Carer of **[pupil's name]**

We need your help, please.

[Pupil's name] has been absent for **[number]** days of school, which is equal to **[number]** lessons missed so far this school year.

We know that sometimes our pupils cannot come to school because they are really unwell – and that's the right thing to do for them and other pupils. Medical advice is clear, however, that children with mild illness will often be well enough to attend – for example, if they have a cough or cold without a temperature. The NHS guidance *Is my child too ill for school?* is designed to support parents in making decisions about mild illness.

We also know that pupils miss important learning and opportunities when they are absent from school. At Oakbrook School, we want the amount of missed education to be reduced as much as possible. We believe that our community is stronger together, with all of our pupils in school, on time, every day. We are building life skills, lifelong friendships and preparing your child for future success.

You can have a significant effect on **[pupil's name]**'s attendance, and we would really appreciate your help and support in ensuring that **[pupil's name]** comes to school every day so that they can achieve the best possible outcomes.

We want to work with you to achieve this. Please call or come in and meet **[pupil's name]**'s class teacher or tutor if there is anything we can do to support you or your child. We appreciate that every family's situation is unique.

We will be in touch again to request a meeting with you if we have ongoing concerns about your child's attendance.

Kind regards,

[name]

[job title]

Appendix 4: Letter 2 – Attendance Meeting Invite

Dear [parent/carers name]

Re: [pupil's full name], DOB: [date of birth]

Further to our letter dated [date], whereby we informed you that [pupil's name]'s attendance had fallen below the school's expectations, there have been a further [number] sessions of absence and their current attendance is [percentage]%. Please find enclosed a copy of their attendance record.

Unfortunately, [pupil's name]'s attendance has failed to improve sufficiently. I am therefore inviting you to attend a School Attendance Meeting at [school name] on [date] at [time]. If you are unable to attend on this date, please contact the school as a matter of urgency to arrange a mutually convenient time.

This meeting is an opportunity to discuss any concerns, consider the support available and develop an action plan to encourage improved attendance. If you do not attend this meeting, it will be held in your absence and the notes will be sent to you.

I would like to remind you that parents/carers have a legal responsibility to ensure that children of compulsory school age who are registered at school attend regularly. Where unauthorised absence continues, the school may refer the matter to the relevant local authority for consideration of any legal intervention available under the Education Act 1996.

If you are experiencing any difficulties, or do not understand any aspect of this letter, please contact me on the school telephone number. We look forward to meeting with you and thank you for your continued support.

Yours sincerely,

[name]

Headteacher / Senior Attendance Champion

CC: [other parent/carers/person with parental responsibility, where applicable]