Torridon
Primary School

Attendance Policy

Adopted and signed on behalf of the school by the Governing Body Representative at the meeting on:	6th September 2025
Name of the Governing Body Representative:	Levin Wheller
Signature of the Governing Body Representative:	
Date signed:	6th September 2025
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TORRIDON PRIMARY SCHOOL
ATTENDANCE POLICY

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1. Torridon Primary School Ethos and Code

Torridon is an inclusive school. We are committed to doing the very best that we can to make sure that every child succeeds. We have a shared responsibility to ensure that we are doing the very best for our children and aim to meet the individual needs of each child wherever possible. Our core values of: **aspiration, community diversity, excellence and respect** underpin all that we do.

At Torridon, we aim to engender a passion for learning and the pursuit of excellence in every aspect of learning. We have the highest expectations for ourselves and all of our pupils, aiming for standards that exceed national expectations, both in the core subjects and across the wider curriculum.

We want every child to leave Torridon wanting and determined to make a difference to the world and having the skills to do so. In order to do this, we believe that we have to enable the children to be emotionally intelligent, resilient and brave and provide them with the academic foundation to enable them to be outstanding individuals in all aspects of their lives.

We want our children to:

- Be eager and enthusiastic learners;
- Be confident in themselves as learners;
- Understand themselves as learners, being proud of their successes and understanding the next steps in their learning;
- Be emotionally intelligent;
- Be resilient and determined to succeed;
- Be responsible for their actions.

We aim to achieve this by:

- Ensuring that children's achievement is at the heart of our school;
- Valuing and celebrating children's social and cultural diversity;
- Maintaining the highest possible expectations of every child;
- Striving to ensure that every child succeeds;
- Adopting a 'no excuses' attitude towards children's progress and attainment;
- Providing opportunities for our children to develop academically, socially, morally, emotionally and spiritually in a safe and caring environment.

2. Aims

At Torridon Primary School, we are committed 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:

- Creating a climate where regular attendance and good punctuality are valued by the whole school community;
- Setting high expectations for the attendance and punctuality of all pupils;
- Maintaining an average whole school attendance of at least 97% (exceeding the national average);
- 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.

3. Legislation and Guidance

Under the Education Act (1996), parents and carers have a duty to ensure that all children of compulsory school age (i.e. the beginning of the term following their 5th birthday) receive suitable full-time education. Parents and carers have a responsibility to ensure this happens either by registering the child at a school or making other suitable arrangements. Once a child is registered at a school, parents and carers are responsible for making sure the child attends regularly. If a parent or carer fails to ensure regular school attendance, then they are guilty of an offence which could result in prosecution.

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) 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:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

4. Roles and Responsibilities

4.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers;
- Making sure school leaders fulfil expectations and statutory duties, 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 link governor for attendance meets termly with senior leaders to review attendance data and to enable the governing board to achieve the above responsibilities.

4.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy in 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, and/or authorising the deputy headteacher to be able to do so;
- 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 illness.

4.3 The designated senior leader responsible for attendance

The designated senior leader 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 designated senior leader responsible for attendance is Richard Newsome (deputy headteacher) and can be contacted via the main school office.

4.4 The admin officer with responsibility for attendance

The admin officer with responsibility for attendance is responsible for:

- Monitoring and analysing attendance data (see section 7);
- Benchmarking attendance data to identify areas of focus for improvement;
- Reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher;
- Working with the local authority attendance officer to tackle persistent absence;
- Advising the headteacher/deputy headteacher (authorised by the headteacher) when to issue fixed-penalty notices.

The admin officer with responsibility for attendance is Shai Williams and can be contacted via the main school office.

4.5 Class teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office by 9.05 every morning and within ten minutes of the start of the afternoon session.

All staff are responsible for reporting any concerns in line with safeguarding procedures and sharing these with the senior leadership team as appropriate.

4.6 School office staff

- 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 the inclusion lead or member of the senior leadership team where appropriate, in order to provide them with more detailed support on attendance.

4.7 Parents and carers

Where this policy refers to a parent/carer, 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/carers are expected to:

- Make sure their child attends on time every day;
- Call the school to report their child's absence before 9.00am on the first 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 admin officer with responsibility for attendance (Shai Williams) or the designated senior leader responsible for attendance (Richard Newsome), who can both be contacted via the main school office.

4.8 Pupils

Pupils are expected to attend school every day, on time.

5. Recording attendance

5.1 Attendance register

The schools keeps an electronic attendance register and places all pupils onto this register.

We take our attendance register at the start of the first session of each school day and once during the second session. It marks, 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 also record:

- Whether the absence is authorised or not (and the initials of the member of the senior leadership team who has authorised absence for any appointments or other agreed activities);
- 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 keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8.55am and ends at 3.15pm.

Pupils must arrive in school by 8.55am on each school day.

The register for the first session will be taken at 9.00am and will be kept open until 9.30am. The register for the second session will be taken ten minutes after the start of the session and will be kept open for ten further minutes.

5.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9.00am, or as soon as practically possible, by calling the main school office, which can be contacted via 020 8697 2762.

We 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/carers will be notified of this.

5.3 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, via telephone or email.

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. Section 6 below lists which term-time absences the school can authorise.

5.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed (i.e. before 9.30am) will be marked as late, using the appropriate code;
- After the register has closed 9i.e. after 9.30am) will be marked as absent, using the appropriate code.

The school regularly monitors punctuality, and parents/carers will receive a letter advising them of concerns if appropriate.

5.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason;
- If the school cannot reach any of the pupil's emergency contacts, on the third day of absence, the school will conduct a home visit;
- 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 the local authority attendance officer;
- Where appropriate, offer support to the pupil and/or their parents/carers to improve attendance;
- Identify whether the pupil needs support from wider partners, including via a MASH referral if appropriate, as quickly as possible, and make the necessary referrals;
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, a penalty notice or other legal intervention (see section 6.2 below) as appropriate.

5.6 Reporting to parents

The school reports to parents/carers at the end of the school year details of the child's attendance and punctuality over the school year. Where attendance or punctuality have been identified as an issue, class teachers will discuss this with parents/carers during the termly open evenings in the autumn and spring terms.

6. Authorised and unauthorised absence

6.1 Approval for term-time absence

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

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

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

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

We define 'exceptional circumstances' as circumstances beyond the individual control of parents/carers, e.g. family occasions such as weddings and funerals.

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, using the leave of absence request form, accessible via the main school office. The headteacher 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 5.2 and 5.3 above 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/carer belongs. If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart;
- Parents/carers 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.

6.2 Sanctions

Torridon Primary School makes 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 headteacher (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/carer who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent(s)/carer(s) 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/carers allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to

the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In 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/carers 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.

7. Strategies for promoting attendance

At Torridon Primary School, we use a range of approaches to encourage and celebrate regular school attendance. Each week, the class in each phase (KS1, lower KS2 and upper KS2) with the highest attendance is awarded the attendance cup which they are presented in celebration assembly. The weekly attendance of all classes in years 1 to 6 is also shared with the school community via the weekly newsletter. At the end of each term, pupils with 100% attendance are presented with a certificate.

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

Where pupils have complex barriers to attendance, the designated senior leader with responsibility for attendance meets with parents/carers to offer bespoke support. Our aim is always for pupils to be able to access their full education and to remove any barriers where possible.

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

When a pupil is absent due to mental or physical health or SEND, the school will communicate with parents/carers to identify what measures can be taken to support the pupil in attending school. Measures offered may include temporarily providing a place in the school's breakfast club, identifying a named trusted adult with whom the pupil may speak about any concerns when in school, or referring the pupil for therapy if this appropriate.

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 SEN caseworker.

8.3 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, a member of the school's senior leadership team will invite parents/carers to attend a meeting to identify any necessary support which should be provided to the pupil and/or family.

9. Attendance monitoring

9.1 Monitoring attendance

The school collects and stores attendance data on its management information system. This information is used to:

- Track the attendance of individual pupils;
- Identify whether or not there are particular groups of children whose absences may be a cause for concern and produce reporting for the governing board;
- Monitor and evaluate those children identified as in need of intervention and support.

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

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

The admin officer with responsibility for attendance monitors pupil absence on a daily basis.

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.

9.2 Analysing attendance

The school:

- Analyses attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and

- Identifies pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence;
- Conducts thorough analysis of half-termly, termly, and full-year data to identify patterns and trends;
- Looks at historic and emerging patterns of attendance and absence, and then develops strategies to address these patterns.

9.3 Using data to improve attendance

The school:

- Develops targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis;
- Provides 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 9.4 below);
- Provides regular attendance reports to class teachers, to facilitate discussions with families at termly open evenings, and to the governing board and school leaders (including the inclusion lead, designated safeguarding leads and pupil premium lead);
- Uses data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies;
- Shares information and works collaboratively with other schools in the area, local authority 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.

9.4 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 school's strategy for improving attendance.

The school:

- Uses attendance data to find patterns and trends of persistent and severe absence;
- Considers potential safeguarding issues and, where suspected or present, addresses them in line with Keeping Children Safe in Education;
- Holds regular meetings with the parents/carers 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;
- Provides access to wider support services to remove the barriers to attendance, in conjunction with the local authority where relevant;

- Considers 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;
- Implements sanctions, where necessary (see section 5.2, above);
- Sends letters to parents and carers each half term where a pupil's attendance is of concern (see appendices).

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the deputy headteacher. At every review, the policy will be approved by the full governing board.

11. Links with other 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: • 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: Letter 1

Hazelbank Road, Catford, London, SE6 1TG

Headteacher: Manda George

Telephone: 020 8697 2762

E mail: admin@torridonprimary.lewisham.sch.uk

Date:

Dear XXXXXXXXXX,

Re: Attendance of XXXXXXXXXX Attendance: XX.XX%

I am writing to make you aware that your child's attendance is currently XX.XX%. This is below the expected attendance of 97%.

Children whose attendance is at 97% or better will almost certainly achieve their potential, leading to better life chances. They will also develop positive habits of regular school attendance in the future.

I appreciate that your child's absence may be due to a range of reasons. If you have any questions or would like to talk to anyone about this letter, or if you would like support with how to improve your child's attendance, please get in touch, and we shall be happy to help.

Yours sincerely,

Richard Newsome

Deputy Headteacher

Appendix 3: Letter 2

Torridon Primary School

Hazelbank Road, Catford, London, SE6 1TG

Headteacher: Manda George

Telephone: 020 8697 2762

E mail: admin@torridonprimary.lewisham.sch.uk

Date:

Dear XXXXXXXXXX,

Re: Attendance of XXXXXXXXXX Attendance: XX.XX%

Further to our previous letter, I am writing to make you aware that your child's attendance is currently XX.XX%. This is below the expected attendance of 97%.

Ongoing low attendance is a factor often linked to low levels of academic success. It is important that poor attendance is addressed as these habits will make it increasingly difficult for you to ensure your child attends school regularly as they get older.

The school will continue to monitor the situation, and, should the attendance not improve, you may be referred for a school attendance panel meeting with the local authority attendance officer which may result in a fixed penalty notice or legal action.

I must remind you that the Education Act 1996 states that it is the responsibility of the parent/carer to ensure that their child regularly attends the school at which they are on roll. Failure to do this could result in legal action being taken by the local authority.

I appreciate that your child's absence may be due to a range of reasons. If you have any questions or would like to talk to anyone about this letter, or if you would like support with how to improve your child's attendance, please get in touch, and we shall be happy to help.

Yours sincerely,

Richard Newsome

Deputy Headteacher

Appendix 4: Letter 3

Torridon Primary School

Hazelbank Road, Catford, London, SE6 1TG

Headteacher: Manda George

Telephone: 020 8697 2762

E mail: admin@torridonprimary.lewisham.sch.uk

Date:

Dear XXXXXXXXXX,

Re: Attendance of XXXXXXXXXX Attendance: XX.XX%

I am writing to make you aware that your child's attendance has fallen to XX.XX%. This is below what we expect. To put this into perspective, 90% attendance is equivalent to missing 38 sessions or 19 school days school per year or half a day each week

Ongoing low attendance is a factor often linked to low levels of academic success and can also make it more difficult for children to develop friendships and social skills. It is important that poor attendance is addressed as these habits will make it increasingly difficult for you to ensure your child attends school regularly as they get older.

We wish to help you improve your child's attendance and have arranged a meeting on XXXXX. This will be an opportunity to meet with a member of the school's senior leadership team to look at how we can support you.

I must remind you that the Education Act 1996 states that it is the responsibility of the parent/carer to ensure that their child regularly attends the school at which they are on roll. A failure to do this could result in legal action being taken by the local authority.

The school will continue to monitor the situation, and, should the attendance not improve, you may be referred for a school attendance panel meeting with the local authority attendance officer which may result in a fixed penalty notice or legal action.

Yours sincerely,

Richard Newsome

Deputy Headteacher

Appendix 5: Lateness and Punctuality Letter

Hazelbank Road, Catford, London, SE6 1TG

Headteacher: Manda George

Telephone: 020 8697 2762

E mail: admin@torridonprimary.lewisham.sch.uk

Date:

Dear XXXXXXXXXX,

Re: Persistent Lateness of XXXXXXXXXX Attendance: XX.XX%

I am writing to make you aware that your child has arrived late for school on more than five occasions during this half term. Late marks are recorded when a child arrives at school after the start of the school day. A copy of your child's record of attendance has been enclosed for your information.

Should a child arrive at school before the registration period (9.05am) ends, this is coded as an L on the registration certificate. Should a child arrive at school after the registration period has ended, this is coded as U. A U code is classed as an unauthorised absence, and ongoing, persistent lateness after the registration period has closed can lead to statutory measures being used.

Persistent late arrival at school not only affects the child's learning but also the learning of the rest of the children in the class. Should there be any ongoing reason why this lateness is occurring of which we are not aware please do contact us to provide further information about this.

It is expected that, by highlighting the importance of punctuality to you, steps are taken to improve your child's timely arrival at school. If you have any questions or would like to talk to anyone about this letter, or if you would like support with how to improve your child's attendance, please get in touch, and we shall be happy to help.

Yours sincerely,

Richard Newsome

Deputy Headteacher