



AMESBURY SCHOOL
HINDHEAD

CHARTERHOUSE FAMILY OF SCHOOLS

ATTENDANCE POLICY AND PROCEDURE



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Including Early Years Foundation Stage provision

Document control	Details
Policy owner	Michael Armitage, Deputy Headmaster (Pastoral) and Senior Attendance Champion
Date reviewed	September 2026
Approved by	Board of Governors
Next review	September 2027
Publication	School website; hard copy and accessible formats available on request

Attendance is everyone's responsibility.



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Key school contacts

Role	Contact
Senior Attendance Champion (including EYFS)	Michael Armitage Email: m.armitage@amesburyschool.co.uk Telephone: 01428 604322 / 01428 602164
Reporting absence	Amesbury School Office Telephone: 01428 604322
Requests for leave of absence	The Head Email: g.franklin@amesburyschool.co.uk

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1 Aims

This is the attendance policy of Amesbury School (the School). The School aspires to high levels of attendance from all pupils. Good attendance is essential for pupils to benefit fully from their education, wellbeing, relationships and wider life chances.

- develop and maintain a whole-school culture that promotes the benefits of good attendance;
- ensure, so far as possible, that every pupil can benefit from and contribute fully to school life;
- improve attendance and punctuality, reduce avoidable absence and explain the School's response to absence and non-attendance;
- recognise attendance as both an educational and safeguarding matter, with a consistent whole-school response;
- work in partnership with pupils and families, using support before enforcement wherever appropriate; and
- promote safety, equality, inclusion and protection.

2 Scope and application

This policy applies to the whole School, including the Early Years Foundation Stage (EYFS), and to all pupils, parents, staff, volunteers and governors. It addresses the School's statutory duties to maintain admission and attendance registers and its wider responsibility to promote and improve attendance.

3 Regulatory framework

This policy has been prepared with regard to the following legislation and statutory requirements:

- Education (Independent School Standards) Regulations 2014;
- Education and Skills Act 2008;
- Children Act 1989;
- Childcare Act 2006;
- School Attendance (Pupil Registration) (England) Regulations 2024;
- Equality Act 2010;
- Data Protection Act 2018 and UK General Data Protection Regulation;
- current EYFS statutory framework for group and school-based providers; and
- relevant UKVI sponsorship duties, where applicable.



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The School also has regard to current government guidance, including:

- Working together to improve school attendance (DfE, July 2026);
- Summary table of responsibilities for school attendance (DfE, July 2026);
- Keeping children safe in education (DfE, September 2026);
- Children missing education;
- Supporting pupils with medical conditions at school;
- Mental health issues affecting a pupil's attendance;
- Providing remote education: guidance for schools;
- SEND Code of Practice: 0 to 25 years; and
- NHS guidance, "Is my child too ill for school?".

This policy should be read alongside the School's Safeguarding and Child Protection Policy, Missing Child Policy, Learning Support and SEND Policy, Behaviour and Sanctions Policy, School Rules, Parent Contract, Data Protection Policy and record-retention arrangements.

4 Publication and availability

- The policy is published on the School website.
- Parents are directed to it when a pupil joins and reminded of it when it is materially updated.
- A hard copy is available from the School Office on request.
- The policy can be provided in large print or another accessible format where required.

5 Definitions and interpretation

Term	Meaning
Attendance	Attendance for all or part of a timetabled school day.
Parent	A natural parent; a person with parental responsibility; or a person with day-to-day care of the pupil.
Pupil	A person receiving education at the School, subject to the statutory definition.



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Term	Meaning
CME	Children missing education: children of compulsory school age who are not registered at a school and are not receiving suitable education otherwise.
SAC	Senior Attendance Champion.
Persistent absence	Missing 10% or more of possible school sessions.
Severe absence	Missing 50% or more of possible school sessions.

6 Responsibility and allocation of tasks

The Board of Governors has overall responsibility for this policy. It recognises that improving attendance is a leadership responsibility and has appointed a senior leader as the SAC.

Task	Allocated to	Frequency
Keep the policy compliant and up to date	SAC	As required and at least termly
Monitor implementation	SAC	As required and at least termly
Analyse attendance and absence data	SAC	Weekly, half-termly, termly and annually as appropriate
Seek input from pupils, staff and parents	SAC	At least annually
Receive attendance reports and provide challenge	Board of Governors	Regularly
Formal policy review	Board of Governors / SAC	Annually



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Governors will receive reports on attendance trends, vulnerable groups, persistent and severe absence, and the impact of support and intervention.

7 The importance of good attendance

The School recognises that absence can be a symptom of wider circumstances affecting a pupil or family. Attendance concerns will therefore be approached with professional curiosity, empathy and a commitment to understand and address barriers, while maintaining high expectations.

- Good attendance is central to attainment, wellbeing, belonging and safeguarding.
- Attendance is connected to behaviour, bullying, SEND, disability, medical needs, mental health and disadvantage.
- Expectations for attendance and punctuality should be communicated clearly and consistently.
- Attendance improvement is an ongoing process requiring regular review of messages, systems and strategies.
- Repeated or prolonged absence, and children missing education, can be a warning sign of safeguarding risk.

8 School responsibilities

- promote the benefits of good attendance and set high expectations for every pupil;
- work respectfully and effectively with pupils, families, the local authority and relevant professionals;
- respond to absence and lateness proactively, consistently, proportionately and with care;
- maintain robust electronic systems to record attendance, reasons for absence and patterns;
- identify pupils at risk of poor attendance and intervene early;
- regularly evaluate whether attendance support and interventions are effective, amending plans where impact is limited; and
- ensure attendance practice is safeguarding-informed and consistent with the Equality Act 2010.

9 Staff responsibilities

9.1 Senior Attendance Champion

- set a clear vision for attendance improvement;
- establish effective systems and ensure they are followed;
- monitor and evaluate progress and the impact of strategies;
- oversee and analyse attendance data;



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- communicate clear messages to pupils, parents, staff and governors; and
- coordinate support and, where needed, liaison with external agencies.

9.2 Staff with specific attendance responsibilities

- ensure registers are taken accurately each morning and afternoon;
- record and follow up absence promptly;
- seek explanations for unexplained absence and ensure the correct code is entered;
- identify patterns or emerging concerns and alert the SAC;
- deal with lateness consistently;
- speak with pupils and parents about attendance and offer appropriate support; and
- apply safeguarding procedures immediately where a pupil's whereabouts or welfare is uncertain.

9.3 All staff

All teaching and non-teaching staff must understand the importance of attendance, use consistent messages with families, follow registration procedures and report concerns promptly.

10 School arrangements

The School will accurately complete and preserve electronic admission and attendance registers. Detailed arrangements, including registration times, reporting absence, follow-up and escalation, are set out in Appendix 1.

11 Monitoring attendance

The School will analyse attendance data at individual, year-group, cohort and whole-school level. Analysis will be used to identify emerging concern, target support and evaluate impact.

- weekly patterns and trends;
- individual pupils requiring early support;
- half-termly, termly and full-year patterns;
- persistent and severe absence;
- attendance of vulnerable groups, including pupils with SEND, pupils with a social worker, young carers, pupils receiving mental-health support and pupils with identified medical needs;
- punctuality and repeated late arrival;
- the impact of attendance support plans and school-wide strategies; and
- information for governors and relevant senior leaders.



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12 Pupil responsibilities

- attend in person for the full school day unless absence is authorised or unavoidable;
- arrive on time and attend all timetabled lessons and activities;
- not leave lessons or the site without permission;
- follow arrangements for registration and attendance;
- respond honestly when asked about absence or lateness; and
- speak to a trusted member of staff if a difficulty is affecting attendance.

Unexplained absence will always be followed up. Persistent lateness or non-attendance may lead to support, contact with parents, referral to relevant agencies and/or action under the School's policies and Parent Contract.

13 Additional needs

Some pupils may find it harder to attend than others. The School will build trusting relationships and work with pupils, parents and relevant professionals to remove barriers and put suitable support in place.

- pay particular attention to pupils with SEND, disabilities, medical needs, mental-health or emotional-wellbeing needs, pupils with a social worker and young carers;
- consider and implement reasonable adjustments where disability places a pupil at a substantial disadvantage;
- work with the local authority where an EHCP is in place and attendance barriers relate to identified needs;
- avoid routinely demanding medical evidence for short-term illness, requesting evidence only where reasonable and proportionate;
- consider a phased return where appropriate, with agreed outcomes and review dates; and
- use a part-time timetable only in exceptional circumstances, for a limited period, with regular review and a documented reintegration plan towards full-time education.

14 Parent / carer responsibilities

- ensure their child receives a suitable full-time education and attends whenever the School is open, except where absence is authorised or unavoidable;
- ensure punctual arrival and collection;
- report absence promptly, provide an accurate reason and maintain daily contact if requested;



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- keep at least two emergency contact numbers and other contact information up to date;
- make medical and dental appointments outside school time where reasonably possible;
- request any leave of absence in advance and understand that term-time leave is authorised only in exceptional circumstances; and
- work with the School to understand and remove barriers to attendance.

15 Training

Attendance training will be included in induction and refreshed at appropriate intervals. All staff will understand that absence may indicate unmet educational, welfare, safeguarding, health or SEND needs, and will know the School's procedures for recording, following up and improving attendance.

Staff with specific attendance responsibilities will receive training on legal requirements, register keeping, working with partner agencies, analysing data, safeguarding escalation and common barriers to attendance. Written training records will be retained.

16 Information sharing

- Attendance information will be shared lawfully, proportionately and in accordance with data-protection and safeguarding requirements.
- The School will work jointly with the local authority and relevant partners where information sharing benefits a pupil.
- The School will make required new-pupil, deletion, attendance and sickness returns.
- Local-authority officers may access and take extracts from admission and attendance registers in accordance with the law.
- The School will provide required pupil information to the Secretary of State through its electronic management information system.
- Where appropriate, unexplained absence will be shared with a pupil's social worker and/or youth-offending team worker.
- If enquiries indicate that a pupil may not return and no suitable alternative education is confirmed, the School will refer to the pupil's home local authority CME team without delay.

17 Record keeping and confidentiality

Records created under this policy will be managed in line with the School's retention and destruction arrangements. Personal data will be processed in accordance with data-protection law and the School's published privacy notices.



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18 Version control

Item	Details
Date of adoption	1 September 2024
Previous review	1 September 2025
Current review	September 2026
Next review	September 2027
Policy owner	Michael Armitage
Summary of 2026 changes	Updated for July 2026 attendance guidance; stronger safeguarding and wellbeing framing; expanded SEND, mental-health and young-carer support; proportionate medical evidence; graduated support and monitoring; clarified remote education, reintegration and statutory registration requirements.



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Appendix 1 School arrangements

1. Managing attendance

The School monitors, records and shares attendance data as part of its duties to safeguard pupils and promote attendance. Admission and attendance registers are electronic and retained for the statutory period. Pupils are expected to attend for the whole school day and all required activities.

2. Registration and attendance checks

The statutory attendance register is taken once during the morning session and once during the afternoon session. Additional lesson checks may be carried out for safeguarding and operational purposes but do not replace the statutory register.

Phase / session	Register opens	Formal register closes
Years 3–8, morning	08:05	08:35
Years 1–2, morning	08:45	09:15
Reception, morning	08:45	09:15
Years 3–8, afternoon	13:45	14:15
Years 1–2, afternoon	13:00	13:30
Reception, afternoon	13:30	14:00
Years 5–8, Wednesday match register	12:05	12:35
Years 3–4, Thursday match register	12:05	12:35

A pupil arriving after the register has started but before it closes will be recorded as late (code L). Arrival after the register closes without a satisfactory explanation will be recorded as unauthorised absence (code U).



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3. Reporting absence

- Parents should telephone the School Office by 08:00 on the first day of absence and provide an accurate reason.
- For illness, parents should describe the nature of the illness.
- Parents should provide an update on each subsequent day of absence unless another arrangement has been agreed.
- The School will not routinely require medical evidence for short-term illness. Evidence may be requested where absence is prolonged or repeated, authenticity is reasonably in question, or evidence is needed for support planning, reasonable adjustments or safeguarding.

4. Unexplained absence and safeguarding response

- The School will contact parents or carers as soon as reasonably possible when a pupil expected to attend is absent without explanation.
- If parents cannot be reached, the School will contact emergency contacts.
- Unexplained absence will be escalated to the SAC and, where appropriate, pastoral or safeguarding staff.
- The Missing Child and Safeguarding procedures will be used immediately where the pupil's whereabouts or welfare causes concern.
- Contact and safeguarding action will continue on each day of unexplained absence.
- The correct attendance code will be entered as soon as the reason is established and no later than five school days after the session. Code N will then be replaced by the appropriate code, or O if no reason is established.

5. Graduated attendance support

Stage	School response
Expect	Promote and communicate high expectations for all pupils.
Monitor	Analyse data and identify emerging concerns early.
Listen and understand	Meet with the pupil and family to identify barriers.
Facilitate support	Put proportionate support and reasonable adjustments in place.



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Stage	School response
Formalise support	Use a written attendance support plan with actions, owners, outcomes and review dates.
Enforce	Consider legal, contractual or other formal measures only where support has not worked, has not been engaged with, or is inappropriate.

Support will normally precede enforcement. Decisions will be proportionate, child-centred, evidence-informed and safeguarding-aware.

6. Persistent and severe absence

Persistent absence is 10% or more of sessions missed. Severe absence is 50% or more. The School will identify patterns, meet parents of pupils who are vulnerable or persistently/severely absent, seek to remove barriers, provide or signpost wider support and review impact regularly.

Attendance indicator	Typical response
97% and above	Routine monitoring and first-day contact as required.
Below 97%	Review pattern and reasons; tutor/class teacher or pastoral contact where concern is emerging.
Below 95%	SAC/pastoral review; meeting with parents where appropriate; agree support or adjustments and review impact.
Below 90%	Persistent-absence response, formal attendance support plan and consideration of local-authority involvement.
Severe absence	Intensive, multi-agency and safeguarding-led response, with frequent review.

These indicators guide early action but do not replace professional judgement. The School may intervene earlier where patterns, vulnerability or safeguarding information causes concern.



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7. Return and reintegration

Following extended or repeated absence, the School may hold a child-centred review with the pupil, parents and relevant professionals. Support may include a named adult, access to missed learning, reasonable adjustments, pastoral support, a phased reintegration plan and scheduled review dates.

8. Leave of absence

Applications must be made in writing to the Head at g.franklin@amesburyschool.co.uk at the earliest opportunity. Leave during term time will be authorised only in exceptional circumstances. Each request will be considered individually, including the specific facts, circumstances, context and the pupil's attendance record. The Head determines the permitted period.

9. Remote education

Remote education may be provided in limited circumstances where a pupil cannot attend in person but is well enough to learn. It is not a routine alternative to attendance and should be part of a wider support and reintegration plan. Arrangements should be agreed with parents and, where appropriate, the pupil, medical professionals and the local authority. They must be time-limited and reviewed regularly. A pupil receiving remote education while absent remains recorded as absent using the most appropriate national code.

10. Reporting duties

- Notify the local authority of new pupils and deletions from the admission register at non-standard transition points.
- Provide attendance returns in accordance with statutory requirements and locally agreed frequency.
- Report continuous unauthorised absence of 10 school days or more where required.
- Make a sickness return where there are reasonable grounds to believe a pupil will miss 15 school days consecutively or cumulatively because of illness.
- Take safeguarding and CME action whenever absence raises welfare concerns.



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Appendix 2 National attendance and absence codes

Code	Definition
/	Present, morning
\	Present, afternoon
L	Late before register closes
K	Education provision arranged by local authority
V	Educational visit or trip
P	Approved sporting activity
W	Work experience
B	Other approved educational activity
D	Dual registered at another school
C1	Regulated performance or regulated employment abroad
M	Medical or dental appointment
J1	Interview for employment or admission to another educational institution
S	Study leave for a public examination
X	Non-compulsory school-age pupil not required to attend
C2	Compulsory-school-age pupil on an approved part-time timetable
C	Leave of absence for exceptional circumstances
T	Parent travelling for occupational purposes



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Code	Definition
R	Religious observance
I	Illness, not medical or dental appointment
E	Suspended or permanently excluded while still on roll
Q	Unable to attend because of lack of access arrangements
Y1	Transport normally provided not available
Y2	Widespread disruption to travel
Y3	Part of school premises closed
Y4	Whole school site unexpectedly closed
Y5	Criminal justice detention
Y6	Public-health guidance or law
Y7	Other unavoidable cause
G	Holiday not granted by the School
N	Reason not yet established; replace within five school days
O	Absent in other or unknown circumstances
U	Arrived after register closed
Z	Prospective pupil not yet on admission register
#	Planned whole-school closure



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The School will use the current national code definitions and accompanying DfE guidance. Local administrative labels may be used within the management information system, but statutory returns will use the correct national code.

Appendix 3 Admission register

- The School will maintain an electronic admission register for all admitted pupils.
- The local authority will be notified when a pupil is added or deleted at a non-standard transition point.
- A back-up copy will be made at least monthly.
- Each register entry and each back-up copy will be preserved for six years for the applicable statutory period.
- A pupil may be deleted only on a ground permitted by regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024.
- Required pupil, parent, address, destination-school and deletion-ground information will be supplied to the local authority.

Appendix 4 Attendance register

- The School records attendance for pupils of compulsory and non-compulsory school age in accordance with the 2024 Regulations.
- The register is electronic, backed up at least monthly and each entry is preserved for six years from the date it was made.
- The statutory register is taken twice daily, once in the morning session and once in the afternoon session.
- For each pupil, the register records whether the pupil is present, arrives before the register closes, is attending an approved place other than school, or is absent.
- Approved off-site activity may include local-authority education provision, an educational visit, sporting activity, work experience or another approved educational activity.
- Absence is recorded using the current national codes for leave of absence, other authorised reasons, unavoidable causes and unauthorised absence.
- Records are analysed to identify individual and cohort patterns and support early intervention.

Operational verification before approval: confirm registration times, named contacts, email addresses and local-authority reporting routes remain accurate for the 2026/27 academic year.