THE PERSE SCHOOL
CAMBRIDGE

Attendance Policy and Procedure

The Perse School

September 2026

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Key School contacts

Senior Attendance Champions	
Upper School – Senior Deputy Head, Deputy Head – (Pupil development and welfare): Ed Wiseman	Email: ewwiseman@perse.co.uk Telephone number (term time): 01223 403896
Prep School – Deputy Head: Tom Knowles	Email: tpknowles@perse.co.uk Telephone number (term time): 01223 403925
Pelican School (including EYFS provision) – Deputy Head: Tim Ankin	Email: teankin@perse.co.uk Telephone number (term time): 01223 403947
Key staff/contacts	
Upper School – Attendance Officer: Emma Graham	Email: attendance@perse.co.uk Telephone (term time): 01223 403917
Prep School – Reception: Maura Ferretti	Email: prepreception@perse.co.uk Telephone number (term time): 01223 403923
Pelican School: Reception: Fran Siddle	Email: fsiddle@Perse.co.uk Telephone number (term time): 01223403940

1 Aims

1.1 This is the attendance policy of The Perse School (the **School**).

1.2 The School aspires to high levels of attendance from all pupils. Good attendance is essential for all pupils to get the most out of their school experience, including their attainment, well-being, and wider life chances.

1.3 The aims of this policy are as follows:

1.3.1 to develop and maintain a whole school culture that promotes the benefits of good attendance;

1.3.2 to ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School;

1.3.3 to prioritise and where possible improve attendance and punctuality across the School, to reduce absence in order to prevent children becoming children missing education (**CME**), and set out the School's approach to the management of absence / non-attendance;

1.3.4 to recognise the linkages between attendance / absence and pupil wellbeing, specifically ensuring a consistent whole school approach to safeguarding; and

1.3.5 to help to promote a whole school culture of safety, equality, and protection.

2 Scope and application

2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

2.2 This policy is designed to address the specific statutory obligations on the School to record attendance and absence.

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

3.1.1 Education (Independent School Standards) Regulations 2014;

3.1.2 EYFS *statutory framework for group and school-based providers* (DfE, September 2026);

3.1.3 Education and Skills Act 2008;

3.1.4 Children Act 1989;

3.1.5 Childcare Act 2006;

3.1.6 The School Attendance (Pupil Registration) (England) Regulations 2024;

3.1.7 Equality Act 2010; and

3.1.8 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**) and the Data (Use and Access) Act 2025

3.2 This policy has regard to the following guidance and advice:

3.2.1 Working together to improve school attendance statutory guidance (DfE, July 2026);

3.2.2 Summary table of responsibilities for school attendance (DfE, August 2024);

3.2.3 Toolkit for schools: communicating with families to support attendance (DfE, August 2024);

3.2.4 Guidance for Parents on school attendance (Office of the Children's Commissioner, July 2024);

3.2.5 Communicating with parents about school attendance (DfE, June 2026);

3.2.6 'Is my child too ill for school?' guidance (NHS, April 2024);

3.2.7 Keeping children safe in education (DfE, September 2026);

3.2.8 Children missing education (DfE, updated September 2025);

3.2.9 Summary table of responsibilities for children missing education (DfE, September 2025);

3.2.10 Supporting pupils with medical conditions at school (DfE, August 2017);

3.2.11 Behaviour in schools: advice for headteachers and school staff (DfE, February 2024);

3.2.12 Mental health and behaviour in schools (DfE, November 2018);

3.2.13 Mental health issues affecting a pupil's attendance: guidance for schools (DfE, February 2023);

3.2.14 Support for pupils where a mental health issue is affecting attendance (DfE, February 2023);

3.2.15 Providing Remote education: guidance for schools (DfE, updated August 2024); and

3.2.16 SEND Code of practice: 0 to 25 years (DfE and Department of Health, updated September 2024).

3.3 The following School policies, procedures, and resource materials are relevant to this policy:

3.3.1 Safeguarding and child protection policy;

3.3.2 Risk assessment policy for pupil welfare;

3.3.3 Missing child procedures;

3.3.4 Special Educational Needs and Learning Difficulties Policy;

3.3.5 Disability policy;

3.3.6 Behaviour and Discipline Policy;

3.3.7 Parent Contract.

3.3.8 Remote education plan.

4 Publication and availability

4.1 This policy is published on the School website and the Parent Portal.

4.2 This policy will be shared with Parents when pupils join the School and Parents will be reminded of it at the beginning of the school year and when the policy is updated.

4.3 This policy is available in hard copy on request.

4.4 A copy of the policy is available for inspection from The School Office during the School day.

4.5 This policy can be made available in large print or other accessible format if required.

5 Definitions and interpretation

5.1 Where the following words or phrases are used in this policy:

5.1.1 references to **attendance** include references to attendance for all or part of the timetabled school day.

5.1.2 references to the **Proprietor** are references to the board of Governors.

5.1.3 references to a **Parent** means:

(a) all natural parents, whether they are married or not;

(b) any person who has parental responsibility for a pupil; and

(c) any person who has day to day responsibility for a pupil (i.e. lives with and looks after a pupil).

5.1.4 References to a **pupil** includes anyone who is receiving an education at the school except a person who is 19 or over for whom further education is being provided, or a person for whom part-time education suitable for people over compulsory school age is being provided.[1]

5.1.5 References to children missing education (CME) mean children of compulsory school age who are not registered pupils at a School and are not receiving suitable education otherwise than at School.

5.1.6 **SAC** means the Senior attendance champion for each school (Upper, Prep and Pelican)

6 Responsibility statement and allocation of tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2 The Proprietor recognises that improving attendance is a school leadership issue and has appointed a designated senior leader to have overall responsibility for championing and improving attendance in School, referred to in this policy as the SAC.

6.3 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Senior Attendance Champions	As required, and at least termly
Monitoring the implementation of the policy	Senior Attendance Champions	As required, and at least termly

[1] This is the definition as set out in section 3 of the Education Act 1996 and referred to in chapter 7 of the statutory guidance Working together to improve school attendance 2026.

Task	Allocated to	When / frequency of review
Analysing attendance and absence data	Senior Attendance Champions	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Senior Attendance Champions	As required, and at least annually
Formal annual review	Proprietor	Annually

7 The importance of good attendance

7.1 The School recognises the importance of developing good patterns of attendance from the outset. This is an integral part of the School's ethos and culture. In building a culture of good school attendance it recognises:

7.1.1 the importance of good attendance, alongside good behaviour, as a central part of the school's vision, values, ethos, and day to day life;

7.1.2 the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions and / or disabilities, mental health issues, safeguarding wellbeing, and support for disadvantaged pupils;

7.1.3 the importance of setting high expectations for the attendance and punctuality of all pupils and communicating these regularly and effectively to pupils and Parents;

7.1.4 that attendance is never "solved" and is a continuous process requiring revision and updating of messages, processes, and strategies; and

7.1.5 children missing education can act as a vital warning sign to a range of safeguarding issues, including neglect, sexual abuse, and child sexual and criminal exploitation.

The School promotes good attendance through assemblies and displays. Good attendance is incentivised through praise via email or postcards for excellent or improving attendance.

8 School responsibilities

8.1 The School acknowledges that attendance is the essential foundation to securing positive outcomes for all pupils and that everyone has a responsibility to take proactive steps to manage and improve attendance across the School community.

8.2 The School will consistently promote the benefits of good attendance, setting high expectations for every pupil and consistently communicating those expectations to pupils and Parents.

8.3 The School will

8.3.1 communicate attendance expectations clearly at the start of each academic year;

8.3.2 provide information and resources to support attendance, including guidance on illness-related absence;

8.3.3 contact parents promptly where attendance concerns arise;

8.3.4 seek to understand and address barriers to attendance before concerns become entrenched; and

8.3.5 keep attendance information under regular review and share concerns with parents where appropriate.

8.4 The School will communicate with parents and carers about attendance in a supportive, respectful, and non-judgmental manner. The School recognises that effective attendance is most likely to be achieved where the School and families work in partnership to identify and address barriers to attendance at an early stage.

8.5 Where there are challenges to attendance, the School will work effectively and respectfully with pupils, their families and, where appropriate, local authorities to address them.

8.6 The School will respond to non-attendance and / or lateness proactively, firmly, consistently and with care, with appropriate reference to this policy, its safeguarding and behaviour policies and the School's terms and conditions. It will act in a proportionate and targeted way in response to data or intelligence and ensure intervention is regularly reviewed.

8.7 The School will seek to ensure that attendance communications:

8.7.1 are timely, clear, and accessible;

8.7.2 explain why attendance matters for educational progress, wellbeing, and safeguarding;

8.7.3 encourage constructive dialogue with families;

8.7.4 take account of individual circumstances and any known barriers to attendance; and

8.7.5 focus on identifying support and solutions wherever possible.

8.8 The School will have robust systems in place to track and record attendance, reasons for absence and patterns at an individual level and by cohorts or groups in order to identify pupils at risk of non-attendance, those at risk of becoming CME, and those who are persistently absent and it will monitor and analyse this data regularly to facilitate early intervention to address issues.

9 Staff responsibilities

The SAC

9.1 The Proprietor has appointed a senior member of staff of the School's leadership team at each school as SAC to have overall responsibility for championing and improving

attendance in school. Details of the individual appointed are at the front of this policy and are widely publicised within School.

9.1.1 The SAC's responsibilities are:

(a) to set a clear vision for improving attendance in school;

(b) to establish and maintain effective systems for tackling absence and make sure the systems are followed by all staff;

(c) to regularly monitor and evaluate progress, including the efficacy of the school's strategies and processes;

(d) to have oversight of and analyse attendance data; and

(e) to communicate clear messages on the importance of attendance to pupils and Parents.

9.2 **Staff with specific responsibilities for attendance:**

The staff identified in Appendix 1 of this policy have day to day responsibility for monitoring and promoting good attendance and punctuality. They should:

9.2.1 have a formal routine for registers being taken accurately each morning and afternoon;

9.2.2 record all absences promptly and accurately using the processes specified;

9.2.3 seek explanations of absences required from pupils on their return to School;

9.2.4 make enquiries about unexplained absences, including those within the school day, and follow up with pupil to ensure that an explanation has been formally given to the School;

9.2.5 look out for trends or patterns in a pupil's attendance, including by identifying early indicators of poor attendance and changes in attendance, and inform the SAC of any specific concerns;

9.2.6 deal with lateness to lessons consistently and promptly;

9.2.7 consider appropriate sanctions for pupils who arrive late to a lesson in line with the School's behaviour and discipline policies; and

9.2.8 discuss non-attendance and / or lateness with pupils and Parents (where possible) and emphasise the importance of punctuality and attendance.

9.3 **All staff**

9.4 The School ensures that all teaching and non-teaching staff know the importance of good attendance and are consistent in their communication with pupils and Parents about it.

9.5 Teaching staff deal with lateness to lessons consistently and promptly and consider appropriate sanctions for pupils who arrive late to a lesson in line with the School's behaviour and discipline policies.

9.6 The School provides appropriate training and professional development for staff consistent with their roles and responsibilities.

10 School arrangements

10.1 The School will accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence. These registers must be kept electronically. Contact details of relevant staff can be found at the front of the policy and other details about the School's arrangements can be found in Appendices Appendix 1-5.

11 Monitoring attendance

11.1 The School will undertake regular data analysis to identify and provide additional support to pupils or pupil cohorts that need it (e.g. Young Carers), and to look at historic and emerging patterns across the School and develop strategies to address them. Such analysis may include:

11.1.1 monitoring and analysing weekly attendance patterns and trends and provide support in a targeted way to pupils and families, including by identifying early indicators of poor attendance and changes in attendance at individual pupil, cohort, and year group level;

11.1.2 using this analysis to provide regular attendance reports to class teachers to facilitate discussions with pupils and to leaders (including the special educational needs coordinator and designated safeguarding lead);

11.1.3 undertaking frequent individual level analysis to identify pupils who need support and focus staff efforts on developing targeting actions for those cases;[2]

11.1.4 conducting thorough analysis of half-termly, termly, and full year data to identify patterns and trends;

11.1.5 benchmarking attendance data at whole school, year group and cohort level to identify areas of focus for improvement;

11.1.6 devising specific strategies to address areas of poor attendance identified through data;

11.1.7 monitoring the impact of school-wide attendance efforts, including any specific strategies implemented; and

11.1.8 providing data and reports to the Proprietor to support its work.

12 Pupil responsibilities

12.1 School attendance is important to pupil attainment, wellbeing, and development. The School therefore has high expectations of pupils as to their attendance and has systems in place to reward good attendance and manage poor attendance.

12.2 Pupils should be aware that:

[2] See paragraph 44 of Working together to improve school attendance 2026

12.2.1 they are expected to be present in-person for the duration of each School day;

12.2.2 they are expected to arrive on time and attend all timetabled lessons;

12.2.3 they should not leave a lesson or the School site without permission or otherwise in accordance with School rules;

12.2.4 they should engage with the School's arrangements for recording and managing attendance as set out in this policy;

12.2.5 any unexplained absence will be followed up;

12.2.6 persistent lateness or non-attendance will result in action being taken by the School. This may take the form of:

(a) offers of support to seek to identify and address any barriers to attendance;

(b) communication with Parents;

(c) reporting to other agencies such as children's social care; and

(d) sanctions against them or their Parents in line with the School's behaviour policies.

12.2.7 If pupils are having difficulties that might discourage or prevent them from attending School or specific lessons regularly, they may speak to any member of staff, although the School encourages them to speak to their Form Tutor (Upper), Form Teacher (Prep), Class Teacher (Pelican) or those staff identified in Appendix 1 in the first instance. Pupils are entitled to expect this information to be managed sensitively.

13 Additional needs

13.1 The School recognises some pupils may find it harder than others to attend School and will work with those pupils and parents to try to remove barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

13.2 The School will make reasonable adjustments[3] where a pupil has a disability that puts them at a substantial disadvantage, in comparison with pupils without a disability, in relation to school attendance.

13.3 It will also work with Parents, and where appropriate with the local authority, to develop specific support approaches for attendance for pupils with special educational needs and disabilities e.g. ensuring the provision outlined in a pupil's education, health and care plan is accessed.[4]

[3] In this case to meet the school's duty to make reasonable adjustments for pupils with a disability under section 20 of the Equality Act 2010.
[4] The Mental health issues affecting a pupil's attendance: guidance for schools states in the non-statutory summary of responsibilities document that 'in many cases the school may be able to agree with parents / carers adjustments to its policies and practices that are consistent with the special educational provision set out in the EHC plan. In other cases, additional or different attendance support identified may require the LA to review or amend an EHC plan.'

13.4 Where a pupil has an education, health and care plan the School will communicate with the local authority where the pupil's attendance falls, or the School become aware of barriers to attendance that relate to the pupil's needs.

13.5 In cases of both long term physical or mental ill-health, the School will facilitate any relevant pastoral support with the aim of improving attendance as much as possible whilst supporting the underlying health issue.

13.6 Where a pupil's health need means they need reasonable adjustments or support because it is complex or long term, the School can seek medical evidence to better understand the needs of the pupil and identify the most suitable provision.

13.7 Suitable strategies and support will also be considered for pupils with any social, emotional, or mental health issue that is affecting their attendance[5].

13.8 Where barriers are outside of the School's control, the School will work with Parents and pupils to identify alternative sources of support or consider, where appropriate, making a referral for early help.

13.9 The School will make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using the national absence code I (unable to attend because of sickness) and there are reasonable grounds to believe that the pupil will have to miss 15 consecutive or cumulative school days or more for illness or the pupil'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.[6]

14 Parent / carer responsibilities

14.1 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. It is the legal responsibility of every parent to make sure their child receives that education.

14.2 This means pupils 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.

14.3 The School will help Parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development and provide clarity on the short- and long-term consequences of poor attendance.

14.4 The School is committed to working collaboratively with parents where attendance concerns arise. Parents are encouraged to discuss any barriers to attendance with the School at the earliest opportunity so that appropriate support can be considered.

14.5 Expectations the School places on Parents can be found in Appendix 1 of this policy.

14.6 Parents are bound by the terms relating to conduct and attendance in the parent contract and failure to ensure a child's attendance or engage with the School about it could amount to a breach of contract or a finding that the parent is treating the School unreasonably.

[5] See Mental health issues affecting a pupil's attendance: guidance for schools which includes a Summary of responsibilities where a mental health issue is affecting attendance and Support for pupils where mental health is affecting attendance: effective practice examples
[6] See paragraph 48 of the statutory guidance Working together to improve school attendance 2026.

15 Training

15.1 **Staff:** The School ensures that regular guidance and training on attendance is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. As a minimum this will include all staff understanding:

15.1.1 the importance of good attendance and that absence is almost always a symptom of wider circumstances; and

15.1.2 the School's strategies and procedures for tracking, following up and improving attendance.

15.2 Dedicated attendance training is provided to any member of staff with a specified attendance function in their role, including administrative, pastoral, or family support staff and senior leaders. This should include:

15.2.1 the law and requirements of schools including on the keeping of registers;

15.2.2 the process for working with other partners to provide more intensive support to pupils who need it;

15.2.3 the necessary skills to interpret and analyse attendance data; and

15.2.4 any additional training that would be beneficial to support pupils and pupil cohorts overcome commonly seen barriers to attendance.

15.3 The School maintains written records of all staff training.

16 Information sharing

16.1 Personal information on attendance will only be shared in line with legal obligations and having regard to government guidance on attendance, safeguarding and children missing education.

16.2 The School, local authorities and other local partners should work jointly and share data on individual cases where it is of benefit to a pupil (e.g. health services where there are medical conditions or the police where there are extra-familiar harms).

16.3 Where enquiries following the absence of a pupil lead the School to reasonably believe that the child will not return, and no alternative provision has been confirmed by the parent, the School will make a referral to the child's home local authority CME team without delay.

16.4 Where appropriate the school will attend regular targeting support meetings.[7]

16.5 The School is legally required to share information from the registers with the local authority. As a minimum this includes:

16.5.1 New pupil and deletion returns;

[7] Targeting support meetings are meetings local authorities have with schools to discuss attendance data and identify pupils and cohorts at risk of poor attendance and agree targeted actions and access to services for those pupils. See chapter 4 of the statutory guidance Working together to improve school attendance 2026.

16.5.2 Attendance returns[8];

16.5.3 Sickness returns.

16.6 The law allows local authority officers access to the attendance and admission registers of all types of schools to carry out their functions under the Education Acts to support joint working between schools and local authorities. These officers are also permitted to take digital or physical extracts of the School's registers.

16.7 The School must provide specific pupil information on request to the Secretary of State. The School meets this requirement by having an electronic management information system containing the required information that can be accessed by the DfE[9]. The School also uses this tool to monitor pupil level attendance and understand trends in attendance patterns.

16.8 Where appropriate, the School is expected to inform a pupil's social worker and/or youth offending team worker if there are unexplained absences.

17 Record keeping and confidentiality

17.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

17.2 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

18 Version control

Date of adoption of this policy	3 September 2026
Date of last review of this policy	June 2026
Date for next review of this policy	June 2027
Policy owner (SMT)	Senior Attendance Champions at the Upper, Prep and Pelican Schools
Policy owner (Proprietor)	Jonathan Scott, On behalf of the Board of Governors

[8] Schools are required to provide attendance returns to the local authority with the names and addresses of all pupils of compulsory school age who fail to attend school regularly or have been recorded as absent for a continuous period of ten school days where their absence has been recorded with one or more of the national attendance codes (G, N, O, and/or U). Individual local authorities must agree the frequency that attendance returns are to be provided with all schools in their area. This should be no less frequently than once per calendar month - see chapter 2 and content on sharing information in the statutory guidance Working together to improve school attendance 2026.

[9] Local authorities may seek, and schools are expected to provide, more frequent or comprehensive sharing of data than the statutory minimum where it is essential to fulfilling their obligations under the Education Acts and expectations set out in chapter 4 of the Working together to improve school attendance 2026 guidance. To avoid any unnecessary burdens for schools this should always be automatic from school registers and not require additional manual data collection/returns (see paragraph 50 of the guidance). Independent schools should note that they are not required to provide the specific pupil information on request to the Secretary of State relating to sharing daily pupil attendance data (see paragraph 52 of the guidance). We recommend independent schools consult their information management system providers for more details about the relevant permissions and accessible data.

Appendix 1 School arrangements

1 Managing attendance

1.1 The School monitors, records and shares data about pupil attendance and as part of its duty to safeguard and protect pupils, promote attendance and prevent pupils becoming CME. It accurately completes admission and attendance registers as required by law and set out in AppendixAppendix 3 and AppendixAppendix 5 respectively. The admission and attendance registers must be kept electronically and retained by the School for the relevant time period as stated by law.

1.2 The School expects all pupils to be present at School for the whole of the School day, usually from registration to close (see 3.1 below), but this period may be extended, for example for out of school clubs, sports fixtures, or school trips.

2 The role of Parents / carers

2.1 The School expects all Parents to:

2.1.1 make any application for an authorised leave of absence at the earliest opportunity;

2.1.2 notify the School of any absence or delay as soon as reasonably possible in accordance with this policy and when doing so, give an accurate explanation for this;

2.1.3 notify the School in writing if their child will no longer attend the School after a certain day and supply information to the School about how their child will be continuing to receive suitable education; and

2.1.4 cooperate with the School to explore possible barriers to attendance and to improve it where attendance has been raised as an issue.

2.2 Parents of day pupils should ensure their child attends School for morning registration;

3 Registration and attendance checks

3.1 Registers will remain open for 30 minutes after the start of morning registration. The morning register is open 8.30-9.00am and the afternoon register is open from 2.00-2.30pm.

		Morning Registration (at the start of the School day)	Afternoon Registration	Close
Sixth Form	Monday, Wednesday, and Thursday	Using a biometric registration box (or an alternative method if appropriate)	During lesson at 2-2:30pm	4pm
	Tuesday and Friday	Morning Tutor Period	During lesson at 2-2:30pm	4pm
Year 7 - 11	All days	Morning Tutor period	During lesson at 2-2:30pm	4pm

Prep School	All days	Morning Form Time	During lesson at 2-2:30pm	3.40pm
Pelican School	All days	Morning Form Time	During lesson at 2-2:30pm	3.15pm

3.2 Once the morning and afternoon registers close, a pupil will be recorded as absent if not present in the classroom/lesson.

3.3 If a pupil is absent when the register started being taken but arrives before the register is closed, they will be recorded as a late arrival (code L).

3.4 If a pupil arrives after the register has closed but before the end of the session without a satisfactory explanation e.g. because of an unavoidable cause, then this will be recorded as an unauthorised absence (code U) and the reasons given/not given will be recorded.

3.5 Registers will also be called at the beginning of each lesson in order to identify and follow-up on absences from lessons that might occur after morning or afternoon registration.

3.6 the School uses E-Registration and Attendance Management Systems.

4 Reporting absence

4.1 If a pupil is to be absent from School for any reason, the parent / carer should contact the following below by email / telephone on first morning of absence as follows;

Upper School	Attendance Officer (Emma Graham); or Reception	01223 403917; or attendance@perse.co.uk 01223 403800	By 9:00 am
Prep School	Reception (Maura Ferretti)	01223 403923 Prepreception@perse.co.uk	By 8:30am
Pelican School	Reception (Fran Siddle)	01223 403940 fsiddle@perse.co.uk	By 8:45am

4.1 Where illness is cited as a reason for absence, the School may refer parents to current NHS guidance on whether a child is well enough to attend school.

4.2 Where a pupil is ill, the School should be notified of the nature of the illness.

4.3 Parents should contact the school at the start of every day the pupil is absent unless agreed otherwise.

5 Arrangements for reporting subsequent absence

5.1 Absence will be recorded on the Attendance Register as set out in Appendix 5.

6 Managing absence

If a pupil is absent and their parent has not contacted the School, the parent will be called to find out the reason for absence in accordance with the Relevant School's missing pupil procedure. Where Parents/carers cannot be contacted, the School will attempt to contact the pupil's alternative emergency contacts. If a pupil's attendance is low or they are frequently late to school, the following may be used by pastoral staff/tutors/form teachers:

6.1 sending letters or emails or phone calls to parents or carers;

6.2 having a weekly tutor review;

6.3 creating attendance clinics;

6.4 using sanctions - under the *Behaviour and Discipline* policy with pupils or consultation with parents.

6.5 pupils returning to School after a longer absence may have adjustments or extra support put in place co-ordinated by their Form Tutor/Form Teacher/Class Teacher.

Prolonged or unexplained absence will be escalated under the Missing Child Procedures and Safeguarding and Child Protection Policy.

7 Authorised absences

7.1 Authorised absence means that the School has either given approval in advance for a pupil to be away (granted an authorised leave of absence) or has accepted an explanation offered afterwards as justification for absence.

8 Applications for an authorised leave of absence

8.1 Applications for authorised leaves of absence during the School day will only be granted in exceptional circumstances and will only be permitted if made in writing to the Deputy Head (Pupil Development and Welfare (Upper School) / Deputy Head (Prep School) / Deputy Head (Pelican School).

8.2 The School will consider each application for an authorised leave of absence individually, taking into account the specific facts and circumstances, the pupil's past attendance record, and the relevant background context behind the request.

8.3 Apart from illness or where there are additional needs, no pupil should be away from School without prior permission from the Deputy Head (Pupil Development and Welfare (Upper School) / Head or Deputy Head (Prep School) / Head (Pelican School).

8.4 Dental or medical appointments should be made during School holidays or after the school day except in cases of emergency when the Deputy Head (Pupil Development and Welfare (Upper School) / Deputy Head (Prep School) / class teacher (Pelican School) should be informed.

8.5 If a leave of absence is granted, it is for the Deputy Head (Pupil Development and Welfare (Upper School) / Deputy Head (Prep School) / Deputy Head

(Pelican School) to determine the length of the time the pupil is or was permitted to be away from School. It will be recorded as an authorised absence.

8.6 A leave of absence will usually be authorised for religious observance if the day concerned is exclusively set apart for religious observance by the religious body to which Parents and pupils belong. Parents are expected to make a request for this type of leave of absence in advance.

9 Reporting duties

9.1 The School is legally required to share information from their registers with the local authority. As a minimum this includes:

9.1.1 **New Pupil and Deletion returns:** notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times[10].

9.1.2 **Attendance returns:** providing the local authority with the names and addresses of all pupils of compulsory school age who fail to attend school regularly[11] or have been absent for a continuous period of ten school days where their absence has been recorded with one or more of the codes statistically classified as unauthorised (G, N, O, and / or U)[12].

9.1.3 **Sickness returns:** providing the local authority with the full name and address of all pupils of compulsory school age who have been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness. Only one sickness return is required for a continuous period of sickness in a school year[13].

Action will also be taken in accordance with the Missing Pupil Procedures and safeguarding and child protection policy if any absence of a pupil from the School gives rise to a concern about their welfare. This includes referring any concerns about a pupil to local children's social care services and instigating a police welfare check where necessary[14].

[10] For full details see paragraphs 214 and 223 of the Working together to improve school attendance guidance
[11] The School uses attendance thresholds which trigger further attendance review, monitoring or consideration of whether an attendance return should be made. Any such threshold are an administrative trigger only and not a definition of "regular attendance". The statutory guidance *Working together to improve school attendance* defines "regular attendance" as attending all sessions, for the full duration of those sessions, except where there is a statutory reason. However, the guidance does not prescribe a numerical or percentage threshold for determining when a pupil has failed to attend regularly for the purposes of attendance returns.
[12] Local authorities must agree the frequency that attendance returns are to be provided with all schools in their area. This should be no less frequently than once per calendar month.
[13] This is to help the school and local authority to agree any provision needed to ensure continuity of education for pupils who cannot attend because of health needs, in line with the statutory guidance on arranging education for children who cannot attend school because of health needs.
[14] Paragraph 3.11 of the EYFS Statutory Framework states that "Any concerns (about a child) must be referred to local children's social care services and / or a police welfare check requested."

Appendix 2 National attendance and absence codes[15]

1 On each occasion the register is taken the appropriate national attendance, and absence code must be entered for every pupil whose name is listed in the admission register at the time.

2 Attending the school

Code	Definition
/ \	Present at the school / = morning session / afternoon session
L	Late arrival before the register is closed

3 Attending a place other than school

Code	Definition
K	Attending education provision arranged by the local authority[16][17]
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity[18]

4 Absent - leave of absence

Code	Definition
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
S	Leave of absence for the purpose of studying for a public examination
X	Non-compulsory school age pupil not required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
D	Dual registered at another school

[15] Schools should refer to the DfE's Working Together to Improve School Attendance Statutory Guidance for expanded definitions of each absence code.
[16] A pupil attending provision arranged by the School rather than the local authority must be recorded using Codes P or B instead.
[17] In line with the DfE's Working Together to Improve School Attendance Statutory Guidance, Schools must also record the nature of the provision.
[18] In line with the DfE's Working Together to Improve School Attendance Statutory Guidance, Schools must also record the nature of the approved educational activity.

	C	Leave of absence for exceptional circumstance[19]

5 Absent - other authorised reasons

Code	Definition
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded

6 Absent - unable to attend school because of unavoidable cause

Code	Definition
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 (e.g. due to adverse weather)
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[20]

7 Absent - unauthorised absence

Code	Definition
G	Holiday not granted by the school
N	Reason for absence not yet established[21]
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed

8 Administrative codes

Code	Definition

[19] Where flexi-schooling is agreed and the school has authorised absence for the sessions not attended, these should be recorded using code C.
[20] This includes absence due to the non-payment of fees
[21] In line with the DfE's Working Together to Improve School Attendance Statutory Guidance, code N must not be left on a 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.

Z	Prospective pupil not on admission register
#	Planned whole school closure

Appendix 3 Admission register

1 Admission register

1.1 In accordance with the requirements of the School Attendance (Pupil Registration) (England) Regulations 2024 the School will:

1.1.1 maintain an admission register of all pupils (of both compulsory and non-compulsory school age) admitted to the School (also known as the school roll); and

1.1.2 inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points.

1.2 The admission register must be kept electronically, and a back-up copy of the register is made at least once a month in the form of an electronic or printed copy.

1.3 The school must ensure that every entry in the School's admission register is preserved for six years beginning with the day on which the entry was made; and every back-up copy of the register is preserved for six years after the end of the school year that it relates to.

1.4 The admissions register contains specific personal details of every pupil in the School, including their date of admission, information regarding Parents and carers and details of the school they last attended.[22]

1.5 A pupil's name can only be deleted from the admission register for a reason set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024. When any of the situations set out in regulation 9 occurs, the pupil's name must be deleted.[23]

1.6 Where the School notifies the local authority that the pupil's name is to be deleted from the admission register, the School must provide it with the following information:

1.6.1 the full name of the pupil;

1.6.2 the address of the pupil;

1.6.3 the full name and address of any parent the pupil normally lives with;

1.6.4 at least one telephone number of any parent with whom the pupil lives or can be contacted in an emergency;

1.6.5 the pupil's future address, the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;

[22] Regulation 8 of The School Attendance (Pupil Registration) (England) Regulations 2024 specifies what information must be included in the admissions register. See also chapter 7 of the statutory guidance Working together to improve school attendance 2026

[23] Schools must refer to regulation 9 of The School Attendance (Pupil Registration) (England) Regulations 2024 for full details of the legal grounds for deleting a pupil from the registers. See also chapter 7 of the statutory guidance Working together to improve school attendance 2026.

1.6.6 name of the pupil's other or future school and pupil's start date or expected start date there, if applicable;

1.6.7 the ground (prescribed in regulation 9) under which the pupil's name is to be deleted from the admission register.

Appendix 4 Thresholds for intervention

1 Intervention

1.1 Good attendance and punctuality is essential to ensure that pupils make good academic progress and are well integrated into the School. We expect a culture of striving for 100% punctuality and attendance. Problems with punctuality and attendance are often signs that there are other concerns relating to a pupil.

1.2 The School regularly monitors attendance statistics for individuals and cohorts. Whilst there is some room for differing approaches regarding differing circumstances, parents/carers can expect the following series of actions to take place:

Punctuality
If a pupil is late to school more than 2 times in a week or with a regular lateness over three weeks, the Head of year will send a letter home to inform parents and ask for any extenuating circumstances. If the situation has not improved after a further two weeks, a Friday detention will be issued.

Attendance

The percentage thresholds below are administrative triggers to prompt review, support, and intervention. They do not constitute a definition of 'regular attendance' for statutory reporting purposes.

Upper School stages of intervention
Stage 0: If a pupil has been absent for 4 or more consecutive days (without prior agreement), the attendance officer will inform the tutor. The tutor will contact home to check on the pupil's wellbeing. On the pupil's return to school the tutor will meet with the pupil to discuss catching up and, where appropriate phasing a reintroduction to activities. It is important that pupils don't try to do too much too soon and that they don't seek to catch up all work set. If it looks as if a pupil is going to be off school for longer term, the tutor and head of year will discuss a plan with parents. Consideration should be made at an early stage to 'alternative provision' or provision of appropriate materials/ phased schooling for those with more significant needs.

Stage 1: Pupils with attendance dropping below 95% (90-95%) for the academic year (any time after 6 weeks of term in cases of multiple absences). Contact by email or telephone from tutor or Head of Year to advise that the pupil's attendance is becoming a cause for concern. Discussion of pupil's circumstances and an agreement of how to improve attendance.

Stage 2: Pupils with attendance 80-90% for the academic year. Meeting between parents / carers and appropriate pastoral staff. Discussion of pupil's circumstances and agreement of an attendance improvement plan – consideration should be given to discussion of external support (e.g. GP, mental health services, Early help as appropriate). Monitoring and attendance targets put in place. Additional support and / or sanctions applied, as necessary.

Stage 3: Pupils with attendance 70-80% for the academic year. Review of support in place for the child – including that from external agencies. Consideration should be made to referring to external agencies. Review attendance targets and put in place measures to support the pupil's learning. In public exam years this may include withdrawal from, or deferment of, public examinations. Agreement of a high-priority attendance improvement plan. Monitoring and attendance targets put in place. Additional support and / or sanctions applied, as necessary.

Stage 4: Pupils with attendance below 70% for the academic year. Formal review with a member of SLT present to review the situation so far. It may be necessary to discuss alternative schooling arrangements in situations where the pupil's needs will be better catered for in a different environment. Decisions will be made in the child's best interests.

Prep and Pelican School stages of intervention

Stage 0: If a pupil has been absent for 4 days or more (without prior agreement), the Receptionist will flag to the relevant SAC. The SAC will liaise with the school nurse and/or the pupil's class / form teacher as needed to establish who may need to check up on their wellbeing and best support them when they return to school so that they don't try to do too much too soon. If it looks as if a pupil is going to be off school for a longer period of time, the nurse or class/form teacher (as relevant) will discuss a plan with parents. Consideration should be made at an early stage to 'alternative provision' or provision of appropriate materials / phased schooling for those with more significant needs.

Stage 1: If a pupil's attendance drops below 95% (90-95%) for the academic year (any time after Michaelmas half term in cases of multiple absences), contact should initially be made with parents (by email or telephone) from the relevant class / form teacher / Head of Year to gently advise that the pupil's attendance may be becoming a cause for concern; the communication should include an awareness, or exploration, of the pupil's circumstances and an appropriate reference to the need to improve attendance moving forwards.

Stage 2: If a pupil's attendance drops into the 80-90% bracket for the academic year (after time after Michaelmas half term), more formal communication (either email or a meeting) should occur between parents and the SAC, with input from appropriate pastoral / medical staff as required. This communication should include an awareness of the pupil's circumstances and a plan for the best way to the support the child; this is likely to include agreement of an attendance improvement plan and consideration should also be given to discussion of external support (e.g. GP, mental health services, Early Help as appropriate). Monitoring of the attendance targets put in place is the responsibility of the SAC, with additional support and updates to attendance improvement plans to be made if attendance levels remain a concern.

Stage 3: For pupils with attendance falling below 80% for the academic year, a review of support in place for the child should be undertaken by a member of senior staff (likely the Deputy Head / SAC) – including that currently in

place from other agencies. Consideration should be made to referring to external agencies as needed. During the meeting between the member of senior staff (with other key staff present as necessary) and parents, a high-priority attendance improvement plan should be created with frequent monitoring and attendance targets put in place. It may be necessary to discuss alternative schooling arrangements in situations where the pupil's needs will be better catered for in a different environment. Decisions will be made in the child's best interests.

Please note that the stages above are indicative and do not prevent earlier intervention where patterns of absence, unexplained absence, safeguarding concerns, repeated lateness, unauthorised absence, pupil vulnerability, or emerging barriers to attendance indicate that earlier action is needed. The School will monitor attendance regularly and consider individual circumstances, including SEND, disability, physical or mental ill health, family circumstances, and any other known barriers to attendance. Support will always be offered in partnership with pupils and parents, and may include reasonable adjustments, pastoral or medical support, phased reintegration, referral or signposting to external services, or consideration of appropriate alternative provision where this is in the pupil's best interests. Where absence becomes persistent, severe, prolonged, unexplained, or where support is not effective or not engaged with, the School will review the case at an appropriate senior level and consider whether further action is required, including involvement of external agencies or professionals. The School will also make any required statutory notifications or returns to the Local Authority.

Appendix 5 Attendance register

1 Attendance register

1.1 The School records and monitors the attendance of all pupils (both of compulsory and non-compulsory school age) in accordance with the School Attendance (Pupil Registration) (England) (Regulations) 2024[24]

1.2 The School uses the appropriate national attendance and absence codes system to enable it to record and monitor attendance and absence in a consistent way which complies with regulation 10 of the Attendance Regulations.

1.3 The attendance register is kept electronically, and a back-up copy of the register is made at least once a month in the form of an electronic or printed copy.[25]

1.4 The School will also use these records to identify patterns of poor attendance (at individual and cohort level) and work with pupils and Parents to resolve any issues before they become entrenched and in order to prevent children becoming CME.

1.5 The School is required by law to take attendance registers twice daily - once at the start of the morning session and once during the afternoon session. The School must also have regard to the expectation in statutory guidance that the attendance register is taken at the same time for all registered pupils.

1.6 On each occasion it will be recorded whether every pupil is:

1.6.1 physically present in school when the attendance register begins to be taken; or

1.6.2 absent from the school when the attendance register begins to be taken but attends before the taking of the register has ended; or

1.6.3 attending a place other than the school; or

1.6.4 absent.

1.7 The circumstances in which a pupil may be recorded as attending a place, other than the school, can include:

1.7.1 Attending educational provision arranged by a local authority;

1.7.2 For an educational visit or trip arranged by or on behalf of the school and supervised by a member of school staff;

1.7.3 Attending a place for an approved educational activity that is a sporting activity;

1.7.4 Attending an approved educational activity that is work experience provided under arrangements made by the school as part of the pupil's education;

[24] Regulation 10 of The School Attendance (Pupil Registration) (England) Regulations 2024 specifies what information must be included in the attendance register. See also chapter 8 of the statutory guidance Working together to improve school attendance 2026.
[25] Registers are legal records, and the School must preserve every entry in the attendance or admission register for 6 years from the date that the data was entered.

1.7.5 Attending a place for any other approved educational activity.

2 Recording absence

2.1 Absence will be recorded in accordance with the national absence codes set out in regulation 10 of the School Attendance (Pupil Registration) (England) (Regulations) 2024 and statutory guidance Working together to improve school attendance relating to:

2.1.1 leaves of absence;

2.1.2 other authorised reasons;

2.1.3 unable to attend school because of unavoidable cause;

2.1.4 unauthorised absence.[26]

3 Remote education

3.1 The School is required to record all absence from in-person lessons.

3.2 The School may, in limited circumstances, provide remote education to enable pupils, who are well enough to learn but unable to attend the School site, to keep pace with their education.

3.3 In the limited circumstances when the School decides to use remote education for individual pupils when they are absent, the following will be considered:

3.3.1 ensuring mutual agreement of remote education by the School, Parents, or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an Education, Health and Care plan or has a social worker, the local authority should also be involved in the decision;

3.3.2 if remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity;

3.3.3 setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.

3.4 Pupils who are absent from school and receiving remote education still need to be recorded as absent using the most appropriate absence code. The School will keep a record of, and monitor pupil's engagement with remote education, but this is not formally tracked in the attendance register. Where appropriate, this information may be used to make plans for a pupil's reintegration to school.

3.5 The School will utilise a digital education platform that will be kept up-to-date and keep pupils safe. Staff will remain trained and confident in its use.

[26] Schools should refer to regulation 10 of The School Attendance (Pupil Registration) (England) Regulations 2024 to ensure they are correctly recording reasons for absence and the applicable commentary in chapter 8 of the statutory guidance Working together to improve school attendance 2026.

3.6 The School will maintain pages on its website that provides information and guidance about the remote education provision and links to any trusted external education websites.

3.7 The School has an established remote education plan in place which is reviewed at least annually in consultation with staff.[27]

4 Unauthorised absence

4.1 The "unauthorised absence" code will be used when prior permission for absence has not been given and where the School is not satisfied with the explanation given for absence or delayed attendance or where no explanation has been given meaning that the code for "unable to attend due to an exceptional circumstance" is not appropriate. Examples include:

4.1.1 holiday has not been authorised by the School or is in excess of the period determined by the Deputy Head (Pupil Development and Welfare (Upper School) / Deputy Head (Prep School) / Deputy Head (Pelican School);

4.1.2 the reason for absence has not been provided;

4.1.3 a pupil is absent from school without authorisation;

4.1.4 a pupil has arrived in school after registration has closed and without reasonable explanation.

[27] The DfE's non-statutory guidance on providing remote education recommends (if a plan is in place) it should demonstrate a consideration of any additional burdens that providing remote education may place on staff and families.