



Marlborough House  
Vinehall  
A REPTON SCHOOL

# Attendance Policy

## *Maintaining admission and attendance registers*

This policy explains how Marlborough House Vinehall records attendance, follows up absence and works with children and families to remove barriers to attending school. It applies throughout the school, including EYFS and boarding.

| Policy control                                    | Details                                                                            |
|---------------------------------------------------|------------------------------------------------------------------------------------|
| Version                                           | 1.3 (Reviewed 01 October 2026)                                                     |
| Policy owner                                      | Nick Jensen, Senior Deputy Head                                                    |
| Senior Attendance Champion and Attendance Officer | Nicky Whittaker, Deputy Head Pastoral and DSL                                      |
| Accountable leader                                | Head                                                                               |
| Approval                                          | Head — 01 October 2026                                                             |
| Ratification                                      | Board of Governors through the Pastoral and Safeguarding Committee - February 2027 |
| Next scheduled review                             | January 2028, or earlier following relevant changes                                |
| Publication                                       | Internal and website following approval                                            |

### **Recent Update — October 2026**

- Updated legal and guidance references for 2026, including commencement checks — pp. 9–10 and 15.
- Clarified persistent and severe absence and earlier attendance support — pp. 2 and 7.
- Required common registration times and clearer daily register checks — p. 4.
- Strengthened immediate absence follow-up and EYFS and boarding safeguards — p. 5.
- Clarified leave, medical evidence, attendance codes and the five-day limit for N codes — pp. 6 and 12–13.
- Added safeguards for health-related absence, remote education and part-time timetables — p. 8.
- Corrected pupil-transfer notifications, roll deletion and local-authority returns; added the new information-sharing duty — pp. 9–10.
- Clarified independent-school enforcement, records and governor scrutiny; revised the family support letter — pp. 7, 11 and 14.

## 1 Purpose and expectations

Regular attendance helps children learn, maintain friendships and benefit from school life. MHV expects pupils to attend every required session, punctually and for its full duration, unless a valid reason prevents this. Staff will make school a welcoming, safe place and work with families to understand difficulties early. Attendance is a shared responsibility across the school.

The policy covers every registered pupil, including children below compulsory school age. Legal duties on parents and statutory enforcement apply only where the law provides. A child reaches compulsory school age on 31 December, 31 March or 31 August following their fifth birthday, or on that date if their fifth birthday falls on it. For younger children, attendance is monitored against agreed sessions and unexplained absence is followed up as a welfare matter.

Persistent absence means missing 10% or more of possible sessions; severe absence means missing 50% or more. Both authorised and unauthorised absence count. These are monitoring definitions, not permission to miss school or thresholds below which concerns can be ignored. Attendance of exactly 90% meets the persistent-absence definition.

MHV retains 95% as an internal monitoring indicator. Staff must consider a change in pattern, repeated lateness or a welfare concern at any attendance level. Percentages should be considered with the actual sessions missed, the period covered and the child's circumstances.

### Parents and pupils

Parents should report absence to the relevant School Office before their child's published start time on the first day, giving the reason, expected duration and a number on which they can be reached. They should update the office each subsequent day unless a different contact arrangement has been agreed. Reporting absence does not itself authorise it.

Parents must keep addresses, emergency contacts and care arrangements current; where reasonably possible the school holds emergency contact details for more than one person. They should seek leave in advance, arrange appointments outside school hours where possible and work with staff on any agreed attendance plan. A parent includes a person with parental responsibility or day-to-day care, as applicable in law.

Pupils should attend and arrive punctually, follow signing-in and signing-out procedures, and tell a trusted adult if anything makes attendance difficult. Responses must take account of age, disability and matters outside a child's control. Attendance recognition should acknowledge effort and improvement without disadvantaging pupils with unavoidable health-related absence.

### Related policies and legal basis

Read alongside the Safeguarding and Child Protection, Missing Child, Children Missing Education, Admissions, SEND, Pupil Wellbeing, Behaviour, Supervision, Boarding, EYFS, Medical Conditions and Allergy Safety policies, the privacy notices and Parent Contract. Applicable law and guidance are listed at the end. The relevant education framework is that for England.

## 2 Responsibilities and contacts

| Role                                              | Responsibility and contact                                                                                                                                      |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Senior Deputy Head<br>Nick Jensen                 | Policy owner; staffing, cover, registration routines and implementation.<br>njensen@mhvschool.co.uk                                                             |
| Senior Attendance Champion<br>Nicky Whittaker     | Attendance Officer, DSL and Deputy Head Pastoral; leads monitoring, family support, safeguarding decisions and multi-agency work.<br>nwhittaker@mhvschool.co.uk |
| Head of Pre-Prep<br>Becky Cooper                  | Leads Pre-Prep implementation and family liaison. bcooper@mhvschool.co.uk                                                                                       |
| Head of Nursery and Kindergarten<br>Sarah Welford | Oversees booked sessions, daily records and welfare follow-up in Nursery and Kindergarten. swelford@mhvschool.co.uk                                             |
| Head of Boarding<br>Kath Kirkwood                 | Oversees boarding roll calls, arrival and departure checks and missing-boarder response. kkirkwood@mhvschool.co.uk                                              |
| School Nurse<br>Izzie Jendrulek                   | Advises on health barriers, care plans and reintegration. nurse@mhvschool.co.uk                                                                                 |
| Safeguarding Governor<br>Sally Lees               | Provides scrutiny and challenge on behalf of governors.                                                                                                         |

The Head is accountable for implementation, leave decisions and lawful deletion from roll. Governors approve the policy, scrutinise attendance and support outcomes at least termly, and ensure staff receive suitable training and resources. The committee records its challenge, agreed actions and follow-up.

Form teachers, class teachers and other designated staff take accurate registers, notice emerging difficulties and report concerns promptly. The Senior Deputy Head arranges named cover whenever the person taking a register is absent. The School Offices check completion after each session, chase missing marks, follow up unexplained absence and retain a record of actions.

Admissions staff maintain the admission register and prepare entry and deletion returns. The Attendance Officer oversees attendance and sickness returns, assigns an operational deputy and checks that referrals have been received. The DSL and trained deputies remain available during all school and boarding provision, with cover identified in the safeguarding arrangements.

Families can contact the appropriate School Office through the published parent directory. The offices route attendance queries to the Attendance Officer and urgent concerns directly to the DSL or deputy. Absence of the usual contact must never delay safeguarding action. In an emergency call 999.

### 3 Registration and daily routines

#### Common statutory registration times

The electronic attendance register is taken at the beginning of the morning session and once during the afternoon session at the same time for all pupils registered at MHV. Each register remains open for a published period of no more than 30 minutes.

| Session                  | Register taken | Register closes |
|--------------------------|----------------|-----------------|
| Morning — whole school   | 0825           | 0845            |
| Afternoon — whole school | 1300           | 1315            |

The common registration times above apply across Prep and Pre-Prep. Additional arrival, class, lunch and welfare checks continue throughout the day and do not replace either statutory register. Staff and parents will be informed of these arrangements.

#### Taking and checking registers

Staff use iSAMS and record each pupil's actual position at the registration time with the appropriate national code. Presence must be confirmed by a responsible adult, including where a child is in another lesson or activity on site. A report from another child alone is insufficient. The offices check and chase incomplete registers promptly after both sessions.

Record arrival time for a late pupil. Use L for arrival before the register closes and U for arrival after closure unless another national absence code properly describes the circumstances. Pupils arriving late must report to the relevant office; parents of younger children must hand them to a member of staff. Arrival later in a session does not retrospectively make the pupil present at registration.

Any pupil leaving during the day must sign out through the office with the authorised collection or staff-supervision arrangements recorded. Record departure, return and who collected the child. A child must not leave independently unless specifically authorised under school procedures. Live whereabouts records supplement the statutory register and support emergency evacuation.

#### End of day and additional provision

Prep collection is at 4.30pm on Monday, Tuesday, Thursday and Friday, and 4.10pm on Wednesday. Reception and KS1 finish at 3.15pm. Nursery and Kindergarten booked sessions end at 12.45pm or 3.15pm. Parents follow current published arrangements and notify changes to collection promptly. Staff use the uncollected-child procedure where necessary.

Clubs, trips and wrap-around provision maintain their own attendance and handover records.

## 4 Absence and safeguarding

### First-day and session-by-session response

The School Office begins checks as soon as an unexplained absence is identified; staff do not wait until 10am or until a pattern develops. Check the register, office messages, authorised leave, transport, boarding and any known on-site activity. Contact parents promptly and use alternative emergency contacts where necessary. Repeat this process for unexplained afternoon absence and non-return after lunch or an appointment.

If the child's whereabouts or welfare cannot be established, the office alerts the DSL or deputy immediately. The DSL assesses the urgency using the child's history, vulnerabilities, last known whereabouts and any explanation given. The response may include contact with an allocated social worker, children's social care, the police or a planned welfare visit under safe visiting arrangements. Immediate danger requires 999. There is no waiting period for reporting a child missing to the police.

A child who was expected to be under school supervision and cannot be located triggers the Missing Child procedure immediately. Staff must not continue routine telephone enquiries in place of that response. The same principle applies to trips, boarding, clubs and holiday provision.

Keep a time-stamped record of contact attempts, responses, decisions, referrals and the adult responsible for the next action. Cases remain under active review until safety and the reason for absence are established. The DSL checks that any referral produces a response and escalates if help is not provided or concerns remain.

### Recognising risk

Repeated, prolonged or sudden absence can indicate neglect, abuse, exploitation, bullying, child-on-child harm or unmet health and SEND needs. An apparently authorised absence does not remove a safeguarding concern. Listen to the child and consider their experience at school and at home, including discrimination, family pressures and online harm. Apply the Safeguarding and Child Protection Policy and current local thresholds for Family Help and child protection.

Inform the allocated social worker promptly of unexplained absence or relevant concerns for a child with social-care involvement, in accordance with their plan. Involve the Virtual School Head and other professionals where relevant. Never wait for a percentage threshold, ten-day return or sickness return before acting to protect a child.

### EYFS and boarding

For every EYFS child, follow up absence from an expected session promptly, seek an explanation and consider patterns and vulnerability. Keep daily attendance, arrival and departure records. A booked non-attendance session for a child below compulsory school age is different from unexplained failure to attend an expected session.

Boarders join normal school registration and have additional supervised checks at supper and bedtime, and at planned intervals during weekends and holidays. Boarding staff confirm returns from home, guardians and outings, maintain current contact and travel details, and notify the office of discrepancies. An unexpectedly missing boarder requires immediate action under the Missing Child procedure.

## 5 Leave and attendance coding

Requests for planned leave should be sent in writing to the Head, or through the Head of Pre-Prep, normally at least two weeks in advance. Emergency circumstances should be reported as soon as possible. The Head decides whether leave is justified and its duration; decisions and reasons are recorded and communicated to parents.

MHV normally grants discretionary leave only for exceptional circumstances, following the approach in national guidance. Each application is considered on its individual facts, including the child's needs, education and welfare. There is no automatic allowance for weddings, overseas weddings, birthdays, travel or family events. A holiday is not an entitlement; unauthorised holiday is recorded using G.

Illness, religious observance, unavoidable causes and approved educational activity have their own coding conditions. They must not all be treated as discretionary exceptional leave. Parents cannot determine the code by describing an activity as educational. Appendix A is a staff reference; the full statutory conditions govern each decision.

### Appointments and illness

Ask families to arrange medical and dental appointments outside school time where possible. A necessary appointment during school time is not automatically unauthorised because it is non-urgent. Use M where the pupil is absent at registration to attend an appointment, and allow no more time than reasonably needed. Where the pupil is present at registration and leaves later, retain the correct registration mark and record their movements separately.

Use I where physical or mental illness prevents attendance. A parent's report is normally sufficient. Do not routinely demand a doctor's note or evidence for every illness. Seek proportionate evidence only where reasonably necessary, for example to clarify genuine doubt or understand a complex or recurring need. Consider accessible alternatives, discuss the reason for any request and avoid imposing unnecessary cost or delaying support.

### Educational activity and unresolved absence

For off-site provision, establish the provider, location, responsible supervisor and safeguarding arrangements. Obtain confirmation of attendance for each relevant session and follow up non-arrival immediately. K, V, P, W, B or D must be used only where their specific conditions apply. B must not be used for unsupervised home study or ordinary remote education.

Use N while the reason for absence is being established. Replace it with the correct code as soon as possible and within five school days of the session; if the reason remains unknown after that period, use O. This coding deadline does not permit delay in safeguarding enquiries. The office checks outstanding N entries each day.

Use X only for a pupil below compulsory school age who is not required to attend the session. For a younger child expected to attend but absent, establish the reason and use the appropriate absence code. All absence and leave records remain open to safeguarding review.

## 6 Monitoring and attendance support

The Attendance Officer reviews individual attendance and lateness at least weekly, including current and cumulative figures, repeated days or sessions missed, unauthorised leave, part-time timetables and unexplained changes. Form and class staff share concerns as they arise. A numerical trigger never replaces professional judgement.

SLT reviews patterns and the effect of support at least half-termly. Analysis includes year groups, Prep and Pre-Prep, boarding and day pupils, SEND and disability, pupils with health needs, young carers, and children with a social worker or other relevant vulnerability. Comparisons should use like-for-like periods and explain differences in age, timetable and context. Small groups must be reported in ways that protect confidentiality.

### Graduated response

1. Discuss the concern promptly with the pupil and parents. Explain sessions missed and the effect on learning and wellbeing; ask what would help. Consider school-based barriers, including bullying, learning needs, relationships, transport and health.
2. Agree a short written support plan with a named lead, actions for the school and family, reasonable adjustments, arrangements for keeping in touch and a review date. Confirm the discussion in writing using Appendix B where helpful. The review interval reflects need; an initial review within two to four weeks will often be appropriate, sooner where risk requires.
3. Review progress with the family. Acknowledge improvement and retain support where needed. If absence continues, check whether the plan addresses the real barriers, strengthen support and involve the nurse, SEND staff, DSL and external professionals as appropriate.
4. Where absence is persistent or severe, or support is ineffective or not engaged with, involve the local authority and relevant partners. Seek coordinated help through attendance support, Family Help or social care as appropriate. For severe absence, agree a joint plan for safety, education and sustained re-engagement. Do not leave a child without contact while waiting for a meeting.

### Escalation and independent-school status

MHV is an independent school and is outside the statutory attendance penalty-notice scheme. Staff and letters must not threaten school-issued or local-authority-requested attendance penalty notices for MHV absence. The school may refer unresolved concerns to the local authority to consider support and any statutory action lawfully available in the individual case.

A school-family support plan is not presented as a statutory attendance contract made by MHV. The local authority determines any formal statutory intervention within its powers. Contractual action under the Parent Contract is separate, requires Head oversight and must consider safeguarding, SEND, disability, health and the support already offered. Poor attendance must not be used to bypass lawful roll-deletion rules.

## **7 Health needs and part time timetables**

Staff will listen carefully when a child is anxious about school and avoid assuming that non-attendance is wilful. They will work with the family to address the cause, maintain connection with school and support a sustainable return. School staff do not diagnose health conditions. The nurse and relevant professionals inform support where appropriate.

Consider reasonable adjustments under the Equality Act 2010, SEND provision, an individual healthcare plan and safe access to medication and allergy arrangements. Support may include a trusted adult, adapted arrival arrangements, a quiet space or changes to the learning environment. Record what will be done, by whom, and how its effect will be reviewed.

### **Continuity of education**

When health-related absence is likely to be prolonged or cumulative, work promptly with the family and local authority to secure suitable education and plan reintegration. Make the sickness return described in section 9 as soon as there are reasonable grounds to expect the 15-day threshold to be met; do not wait until day 15. The local authority's responsibilities for children unable to attend because of health needs are separate from the school's own duties.

Remote education is a last resort, considered after reasonable adjustments and as part of a wider reintegration plan. It does not turn absence into attendance and must not be recorded using a present mark or B solely because work is provided or completed at home. Keep a separate record of engagement, review suitability and maintain safeguarding contact.

### **Exceptional temporary part time timetables**

A compulsory-school-age pupil is entitled to suitable full-time education. A temporary part-time timetable is used only exceptionally, in the pupil's best interests, for the shortest necessary period. It must not be used to manage behaviour, compensate for a lack of staff or provision, or become an informal exclusion.

The Head approves a written plan agreed with the parent with whom the child normally lives. The plan records the reason, pupil and parent views, expected attendance, education and supervision when not in school, risk assessment, support, named lead, review dates and an intended return to full-time education. The DSL considers safeguarding risks and the SEND lead considers provision and reasonable adjustments.

Consult the local authority where an EHC plan is maintained and involve the social worker or other relevant professional where applicable. Notify the local authority through current reduced-timetable arrangements. Review at least fortnightly as an MHV operating standard, and sooner where needed. Any extension requires a recorded decision and revised end date.

Registration still takes place at the common whole-school times. Use C2 for sessions the child is not required to attend under the agreed temporary timetable; use the correct code for sessions they are expected to attend. Keep actual arrival, departure, contact and education records. Governors receive an anonymised account of the number, duration and outcomes of these arrangements.

## 8 Admission register and pupil transfers

Admissions staff maintain the electronic admission register in iSAMS for every pupil. Enter a pupil on the agreed first day of attendance, whether or not they arrive. An offer alone is not an agreed start. Follow up failure to start immediately; notify the local authority if the child cannot be located.

Record the pupil's full name and name used at school, sex, date of birth, address, starting date and last school attended. Record each parent's full name and address, the parent or parents with whom the pupil normally lives and an emergency telephone number for each such parent. Record boarding or day status where required and maintain wider emergency contacts. Update details promptly when notified of changes.

For a new address, record the address, the parent with whom the child will live and the date the child will start living there. For another school, record its name and the date attendance began or will begin. EYFS records additionally include carers, parental responsibility, emergency arrangements and information required by the EYFS framework and applicable funding returns.

### Lawful deletion and transfers

The Head authorises deletion only when a ground in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024 applies and its conditions are satisfied. Admissions staff record the precise ground, evidence, date and required notifications. Delete from the admission and attendance registers together. No pupil is removed merely because attendance is poor or their whereabouts are unknown.

Where deletion is proposed after failure to return from leave or extended absence, the applicable ten- or twenty-school-day condition is not sufficient on its own. Check all statutory conditions, including required joint reasonable enquiries with the local authority and consideration of illness or unavoidable cause. Safeguarding action starts immediately, not at the end of these periods.

A known onward school does not remove the duty to make a deletion return outside the statutory normal-transition exception. Confirm the destination and start arrangements, request confirmation of arrival and follow up a failed transfer. If the destination or suitable education cannot be established, contact the local authority promptly under children missing education arrangements.

A registered pupil who is absent is not automatically a child missing education in the statutory sense. That term concerns compulsory-school-age children who are not registered at school and are not receiving suitable education otherwise. Both situations may create safeguarding risks and require prompt action.

### Elective home education

Refer any proposed withdrawal for home education to the Head and DSL. Discuss the child's needs with the family and relevant professionals, including the local authority, without pressuring the family to withdraw. Apply the current lawful deletion ground and any applicable restriction; make the required return and share safeguarding concerns. An EHC plan alone is not a general veto on home education from a mainstream school.

The Children's Wellbeing and Schools Act 2026 contains further consent and children-not-in-school provisions whose substantive commencement is separate. This review has not identified those substantive duties as in force on 1 October 2026. The Head must check commencement and any local pilot before applying new requirements, and update this policy when they take effect.

## 9 Local authority returns and information sharing

### Required returns

Admissions staff send new-pupil returns to East Sussex within five days of adding a pupil, including all admission-register information. The statutory exception is entry at the start of the school's most junior year, unless the local authority requests returns. Transfers within MHV are not assumed to be normal admission or deletion transition points.

Make a deletion return when deleting a pupil outside the statutory exception for leaving at or after the end of the last term in the school's most senior class, unless the local authority requests those returns too. Include the pupil's name and address; resident parent details and emergency number; any future address, resident parent and move date; any onward school and start date; and the exact statutory deletion ground.

The Attendance Officer sends attendance returns for compulsory-school-age pupils who fail to attend regularly or have ten continuous school days of absence recorded with G, N, O or U. Agree frequency with East Sussex, no less often than monthly under the guidance. This is separate from immediate welfare enquiries and safeguarding referrals.

Send a sickness return for a compulsory-school-age pupil recorded with I where there are reasonable grounds to believe illness will cause at least 15 school days of absence in the school year, consecutively or cumulatively. Include full name and address. Only one return is required for a continuous period of sickness in a school year; maintain contact and update the local authority when circumstances change.

Keep a log of returns, dates, receipt, follow-up and responsible staff. Use current East Sussex professional routes, and liaise with the home local authority where a child lives elsewhere. Provide lawful access to registers and extracts. State-funded-school daily DfE data-collection arrangements must not be described as automatically applying to MHV.

### Sharing information to safeguard children

The safeguarding information-sharing duty under section 16LA of the Children Act 2004 took effect on 30 September 2026. Where its conditions apply, MHV must share relevant information with another relevant person when and only so far as it considers this may assist that person's safeguarding or welfare functions. This applies proactively and in response to a request. The duty does not apply where disclosure is judged more detrimental to the child than not disclosing.

The DSL records decisions to share or withhold information, the reasons, recipient, information provided and any review. Staff must not wait for a child-protection threshold or parental consent where lawful safeguarding sharing is required. Explain sharing to the family where safe and appropriate. Use secure channels, disclose necessary and proportionate information and comply with data-protection requirements. Seek advice where needed without delaying urgent protection.

Use the current safeguarding contact list for children's social care and emergency duty services. The East Sussex attendance and CME routes are linked in the sources. Routine attendance returns do not replace direct safeguarding referral.

## 10 Records and assurance

Keep admission and attendance registers electronically, with access restricted by role. Preserve every entry for at least six years from the date it was made. MHV may retain records longer where its retention schedule or a legal preservation requirement justifies this; safeguarding files follow the separate safeguarding retention arrangements.

An amendment must preserve the original entry, revised entry, reason, date and identity of the person making it. Do not overwrite the audit trail. Make electronic backups at least monthly as required by the registration regulations. The school's intended daily provider backup must be verified, including access to historic SchoolKompanion and Engage data, recovery arrangements and exportability.

If iSAMS is unavailable, use a controlled dated paper record for each session, follow up absence normally and keep live whereabouts information available. An authorised member of staff transcribes and checks the entries once the system is restored, retaining evidence of the source and corrections under the retention arrangements.

### Checks and reporting

The offices check register completion and unexplained absence every session, and outstanding N codes daily. The Attendance Officer reviews patterns weekly and checks required returns. At least each term, the Senior Deputy Head samples register accuracy, amendments, leave decisions, admission and deletion evidence, contact attempts and support-plan reviews. Record findings, owners, deadlines and evidence of completion.

The Head reports attendance, persistent and severe absence, lateness, cohort patterns, part-time timetables, the effect of support and unresolved risks to governors at the termly APC meetings. Governors challenge whether children are safe, accessing education and receiving effective support. Percentages alone are not evidence of effectiveness.

Staff receive induction and updates on registration, coding, immediate absence follow-up, safeguarding escalation and the difference between school support and statutory enforcement. Staff with specialist roles receive appropriate additional training. The policy is available to staff, current and prospective parents, and explained in age-appropriate terms to pupils.

### Review and implementation

Review annually and sooner after legislative change, revised DfE guidance, safeguarding learning, changes to school routines or an identified weakness. The Head checks developments under the Children's Wellbeing and Schools Act 2026, including commencement of home-education consent and children-not-in-school provisions.

Record ratification when completed; confirm office reporting channels and cover; verify iSAMS codes, audit trails and backups; agree return routes with East Sussex; check consistency with the safeguarding, missing-child, SEND, EYFS and boarding procedures; and brief parents and staff on the arrangements.

The accompanying internal review note records the principal amendments and comparison with Repton Prep. It is not part of the parent-facing policy.

## Appendix A National attendance codes

Use the full statutory conditions in regulation 10 and chapter 8 of the July 2026 attendance guidance. These summaries do not authorise a code where its conditions are unmet. A present mark records physical presence at registration, not completion of schoolwork elsewhere.

| Code    | Meaning and use                                                                                                  |
|---------|------------------------------------------------------------------------------------------------------------------|
| / and \ | Present for morning and afternoon registration respectively.                                                     |
| L       | Arrived late before the register closed.                                                                         |
| K       | Education provision arranged by the local authority; record the nature of provision.                             |
| V       | Approved educational visit or trip.                                                                              |
| P       | Approved supervised sporting activity.                                                                           |
| W       | Approved work experience.                                                                                        |
| B       | Other approved supervised educational activity; record the nature of the activity. Not ordinary remote learning. |
| D       | Dual registered and attending another school for the session.                                                    |
| C1      | Leave for a regulated performance or regulated employment abroad.                                                |
| M       | Medical or dental appointment requiring absence at registration.                                                 |
| J1      | Leave for an interview for employment or admission to another educational institution.                           |
| S       | Agreed study leave for a public examination; not internal examinations.                                          |
| X       | Below compulsory school age and not required to attend the session.                                              |
| C2      | Agreed temporary part-time timetable for a compulsory-school-age pupil; session not required.                    |
| C       | Leave granted for exceptional circumstances.                                                                     |
| T       | Parent travelling for occupational reasons, where the statutory conditions are met.                              |
| R       | Religious observance on a day exclusively set apart by the relevant religious body.                              |
| I       | Unable to attend because of physical or mental illness; not an appointment.                                      |
| E       | Suspended or permanently excluded and no alternative provision made.                                             |

## Appendix A National codes continued

| Code | Meaning and use                                                                                                 |
|------|-----------------------------------------------------------------------------------------------------------------|
| Q    | Unable to attend because required access arrangements have not been made.                                       |
| Y1   | Normally provided transport unavailable and the relevant distance conditions met.                               |
| Y2   | Widespread disruption to travel.                                                                                |
| Y3   | Part of the school premises closed and the pupil cannot reasonably be accommodated.                             |
| Y4   | Whole school site unexpectedly closed.                                                                          |
| Y5   | Unable to attend because of criminal justice detention.                                                         |
| Y6   | Unable to attend in accordance with public-health guidance or law.                                              |
| Y7   | Other unavoidable cause; record the cause and check that another code does not apply.                           |
| G    | Holiday not granted by the school, including excess holiday beyond agreed leave.                                |
| N    | Reason not yet established. Resolve within five school days; use O if still unknown.                            |
| O    | Absent in other or unknown circumstances without an applicable authorised reason.                               |
| U    | Arrived after registration closed, unless another absence code correctly applies.                               |
| Z    | Prospective pupil not yet on the admission register; not for a pupil who has reached their agreed starting day. |
| #    | Planned whole-school closure.                                                                                   |

### Checks before assigning a code

Confirm the primary reason for absence, the child's age, whether the session is required and any statutory approval or supervision conditions. If more than one code appears possible, apply the priority rules in regulation 10 and seek Attendance Officer advice. Record the evidence and decision. Do not substitute internal MIS labels for national codes.

Present marks and L count as attendance. K, V, P, W and B count as attendance at approved activity where conditions are met. D avoids double counting attendance at another registered school. G, N, O and U are unauthorised absence. Other codes have specific statistical treatment: the MIS must follow the DfE definitions rather than treating every non-present mark as an absence in the denominator.

Any uncertainty about coding must not delay locating a child, providing support or making a safeguarding referral.

## Appendix B Family attendance support letter

Staff template — adapt to the child's circumstances. Remove prompts before sending. Do not imply that a percentage automatically triggers sanctions or medical-evidence demands.

Dear [Parent or carer name],

Thank you for speaking with [staff member] on [date] about [child's name]'s attendance.

Between [dates], [child's name] attended [number] of [number] possible sessions, an attendance rate of [percentage]. We discussed [specific pattern or concern] and how this is affecting [learning, relationships or wellbeing].

You explained [family's account], and [child's name] told us [child's views, where appropriate]. We recognise [relevant health, SEND or family circumstances]. Our aim is to help [child's name] attend regularly and feel safe and supported at school.

We agreed the following plan:

| Action                                                 | Who will do this     | By when |
|--------------------------------------------------------|----------------------|---------|
| [Support or reasonable adjustment provided by school]  | [Named staff member] | [Date]  |
| [Agreed family action]                                 | [Parent or carer]    | [Date]  |
| [Pupil action appropriate to age and circumstances]    | [Pupil with support] | [Date]  |
| [Contact with an external professional if appropriate] | [Named lead]         | [Date]  |

Our next review will be on [date]. We will consider [specific indicators, including attendance, engagement and wellbeing], listen to your feedback and adjust support where needed. Please contact [named lead and details] sooner if the plan is not working or circumstances change.

Please continue to report absence to the relevant School Office before the published start time, explaining the reason and expected duration. We will keep in touch through [agreed arrangement].

Yours sincerely,

[Name]

[Role]

Marlborough House Vinehall