

 Mayfield	Policy Name: Pupil Attendance and Absence Policy Owner: Head of Pastoral Review Date: Sept 2025 Next Review date: Sept 2026 This policy will be revised annual or as regulations or review demands
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At Mayfield School, we recognise that positive behaviour and good attendance are essential for pupils to get the most from their school experience. The Education Act 1996 outlines the basic legal obligations on parents to ensure that their children of compulsory school age are ‘properly educated, either at school or otherwise’. The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly, on time. 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 in exceptional circumstances such as compassionate leave.

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called “Working together to improve school attendance (2023)” and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.

This policy is written with the above guidance in mind and underpins our school ethos to:

- promote children’s welfare and safeguarding;
- ensure every pupil has access to the full-time education to which they are entitled;
- ensure that pupils succeed whilst at school;
- ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school.

It seeks to ensure that all stakeholders involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school’s commitment to attendance matters. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

In addition, all schools follow the DfE’s statutory safeguarding guidance, Keeping Children Safe in Education (2025), which emphasizes the importance of understanding the potential vulnerabilities of children who are missing or absent from education.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

1. Scope of this policy

1.1 The school acknowledges its continuing responsibility proactively to manage and improve

attendance across the school community. Attendance is the foundation of positive outcomes for all students, and improving attendance is everyone's responsibility.

1.2 This policy is intended to guide, assist and empower the school to maintain excellent levels of attendance and to meet the responsibility to provide an agreed framework within which consistent practices and procedures can be applied. This policy will be on the school website for parents to view at any time.

1.3 Good attendance begins with school being somewhere students want to be. Therefore, the school will strive to be a calm, orderly, safe, and supportive environment where all students are keen and ready to learn.

1.4 Children who attend school regularly and punctually are best able to take full advantage of the educational opportunities available to them and the vast majority of our students fall into this category; the school has excellent levels of attendance for individual students.

1.5 Some students find it harder than others to attend school and therefore at all stages we will work in partnership with students and parents to remove barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

2. Aims

2.1 To raise and maintain levels of attendance by promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued. The school will work in close partnership with parents and students to maintain high levels of attendance and punctuality for all students.

2.2 The school aims to develop and maintain a whole school culture that promotes the benefits of high attendance by:

- Setting high expectations for every student in relation to punctuality and attendance.
- Communicating these expectations clearly and consistently to students and parents, and promoting the value of high attendance in correspondence, meetings and assemblies.
- Accurately completing attendance registers and having effective day to day processes in place to follow up absence.
- Systematically monitoring and analysing attendance data to identify patterns and trends, target improvement efforts and put effective strategies in place.

2.3 The school aims to minimise persistent or severe absence of students by:

- Building strong relationships with families, listening to them to understand barriers to attendance and working with them to remove these barriers and facilitate support.
- Holding regular meetings with the parents of students who the school (and/or local authority) consider to be vulnerable to poor attendance, or are persistently or severely absent, to discuss attendance and engagement at school.
- Being particularly mindful of students absent from school due to mental or physical ill health or SEND and providing them with additional support. See Appendix 6 for more details.

- Working effectively with the local authority, other schools and other local partners where necessary to overcome barriers to attendance, including by formalising support or enforcing attendance through statutory intervention.

Understanding Types of Absence

Any absence affects the routine of a pupil's schooling and regular absence will seriously affect their learning journey and ability to progress. Ensuring a pupil's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, is counterproductive to the progress and success of their daughter.

There are two types of Absence:

Authorised absences are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your daughter before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable causes.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes, (however this list is not exhaustive):

- parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would **not** affect their ability to learn e.g a common cold;
- absences which have never been properly explained;
- shopping trips;
- looking after other children or children accompanying siblings or parents to medical appointments;
- their own or family birthdays;
- holidays taken during term time under DFE regulations and not deemed 'for exceptional purposes' by the Headmistress, including any arranged by other family members, guardians or friends;
- day trips;
- other leave of absence in term time which has not been agreed.

Persistent Absenteeism (PA) and Severe Absenteeism (SA)

A pupil is defined by the Government as a 'persistent absentee' when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this. All pupils who have attendance levels of 90% or below are considered to be a persistent absentee.

A pupil who has missed 50% or more schooling is defined by the Government as 'severely absent'. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support. (See Appendix 7).

3 Responsibilities – the School

3.1 Daily registration is a legal requirement and must be done accurately. Attendance registers are legal documents. The Governors are required to support, guide and challenge the school in its efforts to improve attendance, and ensure school leaders fulfil their expectations and statutory duties.

3.2 The Head of Pastoral is the school's Senior Attendance Champion and is responsible for the strategic approach to attendance across the school; managing student attendance; and ensuring staff receive adequate training on attendance. Administrative day to day responsibility is delegated to the Attendance Officer at reception (Admin).

3.3 The Head of Pastoral is responsible for providing registration data for inspections. The school analyses attendance data to monitor attendance patterns and trends. This ensures that its efforts to improve attendance are directed, and appropriate support is provided, to those students, families and student cohorts most in need of assistance. See section 8 for further details. The Governing Body is also briefed on student attendance and absence by the Head of Pastoral as part of her Safeguarding report.

3.4 Tutors, teaching staff and boarding house staff are responsible for ensuring that students have registered. If students have failed to register in tutor period or period 5, the Attendance Officer will follow up with the relevant staff and/or parents and carers to ascertain the whereabouts of the student and inform the school response to the absence.

3.5 Heads of School/Heads of Year will maintain oversight of the attendance and punctuality of their sections of the school, applying sanctions where appropriate and escalating concerns to the Head of Pastoral. This includes where an emerging pattern of lateness or absence is observed, or in the case of unexplained absence.

3.6 A student's individual circumstances are always taken into consideration when there are attendance or punctuality issues. The school's attendance procedures can be adapted to reflect the specific needs of students who face particular barriers to attending such as long term medical issues, anxiety or Emotionally Based School Avoidance (see Appendix 6).

3.7 Where there has been long term absence for any reason, a reintegration plan will be developed with the student, the parents, and the pastoral team. The school will engage with external agencies as required.

3.8 In the event of attendance that falls below 90% over the course of a half-term, the Head of Pastoral will (subject to case-by-case evaluation):

- Arrange a meeting between the Tutor, Head of Year/School, the parents, and the student.
- Offer specific support to parents and individual students, both in school and externally.
- Facilitate safeguarding and attendance review meetings and other meetings between all involved

directly in the care of the student.

3.9 The school has a duty to inform the local authority if there are reasonable grounds to believe the student will have to miss 15 consecutive school days or more for illness or the student's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days. (see Appendix 4).

3.10 The school seeks to build relationships with families, listen to and understand barriers to attendance and work with students and families to remove them. However, where it is not appropriate for the school to provide support (e.g. for an unauthorised holiday in term time), or there is a lack of engagement from parents, support may be formalised in conjunction with the local authority and/or sanctions will be sought.

3.11 If the school is told that a student is leaving to attend another school, the Admissions team will establish the student's new address, the name and address of the new school and the date the student will start there. Confirmation will then be sought from the receiving school. (see Appendix 4). If there are concerns about any aspect of a transfer or if a student has "disappeared" the matter will be discussed with the DSL and brought without delay to the attention of the Children Missing Education Officer in the relevant local authority.

4 Responsibilities – Parents and Carers

4.1 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. Parents have a legal duty to ensure their child attends school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

4.2 Parents should:

- Impress upon their daughter the need to observe the school's Code of Conduct and instil an appreciation of the importance of attending the school regularly.
- Ensure that their daughter(s) arrive at school on time. Tutor period is an important first port of call and students are expected to be in their tutor room by 8.20am each morning.
- Work in partnership with the school to resolve issues which may lead to non-attendance.
- Notify the school by email at the earliest opportunity, and at the latest by 8.30am, if their child is absent and also provide an explanation on the first day of any absence (and for any other subsequent day or period). If it is known that the absence will be for longer than one day, parents should specify this in their initial notification to the school.
- Where possible arrange medical/dental appointments outside school hours. If this is not possible inform the School in advance of such appointments by emailing the Tutor and absence@mayfieldgirls.org, giving the times of leaving and returning to school.
- Avoid booking holidays or arranging family events during term time; authorisation will not be granted for these absences.

4.3 The school may ask parents to provide a written note explaining a child's absence from school. In

most cases, this should be sufficient evidence for the school to authorise the absence. In some cases, the school may request supporting evidence, such as a prescription, appointment card or GP letter.

5 Punctuality

The School takes active steps to encourage excellent levels of punctuality. Lateness is monitored and followed up by Tutors. When a student arrives late and the register is still open; they will be marked as 'late' but counted as present for that session. If they arrive after the register has closed, they will be marked as unauthorised absent for that session.

If a student arrives late having missed registration, they should sign in at Becket reception with the Attendance Officer.

6 Authorising Absence and Approved Educational Activity

The fact that a parent has provided a note or other explanation in relation to a particular absence does not, of itself, oblige the School to accept it. Absence will only be authorised if permission has been granted in accordance with the 'Leave of Absence of Students' guidelines – see Appendix 1. Other absences will be marked as unauthorised.

7 Unauthorised Absence

The School actively discourages parents from requesting absence during term time because it is disruptive to the education of students. This includes in the days immediately prior to and following an exeat, half term or long holiday. All students, whether day or boarding, are expected to adhere to all pre-published arrival and departure times; travel arrangements should be made accordingly. In cases of unauthorised absence, the student has responsibility to catch up on any work missed. In cases of unauthorised absence the School will not provide additional support or tuition on their return, or re-arrange internal examinations at an alternative time. (See Appendix 1).

Schools are required to inform the local authority of any students who are regularly absent from school, have irregular attendance, or have missed 10 school days or more without the school's permission. In cases where parents wilfully withhold a student from school, or persistently refuse to co-operate with efforts aimed at effecting a return to satisfactory school attendance, the DSL will seek advice from the relevant local authority. (see Appendix 4).

8 Analysis of attendance and absence data

The school recognises that as poor attendance is habitual, prevention and early intervention is crucial. Alongside the work of tutors and Heads of Year/School in early identification of patterns of absence regular data analysis enables the school to look at historic and emerging patterns across the school and develop strategies to address them. The School will therefore:

- Monitor and analyse attendance patterns and trends for individual students, cohorts and year groups (including their punctuality) across the school.
- Deliver intervention and support in a targeted way to students and families, especially where a student at risk of persistent or severe absence is identified.

- Provide termly attendance reports to the Head of Pastoral to facilitate discussions.
- Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends, which will also be shared in reports to the Governors.

9 Boarders

If a boarder is delayed or unable to return to School for any reason, her parents should inform her Housemistress and Head of Year/School at the earliest opportunity clearly stating the reasons why so it can be determined as to whether it would be an authorised (could not have been avoided) or unauthorised absence.

Term dates are published at least a year in advance. Girls returning overseas should ensure that flights are booked with these dates in mind, so that all girls start term on the correct date and do not leave before the end of term. Please note - early departure for holidays, before morning registration 8.20am on the last day of term will be marked as unauthorised, unless prior permission has been granted by the School (see Appendix 1).

Parents and guardians should ensure that all girls have return flights organised when they arrive at the beginning of term and inform Housemistresses, in compliance with UKVI regulations. When flights cannot be arranged at convenient times, before or after term ends guardians will be expected to take responsibility for the girls in their care and deliver or collect them from School at the correct time.

Appendix 1 – School Attendance and Absence Procedures

School Attendance Procedures

Registration – daily routine

Morning registration takes place in tutor groups (or Life Skills lesson on a Thursday).

- 08.15 Warning bell.
- 08.20 Registration by iSAMS. All students who have arrived in their tutor rooms (or Life Skills if Thursday) by this time should be marked as present.
- 08.25 Move to assemblies or Liturgy, (or continue in tutor time until 08:55).
- 08.30 Assembly or Liturgy starts.
- 09.00 Period 1 begins.

Teaching staff register students every lesson on iSAMS, and registers are also taken in optional club or activity sessions, whether before, during or after the school day. These are for internal purposes only to ensure the school knows the whereabouts of pupils.

Afternoon registration takes place during Period 5 at 14:35 by iSAMS.

16.30 End of timetabled school day. (n.b Activities or supervised study continue until 18:00 Monday – Thursday, but girls can go home, with permission at 16.30).

Registration - procedures

- The register for the morning or afternoon session will remain open for 30 minutes after the initial register is taken. Students who arrive late but within this window should be marked as late (but present), with the number of minutes late noted.
- Students who arrive outside of the 30 minute window should be registered as unauthorised absent (code 'U').
- When a student does not arrive in a given session and the reason for absence is unknown, the student should be coded as 'N' ('No reason yet provided for absence').
- Attendance Officer will follow up on students coded as 'N', by liaising with the relevant tutor and Head of Year/School, as well as the Medical Centre.
- If an absence remains unexplained after this process, Attendance Officer will contact parents or carers to ascertain the reason for the absence and when the student will return. The correct code will be inputted as soon as the reason is ascertained, and no later than 5 working days after the session.
- If parents or carers are unaware of the whereabouts of their child, the missing student protocol below will be enacted (see Appendix 2).

Lateness

- Tutors will monitor the punctuality of their tutees. Where a pattern of repeated lateness is identified – three times in a week or a sustained pattern – the Tutor will have a conversation with the student to ascertain the reason for the lateness and any mitigating circumstances. It is likely that a Referral will be issued, with further escalation where necessary.

- In certain cases, it may be appropriate for the Head of Year/school to call home to gather further information.

Absence Procedures

Leave of absence of students

- When a student is unable to attend school due to illness or injury, parents should inform the Attendance Officer / Admin and the tutor with as much notice as possible, and at the latest by 8.30am on each day of absence.
- If students have been given a bespoke leave of absence they should as a courtesy inform their teachers in advance.

Apart from illness or injury, leave of absence should be requested from:

Tutors for:

- Study leave; the school will publish dates of study leave for external examinations. Sixth Form students may also have study leave for university admissions tests and the US universities' SATs.
- Medical and dental appointments resulting from emergencies or which cannot be adjourned until out of school hours without genuine hardship.
- Driving tests – but not lessons, unless they fall within Private Study Periods.

Head of Year (one or two days) for:

- Visits, interviews or courses directly concerned with a student's future education or career.
- University visits.
- Important events e.g. weddings/funerals of near relations.
- Religious festivals of great significance.
- Participation in high level sport, music or drama events.

Head of Pastoral for:

- The provision of a temporary, time-limited part-time timetable, as part of a broader reintegration plan for a student at risk of persistent or severe absence.

The Headmistress (three or more days).

Requests for three or more days should be made in writing with as much notice as possible, sent to the Head's EA. These should be for Exceptional circumstances*. Each application will be considered individually, taking into account the specific facts and circumstances and relevant background context behind the request.

* As per DfE guidance, a need or desire for a holiday or other absence for the purpose of leisure and recreation will not be judged an exceptional circumstance.

Contact Details:

Attendance Officer / Admin (Andrea Connor)	absence@mayfieldgirls.org or phone 01435 874600	To notify the school of an unexpected absence, or planned appointment.
Tutor	Tutor's email address	To notify the school of an unexpected absence or request a short term absence.
Head of Year/ Head of School Mr Daniel Smith (Y7 and 8) Mrs Georgina Fletcher (Y9) Mrs Eva Garcia Claramonte (Y10) Ms Sophie Auer (Y11) Mrs Elizabeth Aherne (Y12 &13)	dsmith@mayfieldgirls.org gletcher@mayfieldgirls.org egclaramonte@mayfieldgirls.org sauer@mayfieldgirls.org eaherne@mayfieldgirls.org	To request a one or two day absence.
Head of Pastoral (the school's Senior Attendance Champion) Mrs Jodi Stone	jstone@mayfieldgirls.org	To request consideration of part time attendance, or to discuss any aspect of the school's Attendance Policy or procedures.
Headmistress's EA Mrs Luciana Frangella-Cramp	lfrangella-cramp@mayfieldgirls.org	To request a three day or longer exceptional absence

Appendix 2: A missing or absconding student protocol

School Daytime Hours 08.20 - 18.00

- Seek information from Attendance officer, the Medical Centre and the student's Tutor, Head of Year and if applicable the Boarding Housemistress as to the whereabouts of the student.
- Ask other students to contact the missing student.
- If a satisfactory explanation cannot be found, notify the Head of Pastoral and inform parents and carers.
- The steps taken thereafter will inevitably depend upon the following factors: the past history of the student; the nature of the disappearance and the time lapse involved; the assessed degree of risk to the student.
- If the student is assessed to be at risk the police should be informed immediately on 999.

After School Hours 18.00 - 08.00

If a boarding student is missing the following action is to be taken:

- Notify the Boarding Housemistress immediately. They will determine what events were scheduled for that evening and decide the order of the search.
- Roommates and close friends should be questioned carefully to ascertain if there is any background knowledge which might explain the absence. The urgency and importance of the situation should be stressed, especially the fact that if they know/suspect anything it is better to say something now than later on, when the situation may have escalated.
- Call an immediate House meeting and ask for information, stressing the gravity of the situation.
- If no response, notify the Director of Boarding and/or the member of SLT on duty, who will assess the situation and help make the decision to involve others as appropriate.
- Notify parents and educational guardians.

If kidnap is suspected or known:

- Ensure that the Senior Leadership Team have been informed; they will initiate the Critical Incident protocol.
- The information must remain confidential. If students are aware, they must understand this; they may need to be isolated.

Appendix 3 – Off-games/activities procedure

Injury

- Attendance Officer must be notified of every injury by a call or email from home, the Medical Centre or Housemistress for boarders. The tutor should always be copied into correspondence. A student may not self-diagnose an injury.
- If a student is stated as being off games or activities for a specific period of time, an email is not required for each separate instance. However, for extended absence, a doctor's or physio's note is required.
- If a student is able to take part in some aspect of a training or activity session but not all, they should be allowed to do so by the PE department. If they are not able to participate in or play a role in any of the session, they should attend the library during games.

Illness

- Students who have been categorised as ill prior to the start of the school day (via an email from parents) will by default be at home; they should not be deemed well enough to come to lessons but not well enough to do games or activities. Equally, they should not miss lessons in the morning and then come into school to participate in sport or activities in the afternoon.
- If students present as not well enough to do games or activities having been in school for lessons, the Medical Centre staff will decide whether they are well enough to register with PE and do the scheduled activity as normal, or if they need to remain in the Medical Centre for the duration of the session, for their health to be monitored. If severely unwell, day students will need to be collected by their parents. Students who are unwell should not be working in the library or elsewhere on school site.

Students who are unwell, have medical appointments or have a severe long-term injury, or are recovering from one, may be granted permission to go home in the afternoon. They must sign out at Reception either directly after P4 or straight after. They should return promptly home if a day student or St Dunstan's Boarding House (if in the Sixth Form). Boarding pupils in Year 7 – 11, should remain in the Health and Wellbeing centre.

Appendix 4: Informing the Local Authority (LA)

Mayfield School is required to inform the Local Authority (LA) in the following circumstances:

Authorised Absence Notification

The Local Authority will be informed if:

- There have been **fifteen** or more consecutive or culminative days of **authorised** absences; (Child Missing Education);

Unauthorised Absence Notification

The Local Authority will be informed if:

- There have been **ten continuous school days** of **unauthorised** absences; (Child Missing Education);
- A girl fails to attend regularly, or is sporadic in attendance, as this could be a sign of neglect;
- The girl leaves and is deleted from the Mayfield register before completing the Upper Sixth Year, or in accordance with East Sussex LA guidelines, if different;
- The girl has been taken out of Mayfield by her parents and is being educated outside the school system e.g. home education;
- The girl has been certified by a medical consultant as unlikely to be in a fit state of health to attend School before ceasing to be of compulsory school age, and neither she nor her parent has indicated the intention to continue to attend Mayfield after ceasing to be of compulsory school age;
- The girl has been in custody for a period of more than four months due to a final Court Order and the governing body does not reasonably believe they will be returning to Mayfield at the end of that period; or
- The girl has been permanently excluded.

Process of Informing the LA when pupils join (on-rolling) or leave (off-rolling) the School

On-rolling Procedure:

Where the particulars of a girl are entered in the Admission Register for Mayfield, in accordance with The Education (Pupil Registration) (England) Regulations, Mayfield must make a return to the Local Authority for that girl by the end of the **fifth** day after the day on which the particulars of the girl are entered in the Admission Register. This list will include overseas girls.

The particulars to be passed securely to the LA are:

- a. the girl's name in full;
- b. the girl's gender;
- c. the name and address of every person known to the proprietor of Mayfield as a parent of the girl and, against the entry on the register of the particulars of any parent with whom the girl normally resides, an indication of that fact and a note of at least one telephone number at which the parent can be contacted in an emergency; where a parent of the girl notifies Mayfield that the girl will normally reside with a parent at a specified other address in the future, whether in addition to or instead of the address at which the girl normally resides:-
 - i. the full name of the parent with whom the girl will normally reside;

- ii. the specified other address, and
- d. the girl's day, month and year of birth;
- e. the girl's day, month and year of admission or re-admission to Mayfield;
- f. the name and address of the school last attended; and
- g. where a parent of the girl notifies Mayfield that the girl:-
 - i. is also registered at another school; or
 - ii. will be attending a specified other school in the future, the name of that other school and the first date on which the girl attended or is due to attend that school, where it is reasonably practicable for Mayfield to obtain that information; and
- h. whether there are any Child Protection concerns.

For the purposes of this regulation, a girl is a girl at Mayfield from the beginning of the first day on which Mayfield has agreed, or has been notified, that the girl will attend Mayfield.

Off-rolling Procedure

The Local Authority will be informed when Mayfield has decided to remove a student from the register for any of the reasons listed above in the unauthorised absence section. This will be done as soon as the grounds for removal from the register have been met and, in any event, before removing the student's name from the register.

The information to be securely passed to the Local Authority is:

- a. the full name of the girl;
- b. the full name and address of any parent with whom the girl normally resides;
- c. at least one telephone number at which any parent with whom the girl normally resides can be contacted in an emergency;
- d. if applicable, where a parent of the girl notifies Mayfield of a specified other address in the future, whether in addition to or instead of the address at which the girl normally resides:-
 - a. the full name of the parent with whom the girl will newly normally reside;
 - b. the specified other address, and
 - c. the date from which it is expected the child will normally reside there, where it is reasonably practicable for Mayfield to obtain that information.
- e. where a parent of the girl notifies Mayfield that the girl:-
 - a. is also registered at another school; or
 - b. will be attending a specified other school in the future.
- f. the name of that other school and the first date on which the girl attended or is due to attend that school, where it is reasonably practicable for Mayfield to obtain that information;
- g. whether the girl is a boarder or day girl;
- h. the ground under Regulation 8 (Children Missing Education, 2016) upon which their name is to be deleted from the Admission Register;
- i. whether there are any Child Protection concerns;
- j. the last date the girl attended and the date and the reason for the removal.

Appendix 5 – Registration Codes

Register Code	Description
/	Present AM
\	Present PM
L	Late (before registers closed) marked as present
K	Attending education provision arranged by the local authority
C	Authorised absence as pupil is absent due to other authorised circumstances
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
E	Authorised absence as pupil is excluded, with no alternative provision made
I	Illness (NOT appointments)
M	Authorised absence due to medical/dental appointments
R	Authorised absence due to religious observance
S	Authorised absence due to study leave
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
B	Approved education activity as pupil being educated off site (NOT dual registration)
P	Approved educational activity as pupil is attending an approved sporting activity
V	Approved education activity as pupil is away on an educational visit or trip
W	Approved educational activity as pupil is attending work experience
K	Attending education provision arranged by the local authority
G	Unauthorised absence as pupil is on a family holiday, NOT agreed, or is taking days in excess of an agreed family holiday
N	Unauthorised absence as pupil missed sessions for a reason that has not yet been provided *
O	Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code/description
U	Unauthorised absence as pupil arrived after registers closed
D	Dual registered (at another establishment - NOT counted in possible attendance
Y	Unable to attend due to exceptional circumstances - not counted in possible attendances
Z	Pupil not yet on roll - not counted in possible attendances
#	Planned whole or partial school closure - NOT counted in possible attendances
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel

Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause

* Where absence is recorded as code N (reason not yet established) in the attendance register, the correct absence code should be entered as soon as the reason is ascertained, but no more than 5 school days after the session. Code N must not therefore be left on the pupil's attendance record indefinitely; if a reason for absence cannot be established within 5 school days, schools must amend the pupil's record to Code O.

Appendix 6 - Students absent from school due to mental or physical ill health or SEND*

*Taken from Working together to improve School Attendance

- Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, examinations or variable moods. It is important to note that these students are still expected to attend school regularly - in many instances, attendance at school may serve to help with the underlying issue as being away from school might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attending in future.
- School staff play a critical role in communicating this expectation to parents. They should also work alongside families to ensure that such circumstances do not act as a barrier to regular attendance by mitigating anxious feelings in school as much as possible.
- Some students face more complex barriers to attendance. This can include students who have long term physical or mental health conditions or who have special educational needs and disabilities (SEND). Their right to an education is the same as any other student and therefore the attendance ambition for these students should be the same as it is for any other student but additional support may need to be provided.
- In developing this support, the usual processes relevant to any attendance case apply:
 - Understanding the individual needs of the student and family.
 - Working in partnership with the student and family to put in-school support in place and working with other the local authority and other agencies where external support is needed (and available).
 - Regularly reviewing and updating the support approach to make sure it continues to meet individual needs.
- In cases of both long term physical or mental ill health, school staff are not expected to diagnose or treat physical or mental health conditions, but they are expected to work together with families and other agencies with the aim of ensuring regular attendance for every student. They should:
 - Facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible whilst supporting the underlying health issue.
 - Consider adjustments to practice and policies to help meet the needs of students who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a student has a disability. Any adjustments should be agreed by, and regularly reviewed with the student and their parents.
 - Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate.
 - Make a sickness return to the local authority if a student is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the student will have to miss 15 consecutive school days or more for illness or the student's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.
- For students with special educational needs and disabilities, schools are expected to:
 - Work in partnership with parents to develop specific support approaches for attendance for students with special educational needs and disabilities, including,

where applicable, ensuring the provision outlined in the student's education, health and care plan is accessed.

- o Work in partnership with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day.
- o Establish strategies for removing the in-school barriers these students face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- o Consider adjustments to practice and policies to help meet the needs of students who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a student has a disability. Any adjustments should be agreed by, and regularly reviewed with the student and their parents.
- o Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate.
- Attendance is everyone's business so in many of these cases school will not be able to fully support a student without the assistance of a range of other agencies. School should:
 - o Make use of school nursing services and mental health support teams where they are available.
 - o Consider whether additional support from other external partners (including the local authority, children and young people's mental health services, GPs or other health services) would be appropriate and make referrals.
 - o Where external support is provided work together with those services to deliver any subsequent support.
- If the child has an education health and care plan, school staff should:
 - o Communicate with the local authority where a student's attendance falls or they become aware of barriers to attendance that relate to the student's needs.
 - o Where possible agree adjustments to its policies and practices that are consistent with the special educational provision set out in the education health and care plan in collaboration with parents.
 - o Where needed work with the local authority to review and amend the education health and care plan to incorporate the additional or different attendance support identified.
- Medical evidence for recording absences should only be needed in a minority of cases. Where a student's health need means they need reasonable adjustments or support because it is complex or long term, schools can seek medical evidence to better understand the needs of the student and identify the most suitable provision in line with the statutory guidance in 'supporting students at school with medical conditions' or 'arranging education for children who cannot attend school because of health needs'.
- Where parents do not engage in support, schools should work with the local authority or other local partners to formalise that support and as a last resort, enforce attendance through legal intervention.
- Schools should ensure data is regularly monitored for students with long term illnesses and or special educational needs or disabilities including at board and governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.

- In very exceptional circumstances, where it is in a student's best interests, there may be a need for a school to provide a student of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a student from attending school or another setting full-time and a part-time timetable is used to help the student access as much education as possible. A part-time timetable should not be used to manage a student's behaviour.
- A part-time timetable should:
 - Have the agreement of both the school and the parent the student normally lives with.
 - Have a clear ambition and be part of the student's wider support, health care or reintegration plan.
 - Have regular review dates which include the student and their parents to ensure it is only in place for the shortest time necessary.
 - Have a proposed end date that takes into account the circumstances of the student, after which the student is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a student with a long-term health condition may require a part time timetable for a prolonged period.
- Where the student has a social worker, the school is expected to keep them informed and involved in the process.
- If the student has an education health and care plan, the school should discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.
- In agreeing to a part-time timetable, a school has agreed to a student being absent from school for part of the week or day and therefore must record the absence accordingly (normally using code X or C2).

Appendix 7 – Persistent and Severe Absence*

*Taken from Working together to improve school attendance

Where absence escalates and students miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year), schools and local authorities are expected to work together to put additional targeted support in place to remove any barriers to attendance and reengage these students. In doing so, schools should sensitively consider some of the reasons for absence and understand the importance of school as a place of safety and support for children who might be facing difficulties, rather than reaching immediately for punitive approaches.

Particular focus should be given by all partners to students who are absent from school more than they are present (those missing 50% or more of school). These severely absent students may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners. A concerted effort is therefore needed across all relevant services to prioritise them. All partners should work together to make this group the top priority for support – this may include specific support with attendance or a whole family plan, but it may also include consideration for an education, health and care plan or an alternative form of educational provision where necessary to overcome the barriers to being in school.

If all avenues of support have been facilitated by schools, local authorities, and other partners, and the appropriate educational support or placements (e.g. an education, health and care plan) have been provided but severe absence for unauthorised reasons continues, it is likely to constitute neglect. Schools and local authorities should be especially conscious of any potential safeguarding issues in these cases and where these remain, conduct a full children's social care assessment. Further information is available in the statutory guidance on Keeping Children Safe in Education (KCSIE 2025).

In all cases, schools and local authorities are expected to make patterns of both persistent and severe absence a focus of their regular data monitoring and identify students and cohorts who need targeted attendance support as quickly as possible. Both persistent and severe absence should also be central to school, trust, and local authority level strategies for improving attendance.