



Attendance Policy

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Attendance Policy

1. Introduction: Purpose and Aims.....	3
2. Supporting Documentation	5
3. Responsibilities and Expectations	6
4. Repton Prep Procedures for managing attendance	9
5. Procedures of absence and lateness.....	11
6. Children Missing Education	12
7. Requesting leave of absence	13
8. Monitoring Attendance and Punctuality	15
9. Pupils absent from School due to mental or physical ill health or SEND.....	24
10. Legal intervention to improve Attendance and Punctuality.....	28
11. Maintaining and amending registers	29
12. Monitoring and review of this policy	30
13. Attendance Implementation and Assurance Checklist	31
Appendix A Registration Codes.....	41
Appendix B, C, D, E & F Attendance Letters	46

1. Introduction: Purpose and Aims

Repton Prep is committed to promoting good attendance and punctuality. School attendance and registration are an essential foundation to positive outcomes for pupils in all areas of their academic lives, as well as for their safeguarding and welfare. As such, attendance is everyone's responsibility.

Staff work hard to ensure that Repton Prep is a place that pupils want to be by creating an environment where pupils can:

- Make new friends and feel included
- Learn new things and develop skills
- Increase their confidence and self-esteem
- Improve their social skills
- Achieve their potential and fulfil their aspirations

Persistent absence is where a pupil misses 10% or more of the possible school sessions. Severe absence is where a pupil misses 50% or more of the possible school sessions. These definitions include both authorised and unauthorised absence. This policy has regard to the Department for Education's statutory guidance, *Working Together to Improve School Attendance*, July 2026.

This is a whole-School policy applying to all registered pupils, including children in the EYFS. The School records and monitors the attendance of all registered pupils, regardless of age. Statutory parental duties and attendance-enforcement provisions apply only where specified in law, including in relation to pupils of compulsory school age.

For pupils to benefit fully from the educational opportunities provided by Repton Prep, they must have high levels of attendance and punctuality. Ineffective registration and poorly executed follow up procedures can increase the risks of truancy and educational underperformance, which can have a negative effect on personal and social development. Poor attendance or a child going missing from school is a potential indicator of abuse or neglect or may indicate that the pupil is at risk of harm.

This policy should be read alongside:

- Behaviour Policy
- Pupil Health and Wellbeing Policy
- Parent Contract and School Terms and Conditions
- Repton Prep Safeguarding and Child Protection Policy
- EYFS and Years 1-8 Supervision of Pupils policies

- Children Missing Education Policy
- Missing Child Policy
- Pupil Code of Conduct
- Admissions Policy
- SEND Policy
- Equality, Diversity, Inclusion & Belonging Policy
- EYFS Policy

This policy aims to provide a clear framework which complies with statutory requirements and sets out procedures for identifying and addressing situations where pupils fail to attend regularly, or punctually, or go missing.

The primary aims are to:

- Set out the attendance and punctuality expectations of the school.
- Set out responsibilities of the parents.
- Ensure daily attendance registers are taken and maintained appropriately.
- Monitor level of attendance and punctuality, spot trends and listen to and understand reasons for absence.
- Provide support, advice and guidance to families.
- Work with the Local Authority to help families improve attendance.

2. Supporting Documentation

This policy has regard, where applicable, to the following legislation, statutory guidance and related government guidance:

- Education Act 1996.
- Education Act 2002.
- Equality Act 2010.
- Children and Families Act 2014.
- Education (Independent School Standards) Regulations 2014
- School Attendance (Pupil Registration) (England) Regulations 2024
- Working Together to Improve School Attendance, July 2026.
- *Keeping Children Safe in Education 2026*
- Supporting Pupils at School with Medical Conditions statutory guidance.
- Education for Children with Health Needs Who Cannot Attend School statutory guidance.
- SEND Code of Practice.
- Statutory Framework for the Early Years Foundation Stage, September 2026

3. Responsibilities and Expectations

Responsibility of the Governing Body

- Recognise and promote the importance of school attendance and punctuality.
- Ensure school leaders fulfil expectations and statutory duties.
- Regularly review (scrutinise with challenge) attendance and punctuality data, discussing and challenging trends, and helping school leaders focus improvement efforts on the individual pupils or cohorts who need it the most.
- Ensure school staff receive adequate training on attendance.
- Share effective practice on the management and improvement of attendance and punctuality across schools.

The governing body, through the appropriate committee, will scrutinise attendance information at suitable intervals. This will include overall attendance, punctuality, persistent and severe absence, relevant pupil cohorts, safeguarding concerns connected with absence, support and interventions provided and evidence of their impact.

Governors will seek assurance that statutory registration, reporting, safeguarding and local-authority requirements are being met and that the Attendance Policy is implemented effectively and consistently in practice.

Responsibility of the School

Every pupil of compulsory school age is entitled to an efficient, full-time education suitable to their age, aptitude and any special educational needs they may have. Repton Prep has high expectations for the attendance and punctuality of all pupils and will work in partnership with pupils and families to achieve these.

The School will:

- Develop and maintain a culture that promotes the benefits of regular attendance and punctuality.
- Maintain accurate electronic admission and attendance registers.
- Ensure that every registered pupil, regardless of age, has their attendance recorded.
- Publish the start and finish of the school day and statutory registration and closing times.
- Follow up unexplained absence promptly after each statutory registration session.
- Monitor and analyse attendance and punctuality weekly.
- Identify individual pupils, cohorts and emerging patterns requiring support.
- Intervene before absence becomes persistent or severe.
- Listen to pupils and parents and seek to understand barriers to attendance.
- Provide or facilitate appropriate support and reasonable adjustments.
- Work with Derbyshire County Council and other agencies where appropriate.
- Make all required admission, attendance and sickness returns.
- Preserve admission and attendance-register entries for six years from the date on which each entry was made.

- Monitor and evaluate the impact of attendance strategies and interventions.

Repton Prep uses 95% as an internal monitoring benchmark. This does not create an entitlement to miss 5% of school sessions, and the School will not wait until attendance falls below 95% or reaches the persistent-absence threshold before considering support.

Attendance Contacts

Senior Attendance Champion: Mrs Kellee Cavill, Deputy Head Pre-Prep and Deputy DSL
Contact: kcavill@repton.org.uk 01283707118

Day-to-day absence should be reported to the Repton Prep Office prepoffice@repton.org.uk or 01283 707100.

Requests for leave of absence should be submitted in advance to prephead@repton.org.uk

Pupils and parents seeking attendance support should contact the Senior Attendance Champion, Mrs Kellee Cavill, at kcavill@repton.org.uk or on 01283 707118.

Staff Training

Attendance expectations, registration procedures and staff responsibilities form part of staff induction and are regularly refreshed through appropriate training and professional development.

Staff with specific responsibility for registration, attendance monitoring, data analysis, safeguarding, SEND or family support will receive role-appropriate training. All teaching and non-teaching staff will understand their contribution to promoting attendance and responding to absence.

Responsibility of Parents and Guardians

A child reaches compulsory school age on the prescribed day following their fifth birthday or, where their fifth birthday falls on a prescribed day, on that day. The prescribed days are 31 December, 31 March and 31 August.

Parents and guardians are expected to:

- Ensure that their child attends every session for its full duration unless there is a statutory reason for absence or leave has been granted by the School.
- Ensure that their child arrives at school punctually and follows the School's late-arrival procedures.
- Notify the School as soon as possible and by the start of the school day where their child will be absent.
- Provide the reason for absence and, where possible, the expected date of return.
- Maintain up-to-date contact details and provide more than one emergency contact number wherever reasonably possible.

- Work with the School and relevant agencies to understand and overcome barriers to attendance.
- Attend attendance meetings and engage with agreed support.
- Request leave of absence in advance and understand that leave will be granted only in exceptional circumstances at the Head's discretion.
- Arrange holidays and recreational travel during school holidays.
- Arrange routine medical and dental appointments outside school hours wherever possible.
- Inform the Head where a pupil will reside during term time with someone other than their parent or educational guardian.

The School determines the appropriate attendance or absence code for each session in accordance with the statutory requirements and the circumstances of the absence. A parent's notification does not, by itself, determine whether an absence is recorded as authorised.

The School will not routinely require medical evidence to record illness-related absence. Reasonable evidence may be requested in a minority of cases in accordance with the medical-evidence section of this policy.

Responsibility of Pupils

Pupils are expected, in a manner appropriate to their age and understanding, to:

- Attend school regularly and punctually.
- Arrive at lessons and activities on time.
- Follow the School's procedures for late arrival.
- Speak to a trusted adult if they are experiencing difficulties that affect their attendance or punctuality.
- Engage with support intended to help them attend regularly.

Patterns of lateness will be discussed with the pupil and parents so that the reasons can be understood and appropriate support put in place. Any response under the Behaviour Policy will be reasonable, proportionate, age-appropriate and limited to circumstances within the pupil's control. A pupil will not be punished for lateness caused by circumstances outside their control.

Formal notification of absence must normally be provided by a parent or guardian rather than by the pupil alone.

4. Repton Prep Procedures for managing attendance

Registration

Repton Prep maintains electronic admission and attendance registers in accordance with the School Attendance Pupil Registration England Regulations 2024. Every registered pupil, regardless of age, is included in the attendance register.

The statutory attendance register is taken at the beginning of each morning session and once during each afternoon session. Each register is taken at the published time for all registered pupils.

Form Tutors or designated staff are responsible for submitting the morning register. The member of staff designated for the afternoon session is responsible for submitting the afternoon register. Where that member of staff is absent, the member of staff providing cover assumes this responsibility.

Registers must be completed promptly and accurately through iSAMS. The statutory register will be opened at the published registration time. Staff should normally complete their initial submission within ten minutes. The register remains open for the published period to allow the correct recording of pupils arriving late.

The appropriate national attendance or absence code must be recorded for every registered pupil for each statutory session. Teaching staff may initially submit present or absent information in accordance with the School's operational procedures, but the School Office must ensure that the correct national code is entered promptly. Internal or local codes must not replace the national attendance codes.

A pupil may be recorded as present only where their physical presence at the School has been confirmed. Staff must not rely solely on another pupil reporting that they have seen the pupil.

Where a pupil is attending an authorised lesson, intervention, assessment, appointment or activity elsewhere on the School site, the staff responsible for that activity must confirm the pupil's presence promptly so that the statutory register is accurate.

Pupils undertaking approved education or an approved supervised activity away from the School will be recorded using the appropriate national code. The School will have arrangements to confirm and follow up their attendance at that activity.

A pupil arriving after the register has opened but before it closes will be recorded using Code L, and their arrival time will be recorded.

A pupil arriving after the register has closed will be recorded using Code U unless another absence code more accurately describes the circumstances.

Pupils in Years 3–8 arriving late must report immediately to the School Office. Parents of Pre-Prep pupils arriving late must accompany their child to the designated entrance or office and ensure that a member of staff is aware of the child's arrival.

The School Office and relevant staff remain responsible for ensuring that the attendance register is amended accurately.

On each occasion when the statutory register is taken, the appropriate national attendance or absence code will be recorded for every registered pupil. The current national codes and their statutory meanings are set out in Appendix A.

Statutory registration times

Although the timing of lessons, form periods and other daily routines differs between Pre-Prep, Years 3 and 4, and Years 5 to 8, all pupils registered at Repton Prep under the same Department for Education registration number will be included in the statutory attendance register at the same time.

The statutory morning attendance register will be taken at 8.25am for all registered pupils and will remain open for 20 minutes, closing at 8.45am. The statutory afternoon attendance register will be taken at 2.00pm for all registered pupils and will remain open for 20 minutes, closing at 2.20pm.

A pupil who arrives after the register has been taken but before it closes will be recorded using Code L. A pupil who arrives after the register has closed will be recorded using Code U, unless another national absence code more accurately describes the circumstances.

Where lesson, form, lunch or activity timings differ between sections of the School, additional class, lesson, boarding, welfare or “soft” registers may be taken to ensure that every pupil is accounted for throughout the school day. These checks form part of the School’s safeguarding and supervision arrangements but do not replace, amend the timing of or constitute either of the two statutory attendance registers. Information from these additional checks will be communicated promptly to the School Office where it affects the accuracy of the statutory register or raises a concern about a pupil’s whereabouts.

The register codes and explanation note are set out in Appendix A.

5. Procedures of absence and lateness

Parents must notify the Repton Prep Office of their child's absence as soon as possible and by the start of the first day of absence:

Email: prepoffice@repton.org.uk

Telephone: 01283 707100

Parents should provide the reason for absence and, where possible, the expected date of return.

Following each statutory registration session, the School Office will identify every unexplained absence and take reasonable steps to establish the pupil's whereabouts and the reason for absence.

Where no explanation has been received, parents or carers will be contacted promptly.

Where reasonably possible, the School will hold more than one emergency contact number for each pupil and will use alternative contacts if the first contact cannot be reached.

Where a pupil has a foster carer, social worker, Youth Offending Team worker or other relevant professional, they will be contacted where appropriate to the pupil's circumstances and safeguarding needs.

Where a satisfactory reason has already been received and recorded, further first-day contact may not be necessary unless the pupil's circumstances or safeguarding needs require it.

If absence continues without explanation, further contact and proportionate safeguarding action will be undertaken. All enquiries, attempted contacts, decisions and actions will be recorded.

Where the reason for absence has not been established when the register is taken, Code N will be entered. The code will be amended as soon as the reason is established and no later than five school days after the session. If no reason is established within five school days, Code N will be replaced with Code O.

Where records indicate that a pupil may be on site but their location has not been confirmed, the School Office will make prompt and proportionate enquiries with the relevant staff and departments. Information will be shared only with those who need it to establish the pupil's whereabouts and safeguard the pupil.

If a pupil who is known or believed to be on site cannot be located, the Missing Child Policy will be implemented immediately.

6. Children Missing Education

A child missing education is a child of compulsory school age who is not registered at a school and is not receiving suitable education otherwise. A pupil who remains registered at Repton Prep but is absent or attending irregularly is not automatically a child missing education. Their absence will be managed through the School's attendance and safeguarding procedures.

Where a pupil leaves without a confirmed destination, fails to take up an expected school place or may otherwise meet the statutory definition of a child missing education, the School will make the required notification or referral to Derbyshire County Council and cooperate with subsequent enquiries.

The School will make and record reasonable enquiries promptly. A pupil will not be removed from the admission register unless a prescribed statutory ground has been met and all associated requirements have been completed.

7. Requesting leave of absence

Parents should submit requests for leave of absence in advance to prephead@repton.org.uk.

Authorised absence

The School will record each absence using the national attendance or absence code that accurately reflects the circumstances of the session.

An absence is recorded as authorised where the circumstances meet the statutory requirements for an authorised absence code. These circumstances may include illness, a medical or dental appointment, religious observance, suspension, certain unavoidable causes or leave of absence granted by the School.

A parent's notification does not, by itself, determine whether an absence is authorised. The School will consider the information provided, make reasonable enquiries where necessary and determine the appropriate national code.

Discretionary leave of absence is distinct from other forms of authorised absence. Where a parent requests leave for exceptional circumstances, the application will be considered individually by the Head, taking account of the specific facts, circumstances and relevant background context. Where leave is granted, the Head will determine its duration.

No particular event or category of event automatically creates an entitlement to leave. Where leave is granted, the Head will determine its duration.

A need or desire for a holiday, leisure activity or recreational travel will not normally constitute an exceptional circumstance. Leave will not be granted for a pupil to take part in protest activity during school hours.

Approved Education Away from School

Where a pupil attends approved education or an approved supervised activity away from the School, the appropriate approved-education code will be used.

Before approving the activity, the School will be satisfied that the activity, provider, supervision and safeguarding arrangements meet the relevant statutory requirements. Arrangements will be in place to confirm the pupil's attendance and follow up any unexpected or unexplained absence promptly.

Absence may be recorded using Code R where the day is exclusively set apart for religious observance by the religious body to which a parent belongs.

Where more than one day is requested, only the day formally set apart may be recorded using Code R. Any additional leave must be considered separately.

Parents should arrange routine medical and dental appointments outside school hours wherever possible. Where this is not possible, leave should be requested or notified in advance and the pupil should be absent for only the minimum time necessary.

If the pupil is physically present at school when the statutory register is taken and subsequently leaves for an appointment, no absence is recorded for that session.

Unauthorised absence

Circumstances that would not ordinarily justify leave include birthdays, shopping, haircuts, routine non-urgent appointments and holidays or recreational travel.

However, every leave request will be considered individually. The School will not operate a blanket policy that automatically grants or refuses leave solely because it falls within a named category.

8. Monitoring Attendance and Punctuality

8.1 Monitoring and analysing attendance

The School will monitor and analyse attendance, absence and punctuality data regularly to identify individual pupils and groups of pupils who may require additional support. The School will seek to identify emerging concerns at an early stage and will not wait for a pupil's attendance to reach the persistent absence threshold before considering appropriate action.

Monitoring will include:

- attendance and absence for morning and afternoon sessions;
- authorised and unauthorised absence;
- punctuality and late arrival before or after the register has closed;
- the reasons for absence and the attendance and absence codes used;
- patterns of absence on particular days or during particular sessions;
- the number of sessions and amount of education missed; and
- where appropriate, attendance at lessons or activities within a school session.

The School will:

- monitor and analyse individual attendance patterns and emerging trends at least weekly;
- undertake more detailed analysis at individual pupil, cohort, year-group and whole-School level at least half-termly;
- identify changes in attendance or punctuality at an early stage;
- consider patterns relating to pupils with SEND, pupils with long-term physical or mental health conditions, pupils with a social worker, looked-after pupils, young carers, boarders and day pupils, and any other relevant groups within the School community;
- review the use of individual attendance and absence codes and identify any unusual or recurring patterns;
- consider the amount of education missed and the impact on the pupil's learning, engagement, safeguarding and wellbeing, rather than relying solely on headline percentages;
- benchmark attendance data against relevant local, regional or national information, or comparable data, where this is available and appropriate;
- provide appropriate attendance information to relevant staff, senior leaders and the Governing Body; and
- use its analysis to evaluate the effectiveness of attendance support and inform future action.

Persistent absence is where a pupil misses 10% or more of possible school sessions.

Severe absence is where a pupil misses 50% or more of possible school sessions. These definitions relate to possible morning and afternoon sessions and not to the number of calendar days missed.

The School will monitor these thresholds but will provide support according to the pupil's individual circumstances and emerging pattern of absence. Support will not be delayed until a particular percentage or threshold has been reached.

8.2 Responsibilities for attendance monitoring

Attendance is everyone's responsibility. All members of staff must be alert to attendance and punctuality concerns and to any safeguarding, welfare, health or educational issues that may be contributing to absence.

Teaching staff and form tutors are responsible for:

- completing attendance registers accurately and within the specified registration period;
- monitoring the attendance and punctuality of pupils in their forms, classes and activities;
- reporting concerns, patterns or unexplained absences promptly to the Senior Attendance Champion and, where safeguarding concerns arise, to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead;
- listening to pupils and sharing relevant information about barriers to attendance; and
- supporting agreed attendance plans, pastoral interventions and reasonable adjustments.

The Senior Attendance Champion is responsible for:

- providing leadership and oversight of the School's approach to attendance;
- promoting a whole-School culture of good attendance and punctuality;
- monitoring and analysing attendance and absence data at least weekly;
- identifying individual pupils and groups whose attendance or punctuality gives cause for concern;
- ensuring that emerging concerns are addressed before patterns become established;
- coordinating appropriate support and intervention;
- working with the Designated Safeguarding Lead, relevant staff, pupils and parents to understand barriers to attendance;
- ensuring that attendance concerns are considered alongside safeguarding, SEND, health and pastoral information;
- liaising with the local authority and relevant external agencies where additional support is required;
- overseeing support for persistently and severely absent pupils;
- reporting attendance patterns, emerging concerns and the effectiveness of interventions to the Head, Senior Management Team and Governing Body; and
- ensuring that statutory attendance returns are made accurately and within the required timescales.

The School Office is responsible for:

- checking that morning and afternoon registers have been completed accurately;
- following up missing or incomplete register entries promptly;
- contacting parents where the reason for an absence or late arrival has not been established;

- recording information received from parents and applying or arranging the application of the appropriate attendance or absence code;
- recording the time of arrival for pupils who arrive late;
- escalating unexplained or unexpected absence in accordance with the School's safeguarding and missing-child procedures; and
- maintaining appropriate records of contact, actions and statutory returns.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads will ensure that attendance concerns are considered as potential safeguarding indicators. Where a pupil has a social worker or youth offending team worker, unexplained absence will be shared with that professional where appropriate.

The Senior Management Team will review attendance and absence data regularly and at least half-termly. Pupils of concern, relevant cohorts, emerging trends and the effectiveness of support will be considered more frequently where circumstances require.

The Governing Body will receive appropriate attendance information and will provide oversight and challenge regarding attendance patterns, the groups and pupils requiring support, the effectiveness of the School's response and the fulfilment of statutory duties.

8.3 Working with pupils and parents

Where an emerging pattern of absence or lateness is identified, the School will contact the pupil's parents and, where appropriate, meet with the pupil and their parents to:

- listen to and understand the reasons for absence or lateness;
- identify barriers within and outside School;
- consider the pupil's views and individual circumstances;
- discuss the amount of education missed and the impact on learning, engagement and wellbeing;
- agree the support, adjustments or actions required;
- identify the person responsible for each action;
- establish how and when progress will be reviewed; and
- consider whether support from the local authority or another external agency is required.

The School will communicate attendance information in a way that helps pupils and parents understand the number of sessions or amount of education missed and its possible impact. Attendance percentages may be provided but will not be used in isolation.

The level of support will increase where absence becomes more frequent, persistent or severe. Support will be individual, proportionate and regularly reviewed.

8.4 Internal attendance indicators

The School may use internal attendance or punctuality indicators to prompt monitoring, contact with parents, a meeting or an offer of support. These indicators are intended to support early identification and intervention. They are not statutory penalty-notice thresholds and will not prevent the School from acting sooner where concerns arise.

A pupil's attendance falling below the School's internal attendance ambition will prompt consideration of their individual attendance pattern and circumstances. It will not automatically result in a predetermined response or sanction.

As an independent school, the School is not included in the statutory penalty-notice scheme. Attendance monitoring will not therefore result in the School issuing, or requesting the local authority to issue, a penalty notice for absence.

8.5 Responding to attendance concerns

The School will adopt a support-first approach and will respond according to the pupil's individual circumstances. The response may include:

- an initial telephone call or communication with the pupil's parents to discuss the concern;
- a meeting with the pupil and their parents to understand barriers and agree actions;
- confirmation in writing of the attendance concern, discussion, support offered and actions agreed;
- an attendance support or action plan with clear responsibilities and review dates;
- appropriate pastoral support or reasonable adjustments;
- involvement of the Designated Safeguarding Lead, SEND staff, health staff or other relevant members of the School;
- referral to, or joint working with, relevant external services;
- liaison with the local authority, including consideration through a Targeting Support Meeting where appropriate; and
- regular review of progress and the effectiveness of support.

The template letters in Appendices B to F may be used as part of this process but will be adapted to the individual circumstances. The School will not operate an automatic sequence based solely on an attendance percentage or issue standardised warnings without first considering the reasons for absence, the support required and any safeguarding, SEND, disability or health factors.

Where attendance improves, the School will acknowledge this and decide whether support should continue, be adjusted or come to an end. Where attendance does not improve or declines further, the School will meet with the pupil and their parents, review the barriers and support already provided, and consider what additional or more formal support is appropriate.

Medical evidence will not be required routinely and blanket requirements for medical evidence will not be imposed. Evidence may be sought in a minority of cases where it is reasonably necessary to establish the reason for an absence or to understand complex,

long-term or frequently recurring health needs and identify appropriate support. Any request will be reasonable and proportionate.

Where a parent does not engage with support and attendance concerns continue or intensify, the School will work with the local authority or other relevant partners to formalise support where appropriate.

8.6 Persistent and severe absence

Where a pupil is persistently or severely absent, the School will:

- meet with the pupil and their parents to understand the barriers to attendance;
- review the support and reasonable adjustments already provided;
- agree or update an individual attendance support plan;
- intensify support in proportion to the level and complexity of need;
- work with the local authority and relevant external services where support beyond the School is required;
- consider safeguarding risks and whether a referral under the School's safeguarding procedures is necessary;
- involve the pupil's social worker, youth offending team worker or other relevant professional where applicable;
- consider the pupil's SEND, disability or health needs and any reasonable adjustments required; and
- review the pupil's progress regularly.

For severely absent pupils, the School will seek to agree a joint approach with the local authority and other relevant partners. The School will maintain regular contact with the pupil and their family and will seek to ensure that the pupil remains safe, supported and able to access a suitable education.

8.7 Referral and further action

Where attendance concerns remain unresolved despite appropriate support, or where support is not engaged with, the School may refer the matter to the local authority so that further support or any other available statutory action can be considered. Decisions about statutory attendance enforcement are matters for the local authority acting within its legal powers.

Any action available to the School under the Parent Contract, Terms and Conditions or other relevant School policies will be considered separately and on the individual facts of the case. Before taking such action, the School will consider the pupil's safeguarding and welfare, the reasons for absence, the support already offered, SEND or health needs, disabilities and any reasonable adjustments required.

The School's approach to monitoring and intervention is intended to prevent poor attendance, provide support at an early stage and secure sustained improvement. It will not be applied as an automatic or purely punitive process.

Staff must report attendance and punctuality concerns through the School's attendance procedures to the Senior Attendance Champion or designated attendance contact.

Where absence, lateness or information obtained through follow-up indicates a safeguarding concern, staff must also report this immediately to the DSL or a deputy in accordance with the Safeguarding and Child Protection Policy.

Where an attendance concern is identified, the School will:

1. Contact the pupil and parents to listen to and understand the barriers.
2. Agree appropriate actions, support and reasonable adjustments.
3. Record the agreed actions, responsibilities and review date.
4. Monitor attendance and recognise improvement.
5. Adapt or intensify support where improvement is not achieved or sustained.
6. Work with Derbyshire County Council and other agencies where wider or formal support is required.
7. Consider formal or legal intervention only where support is unsuccessful, is not engaged with or would not be appropriate.

The response will be tailored to the pupil's circumstances and will not depend solely on a fixed attendance percentage or automatic letter sequence.

8.8 Parent Communication

Parents will be regularly informed about their child's attendance and absence.

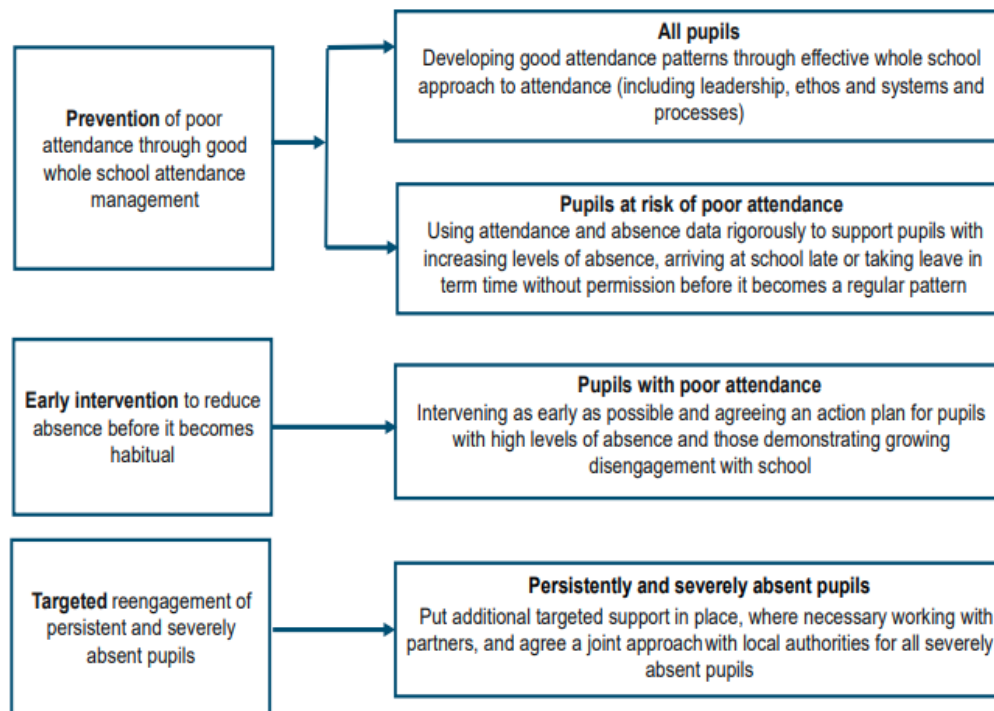
Communications will not rely solely on headline percentages but may explain the number of sessions or days of education missed, emerging patterns and the possible impact on learning, routines, relationships, wellbeing and engagement. Improvements in attendance will also be recognised.

8.9 Return to School Support

Following a lengthy or unavoidable period of absence, the School will work with the pupil and family to support a successful return, rebuild confidence and address gaps in learning or engagement. A reintegration plan will be used where appropriate and reviewed with the pupil and parents.

Repton Prep follows the graduated approach to attendance improvement set out in the Department for Education's statutory guidance. This begins with effective whole-school prevention and promotion for all pupils, followed by early identification and support where concerns emerge. As absence increases, support will be intensified and, where appropriate, coordinated with Derbyshire County Council and other relevant partners.

Effective school attendance improvement and management



Department for Education, *Working Together to Improve School Attendance*, July 2026, page 49.

8.11 Young Carers and Pupils with Social Workers

The School recognises that some pupils may have caring responsibilities and will be alert to the needs of young carers, recognising that these responsibilities may affect their attendance, attainment, behaviour and wellbeing. The School will seek to identify young carers at an early stage, listen to and understand their individual circumstances, and provide appropriate pastoral and attendance support. Where additional support is required, the School will work with parents or carers, relevant external organisations, health services and the local authority, including community-based Early Help or Family Help services, as appropriate. Safeguarding concerns will be managed in accordance with the School's Safeguarding and Child Protection Policy.

Where a pupil has a social worker and/or Youth Offending Team worker, the School will inform them of unexplained absence and significant or emerging attendance concerns where appropriate.

They will be involved in attendance planning where appropriate, particularly where absence is persistent or severe or where a temporary part-time timetable is being considered.

8.12 EYFS Attendance

Although children below compulsory school age are not subject to the statutory parental duty to secure regular school attendance, regular attendance supports their learning, development, wellbeing and safeguarding.

Attendance for all registered EYFS children will be recorded and monitored. Unexplained absence and emerging patterns will be followed up promptly with parents and, where appropriate, through the School's safeguarding procedures.

The School will work with families to understand barriers and provide appropriate support. Statutory attendance enforcement provisions will not be applied to a child who is not yet of compulsory school age.

8.13 Attendance correspondence with parents

The School may use the template letters contained in the appendices to support communication with parents about attendance and punctuality. The letters form part of the School's support-first approach and are intended to promote constructive engagement with pupils and families.

The letters do not constitute an automatic escalation or sanction process. A particular letter will not be issued solely because a pupil's attendance has reached a specified percentage. Before correspondence is sent, the School will consider the pupil's individual circumstances, the pattern and reasons for absence, the amount of education missed, the support already provided and any relevant safeguarding, SEND, disability, physical or mental health, young-carer or family factors.

The letters will be selected and adapted as follows:

Letter	Purpose and circumstances for use
Letter A – Initial attendance concern	Used where an emerging pattern of absence or another attendance concern has been identified and the School wishes to understand the circumstances, offer support and establish an appropriate review point.
Letter B – Improved attendance	Used where attendance has improved following contact, support or agreed action. The letter will acknowledge the improvement and confirm whether monitoring or support will continue.
Letter C – Attendance review meeting	Used where attendance has not improved sufficiently, concerns have increased or the support already provided requires review. The letter invites the pupil and parents to contribute to a meeting and the development or revision of an attendance support plan.
Letter D – Persistent or severe absence	Used where absence is persistent or severe and support needs to be intensified. The letter may confirm formal review arrangements and explain that the School may work with the local authority or other relevant agencies to coordinate additional support.
Letter E – Punctuality concern	Used where a recurring pattern of late arrival has been identified and the School needs to understand the barriers, offer support and agree actions to improve punctuality.

Principles for using attendance letters

When preparing and sending attendance correspondence, the School will:

- include the number of morning or afternoon sessions missed and, where helpful, the approximate number of school days or hours of education lost;
- explain the pattern and impact of absence or lateness rather than relying solely on an attendance percentage;
- distinguish clearly between factual attendance information and the School's concerns;
- avoid language that presents authorised illness or unavoidable absence as misconduct;
- make reasonable efforts to speak with the pupil and their parents before, or alongside, formal written correspondence;
- invite pupils and parents to explain the barriers affecting attendance and contribute to decisions about support;
- adapt correspondence to reflect the pupil's individual circumstances, including any safeguarding, SEND, disability, physical or mental health, young-carer or family considerations;
- explain the support, reasonable adjustments or external assistance available;
- identify any actions agreed, the person responsible for each action and the date on which progress will be reviewed;
- avoid routine or blanket requests for doctors' notes or other medical evidence;
- request medical or other evidence only where it is reasonable and proportionate, including where there is genuine and reasonable doubt about the reason given or where evidence is needed to understand complex, prolonged or recurring needs and identify suitable support;
- retain an appropriate record of correspondence, telephone calls, meetings, support offered, agreed actions and review outcomes;
- involve the pupil's social worker, youth offending team worker or other relevant professional where appropriate and in accordance with safeguarding and information-sharing arrangements;
- work with the local authority and relevant partners to agree a joint approach for severely absent pupils; and
- review and increase support where absence becomes more frequent, persistent or severe.

As an independent school, Repton Prep is not included in the statutory penalty-notice scheme. Attendance correspondence will not state or imply that the School may issue, or request the local authority to issue, a penalty notice for absence.

Where attendance concerns remain unresolved despite appropriate support, or where support is not engaged with, correspondence may explain that the School may refer the matter to the local authority so that further support or any other available statutory action can be considered.

Any action available to the School under the Parent Contract, Terms and Conditions or other School policies will be considered separately and on the individual circumstances. It will not form an automatic consequence of reaching a particular attendance percentage.

9. Pupils absent from School due to mental or physical ill health or SEND

9.1 Pupils Experiencing Anxiety About Attendance

Some pupils may experience anxious feelings about attending school for reasons including friendships, bullying, learning, examinations, SEND, physical or mental health, transitions or circumstances outside school.

The School will listen to the pupil and family, seek to understand the underlying barriers and agree appropriate support or reasonable adjustments. The aim will be to maintain regular attendance wherever possible and avoid prolonged absence increasing anxiety about returning.

School staff are not expected to diagnose or treat physical or mental health conditions. They will work with families, health professionals and other agencies where appropriate.

9.2 Pupils who face more complex barriers to attendance

Some pupils may face more complex barriers to attendance, including pupils with long-term physical or mental health conditions and pupils with special educational needs and disabilities (SEND). These pupils have the same right to a suitable, full-time education as any other pupil and the School's attendance ambition for them remains the same. However, additional support or reasonable adjustments may be required to help them attend regularly. The School will seek to understand the individual needs and circumstances of the pupil and their family. It will listen to the pupil and their parents, identify the barriers affecting attendance and work in partnership with them to put appropriate support in place. Support arrangements will be recorded, reviewed regularly and amended where necessary. Where needs cannot be met by the School alone, the School will work with the local authority, health services and other relevant agencies.

9.3 Pupils with physical or mental health conditions

School staff are not expected to diagnose or treat physical or mental health conditions. However, where a pupil's physical or mental health affects their attendance, the School will work with the pupil, their parents and relevant professionals with the aim of supporting the underlying health need and improving attendance as much as possible.

The School will, where appropriate:

- facilitate relevant pastoral support;
- listen to and take account of the pupil's views;
- consider adjustments to the School's practices, routines and policies;
- make reasonable adjustments in accordance with section 20 of the Equality Act 2010 where the pupil is disabled;
- agree and regularly review adjustments with the pupil and their parents;
- consider whether a time-limited phased return to School would be appropriate;
- make use of school nursing services, mental health support teams and other relevant health services where these are available;
- consider whether support or referrals involving the local authority, children and young people's mental health services, GPs or other external services would be appropriate; and

- work with external professionals to deliver and review any agreed support.

Medical evidence will not routinely be required to record an absence due to illness and should be needed only in a minority of cases. Where a pupil has complex, long-term or frequently recurring health needs, the School may seek appropriate medical evidence to understand those needs and identify the most suitable support or educational provision. Any request for evidence will be reasonable and proportionate.

9.4 Pupils with special educational needs and disabilities

For pupils with SEND, the School will:

- work in partnership with the pupil and their parents to develop an individual approach to attendance support;
- ensure, where applicable, that the provision specified in the pupil's Education, Health and Care Plan (EHCP) can be accessed;
- identify and seek to remove in-school barriers to attendance;
- consider appropriate support or reasonable adjustments relating to uniform, transport, routines, access to support in School, lesson transitions, sensory needs, mealtimes and other aspects of the school day;
- provide joined-up pastoral support where required;
- review regularly whether the support and adjustments remain appropriate and effective; and
- work with relevant external professionals and services where additional support is required.

Where a pupil has an EHCP, the School will communicate with the local authority if the pupil's attendance falls or barriers to attendance arise that relate to the pupil's identified needs. Where necessary, the School will work with the local authority, the pupil and their parents to review the EHCP and consider whether it should be amended to include additional or different attendance support.

9.5 Temporary part-time timetables

All pupils of compulsory school age are entitled to a suitable, full-time education. A part-time timetable will not be used as a long-term solution or as a means of managing a pupil's behaviour.

In very exceptional circumstances, where it is in a pupil's best interests, the School and the parent with whom the pupil normally lives may agree that the pupil should temporarily receive less than full-time education through a time-limited part-time timetable designed to meet the pupil's individual needs.

Any temporary part-time timetable will:

- have the agreement of the School and the parent with whom the pupil normally lives;
- be agreed with the pupil wherever appropriate, taking account of their age and understanding;
- have a clear purpose and form part of a wider support, healthcare or reintegration plan;
- have the clear ambition of supporting the pupil's return to full-time education;
- specify the dates and times when the pupil is expected to attend;
- include regular review dates involving the pupil and their parents;
- have a proposed end date and remain in place for the shortest period necessary;
- set out how the pupil will continue to receive suitable education;

- include appropriate safeguarding and welfare arrangements for the periods when the pupil is not attending School; and
- be recorded accurately in the attendance register using the appropriate attendance and absence codes.

Where the pupil has a social worker, the School will keep the social worker informed and involved. Where the pupil has an EHCP, the School will discuss the proposed timetable with the local authority so that the pupil's support package can be reviewed as quickly as possible.

The statutory attendance register will continue to be taken at the prescribed time for all registered pupils, including pupils subject to a temporary part-time timetable. Where a pupil is not required to attend a particular session under an agreed temporary part-time timetable, the appropriate attendance code will be used.

9.6 Remote education

Remote education is not a substitute for attendance at School and will not normally be used where a pupil is able to attend in person. It will be considered only as a last resort, after the School has considered whether appropriate in-school support and reasonable adjustments could enable the pupil to attend.

Where remote education is provided to a pupil who is absent from School, it will:

- be used only where it is judged appropriate to the pupil's individual circumstances;
- normally be a temporary arrangement;
- form part of a wider support, healthcare or reintegration plan designed to support the pupil's return to attendance in person;
- have clear objectives and be reviewed regularly with the pupil and their parents;
- be suitable for the pupil's age, needs and circumstances, including any SEND or health needs;
- include appropriate arrangements for safeguarding, pastoral support and communication with the pupil and their family; and
- be coordinated with relevant external professionals where appropriate.

The provision of remote education does not mean that the pupil will be recorded as present at School. A pupil who is absent from School but receiving remote education will be recorded in the statutory attendance register using the most appropriate absence code for the reason they are unable to attend.

The School will keep a separate record of the remote education provided and will monitor the pupil's engagement, welfare and progress. Engagement with remote education will not be recorded as attendance in the statutory attendance register.

Any remote education arrangement will be reviewed regularly and will remain in place only for as long as it continues to support the pupil's needs and planned return to attendance in person.

9.7 Sickness returns

The School will make a sickness return to Derbyshire County Council where a pupil of compulsory school age has been recorded in the attendance register using Code I and the School has reasonable grounds to believe that the pupil:

- will miss 15 consecutive school days or more because of illness; or

- will reach or exceed a total of 15 school days' absence because of illness during the current school year, whether those days are consecutive or cumulative.

The School will not wait until the threshold has been reached before making the return where there are reasonable grounds to believe that it will be reached. Only one sickness return is required for the same continuous period of sickness during a school year.

9.8 Monitoring and reviewing support

The attendance of pupils with long-term physical or mental health conditions and pupils with SEND will be monitored regularly. This will include appropriate oversight by senior leaders and the Governing Body and, where relevant, consideration through Targeting Support Meetings with the local authority.

The purpose of this monitoring will be to:

- identify emerging patterns or barriers at an early stage;
- evaluate whether existing support and reasonable adjustments are effective;
- ensure that absence is recorded accurately;
- consider whether additional support from external agencies is required; and
- ensure that the pupil continues to receive a suitable education.

Where parents do not engage with offers of support and attendance concerns continue or intensify, the School will work with the local authority and other relevant partners to formalise support where appropriate. As an independent school, the School cannot issue, or request the local authority to issue, a penalty notice for absence. Where concerns remain unresolved, the School may refer the matter to the local authority so that it can consider whether further support or any other available statutory action is appropriate in the individual circumstances.

Any action available to the School under the Parent Contract, Terms and Conditions or other relevant School policies will be considered separately, taking account of the pupil's individual circumstances, safeguarding and welfare, SEND or health needs and any reasonable adjustments required.

10. Legal intervention to improve Attendance and Punctuality

The School will prioritise support and work with pupils, parents, Derbyshire County Council and other relevant partners to understand and address barriers to attendance. Support will be individual, proportionate and regularly reviewed.

Where voluntary support has not been successful or has not been engaged with, the School may refer the matter to Derbyshire County Council so that further support or any available statutory intervention can be considered.

As an independent school, Repton Prep cannot itself enter into a statutory attendance contract with a parent. Derbyshire County Council may consider whether a formal attendance contract would be appropriate. Where the local authority uses an attendance contract, the School will work with the pupil, parents and local authority, contribute relevant information and support, and assist with monitoring and reviewing the agreed arrangements. Where voluntary support or a local-authority attendance contract has not been successful, Derbyshire County Council may consider whether an Education Supervision Order would be appropriate. An Education Supervision Order is a legally binding order made through the Family Court or High Court. It gives the local authority a formal role in advising, supporting and directing the pupil and parents to secure suitable education and regular attendance. The decision to apply for an Education Supervision Order rests with the local authority.

Where all appropriate support and other available routes have been exhausted or are not considered suitable, Derbyshire County Council may consider attendance prosecution. Decisions about prosecution are made by the local authority on the individual facts and circumstances of the case.

Where safeguarding concerns arise, the School will follow its Safeguarding and Child Protection Policy and work with children's social care and other relevant agencies. Statutory children's social care involvement may be more appropriate than attendance enforcement where there are concerns that a child is in need or is suffering, or is likely to suffer, significant harm.

As an independent school, Repton Prep is not included in the statutory penalty-notice scheme. The School cannot issue, or request Derbyshire County Council to issue, a penalty notice in respect of absence from the School. Notices to Improve, the national threshold of 10 unauthorised sessions within a rolling period of 10 school weeks, penalty-notice payment rates and limits on the number of penalty notices do not apply to pupils registered at Repton Prep.

Legal attendance intervention applies only in relation to pupils of compulsory school age. Any referral or intervention will be considered individually and proportionately, taking account of the pupil's safeguarding and welfare, the reasons for absence, support already offered, SEND, disability, physical or mental health needs and any reasonable adjustments required. Any action available to the School under the Parent Contract, Terms and Conditions or other School policies will be considered separately from statutory attendance intervention and on the individual facts of the case.

11. Maintaining and amending registers

The School maintains its admission and attendance registers electronically through its management information system.

Every entry in the admission and attendance registers will be preserved for six years from the date on which the entry was made.

Where an entry is amended, the original entry will remain identifiable. The register will show:

- The original entry.
- The amended entry.
- The reason for the amendment.
- The date on which the amendment was made.
- The name or identity of the person making the amendment.

As the attendance register records a pupil's presence at the time it is taken, entries will be amended only where this is permitted or required, including where a reason for absence is established subsequently.

Routine register audits will examine timeliness, missing marks, national-code accuracy, late arrivals, amendments and supporting evidence.

12. Monitoring and review of this policy

This policy is published on the School's website and made available to parents when their child joins Repton Prep. Parents will be reminded of the policy at the beginning of each academic year and whenever material changes are made.

The policy will be reviewed annually and updated sooner where legislation, statutory guidance, local arrangements, identified attendance barriers or operational learning require this.

The School will seek and consider the views of pupils and parents when reviewing its attendance arrangements.

The Senior Attendance Champion will monitor implementation of the policy and report relevant information to the Head, SMT and the appropriate governing committee.

The Attendance Implementation and Compliance Checklist will be completed termly and used to test whether the policy is understood and implemented effectively in practice.

13. Attendance Implementation and Assurance Checklist

This is a non-statutory internal assurance tool. It is intended to support oversight of the School's attendance arrangements and their implementation in practice. Completion of the checklist does not, by itself, establish statutory or regulatory compliance.

1. Leadership and governance

- A named Senior Attendance Champion has overall responsibility for attendance.
- The Senior Attendance Champion has sufficient authority, time and resources to fulfil the role.
- Attendance responsibilities are clearly allocated to the Head, Senior Attendance Champion, DSL/DDSLs, School Office, teaching staff, form tutors and Governing Body.
- The Governing Body receives regular attendance reports covering patterns, trends, vulnerable groups, persistent absence, severe absence and the effectiveness of support.
- Attendance is included in staff induction.
- Staff responsible for registers understand the statutory registration requirements and national attendance codes.
- Staff with specialist attendance responsibilities receive appropriate additional training.
- Attendance procedures are refreshed regularly through staff training and briefings.
- The Attendance Policy is reviewed at least annually and updated when legislation or statutory guidance changes.
- The policy is readily accessible to staff, parents, pupils and governors.

2. Statutory registration arrangements

- The morning statutory register is taken at **08:25**.
- The afternoon statutory register is taken at **14:00**.
- These statutory registration times apply to all registered pupils under the School's DfE registration, irrespective of year group, phase or lesson timetable.
- Both statutory registers remain open for **20 minutes**.
- The morning register closes at **08:45**.
- The afternoon register closes at **14:20**.
- The same 20-minute registration period is applied consistently to both sessions.

- Pupils present when the register is taken are marked present using / for the morning session and \ for the afternoon session.
- A pupil arriving after the register is taken but before it closes is recorded using Code L, with the arrival time recorded.
- A pupil arriving after the register closes is recorded using Code U unless another authorised absence code applies.
- Staff understand that a pupil may not be marked present because they were seen earlier or because another pupil says they are present.
- Arrangements are in place for another member of staff to take the register when the person normally responsible is absent.
- The School Office checks promptly for missing registers, missing marks and unexplained entries.

3. Different lesson and phase start times

- The School recognises that Pre-Prep, Years 3 and 4, and Years 5 to 8 may have different lesson or activity start times.
- Different lesson times do not alter the fixed statutory registration times of 08:25 and 14:00.
- Where a section is not beginning a lesson at a statutory registration time, the member of staff teaching the pupils at registration time is responsible for taking the statutory register.
- Additional wellbeing, pastoral, house, boarding, form or “soft” registers are used where necessary to account for pupils at other points in the day.
- Soft or welfare registers are clearly distinguished from the statutory attendance register.
- A soft register is never used as a substitute for either statutory registration session.
- Procedures identify who must act when a pupil is shown as present in the statutory register but cannot subsequently be located.
- Lesson attendance is monitored separately where appropriate to identify pupils who are on site but missing lessons or activities.

4. First-day absence and safeguarding procedures

- Parents are required to notify the School on the first day of absence and provide the reason.
- The School follows up every unexpected or unexplained absence promptly.

- First-day contact is made using the pupil's available parent and emergency contact details.
- More than one emergency contact number is held wherever reasonably possible.
- Staff establish the reason for absence, the pupil's whereabouts and when the pupil is expected to return.
- Safeguarding considerations inform the urgency and nature of the School's response.
- Unexplained absence is shared with the pupil's social worker or youth offending team worker where applicable and appropriate.
- The Missing Child or Children Missing Education procedure is followed where the pupil's whereabouts cannot be established.
- If a pupil is believed to be on site but cannot be located, the Missing Child procedure is initiated immediately.
- Contact attempts, information received, decisions and actions are recorded.

5. Attendance and absence codes

- The current national attendance and absence codes are used.
- The appropriate code is entered for every registered pupil at each statutory registration session.
- Code N is used only temporarily where the reason for absence has not yet been established.
- Code N is amended to the correct code as soon as the reason is established.
- Any Code N remaining unresolved is changed to Code O no later than five school days after the relevant session.
- Code U is used only where a pupil arrives after the register has closed and no other authorised absence code applies.
- Staff understand the distinction between attending School, attending an approved educational activity, authorised absence and unauthorised absence.
- Remote education is not recorded as attendance.
- Part-time timetable absences are recorded using the appropriate national code.
- Any amendment to a register preserves the original entry, amended entry, reason, date and identity of the person making the amendment.

6. Attendance monitoring

- Attendance, absence and punctuality patterns are monitored at least weekly.
- Emerging concerns are identified without waiting for persistent absence thresholds to be reached.
- More detailed analysis is undertaken at least half-termly.
- Analysis takes place at individual pupil, year-group, cohort and whole-School level.
- Monitoring includes authorised absence, unauthorised absence, lateness and the use of individual codes.
- Patterns on particular days, during particular sessions or within the school day are considered.
- Analysis considers the number of sessions and amount of education missed, not percentages alone.
- Persistent absence is correctly identified as missing 10% or more of possible sessions.
- Severe absence is correctly identified as missing 50% or more of possible sessions.
- Attendance information is communicated to parents in a way that explains the amount of education missed and its possible impact.
- Relevant attendance data is reported to senior leaders and the Governing Body.
- The effectiveness of interventions is monitored and evaluated.

7. Pupil groups and individual circumstances

- Analysis considers pupils with SEND.
- Analysis considers pupils with long-term physical or mental health conditions.
- Analysis considers pupils with social workers.
- Analysis considers looked-after pupils.
- Analysis considers young carers.
- Analysis considers boarder and day-pupil patterns.
- Other relevant groups within the School community are identified through analysis.
- Decisions are not based solely on a pupil's attendance percentage.
- Attendance concerns are considered alongside safeguarding, welfare, SEND, disability and health information.
- Appropriate reasonable adjustments are identified, implemented and reviewed.

8. Young carers

- Staff are alert to the possibility that caring responsibilities may affect attendance, attainment, behaviour or wellbeing.
- Young carers are identified and recorded internally and, where applicable, through relevant statutory data arrangements.
- The pupil and their parents are involved in identifying attendance barriers and appropriate support.
- The School considers pastoral support, community-based Early Help and Family Help according to the level of need.
- Relevant external organisations, health services and local authority services are involved where appropriate.
- Where it appears that a young carer may need support, the family is informed about the right to request a young carer's needs assessment.
- Safeguarding concerns are referred in accordance with the Safeguarding and Child Protection Policy.

9. Pupils with SEND or health needs

- The School listens to the pupil and their parents and seeks to understand individual barriers.
- Staff do not attempt to diagnose or treat physical or mental health conditions.
- Appropriate pastoral support is provided.
- Adjustments to practices, routines and policies are considered.
- Formal reasonable adjustments are made under the Equality Act 2010 where the pupil is disabled.
- Adjustments are agreed and regularly reviewed with the pupil and their parents.
- Possible adjustments include uniform, transport, routines, lesson transitions, access to support, sensory needs and mealtime arrangements.
- Relevant EHCP provision remains accessible.
- The local authority is contacted where attendance barriers relate to needs identified in an EHCP.
- The need to review or amend an EHCP is considered where appropriate.
- School nursing, mental health and other relevant external services are involved where appropriate.
- Medical evidence is not requested routinely or through a blanket policy.

- Any request for medical evidence is necessary, reasonable and proportionate.
- Support and adjustments are reviewed for effectiveness.

10. Temporary part-time timetables

- A part-time timetable is used only in very exceptional circumstances and where it is in the pupil's best interests.
- It is not used to manage behaviour.
- It is agreed by the School and the parent with whom the pupil normally lives.
- The pupil's views are considered where appropriate.
- The timetable forms part of a wider support, healthcare or reintegration plan.
- The plan has a clear ambition for a return to full-time education.
- The times and dates when the pupil must attend are recorded.
- A proposed end date is specified.
- Regular review dates are recorded.
- Safeguarding and education arrangements for periods away from School are documented.
- The pupil's social worker is involved where applicable.
- The local authority is consulted where the pupil has an EHCP.
- Attendance and absence are recorded using the appropriate statutory codes.
- The pupil remains included in the statutory register taken at 08:25 and 14:00.

11. Remote education

- Remote education is considered only as a last resort.
- In-school support and reasonable adjustments are considered first.
- Remote education is normally temporary.
- It forms part of a wider plan supporting the pupil's return to attendance in person.
- The arrangement has clear objectives and review dates.
- The provision is suitable for the pupil's age, SEND, health needs and circumstances.
- Safeguarding, welfare and communication arrangements are documented.

- The pupil is marked absent using the appropriate absence code while receiving remote education.
- Engagement with remote education is monitored separately.
- Engagement with remote education is not entered as attendance in the statutory register.

12. Supporting and escalating attendance concerns

- The School adopts a support-first approach.
- The pupil and their parents are invited to explain the barriers to attendance.
- Actions, responsible persons and review dates are agreed and recorded.
- Support increases where absence becomes more frequent, persistent or severe.
- Template letters are adapted to the pupil's individual circumstances.
- Responses are not triggered automatically by percentages alone.
- Support considers safeguarding, SEND, disability, physical and mental health and reasonable adjustments.
- Wider services are involved promptly where needs extend beyond the School.
- Persistently absent pupils receive individual support and regular review.
- A joint approach is sought with the local authority and other relevant partners for severely absent pupils.
- Targeting Support Meetings are used where relevant and available.
- Where parents do not engage, the School works with the local authority or other partners to formalise support where appropriate.

13. Independent-school enforcement position

- The policy clearly states that the statutory penalty-notice scheme does not apply to the independent School.
- The School does not issue penalty notices for absence.
- The School does not ask the local authority to issue a penalty notice in respect of absence from the School.
- The national "10 sessions in 10 school weeks" penalty-notice threshold is not presented as applicable to the School.
- Any internal indicators are described as support and review triggers, not penalty-notice thresholds.

- Unresolved attendance concerns may be referred to the local authority for further support or consideration of any other available statutory action.
- The policy makes clear that decisions about statutory enforcement rest with the local authority.
- Contractual action under the Parent Contract or Terms and Conditions is considered separately.
- Before contractual action is taken, the School considers the pupil's individual circumstances, safeguarding, SEND, disability, health needs, support provided and reasonable adjustments.

14. Statutory returns

- New Pupil Returns are made to the local authority when required.
- A New Pupil Return is normally submitted within five days of the pupil being added to the admission register.
- Deletion Returns are made when required.
- A pupil is removed from the admission register only where a statutory ground for deletion is fully met.
- Attendance Returns include compulsory-school-age pupils who fail to attend regularly.
- Attendance Returns include pupils absent continuously for 10 school days where one or more of Codes G, N, O or U have been used.
- Attendance Returns are submitted at the frequency agreed with the local authority and at least once in each calendar month.
- A sickness return is made where a compulsory-school-age pupil is recorded using Code I and is expected to miss 15 school days consecutively or cumulatively during the school year.
- Only one sickness return is made for a continuous period of sickness in a school year.
- A record of every statutory return and its submission date is retained.
- Local authority officers are provided with lawful access to, or extracts from, the registers when required to perform their statutory education functions.

15. Register security and retention

- The admission and attendance registers are maintained electronically.
- Access is restricted to authorised staff.
- Every register entry is preserved for six years from the date on which it was made.

- Amendments remain auditable and do not overwrite the original entry.
- The person responsible for checking register completion is identified.
- Arrangements are in place for maintaining registration during an IT or system failure.
- Any temporary paper or contingency record is transferred accurately to the electronic register.
- Personal information is shared lawfully, securely and in accordance with the School's data-protection arrangements.

16. Termly implementation audit

At least once each term, the Senior Attendance Champion should sample and record evidence that:

- statutory registers were taken at 08:25 and 14:00;
- registers closed at 08:45 and 14:20;
- late pupils received the correct L or U code;
- missing register marks were followed up;
- unexplained absence received prompt first-day action;
- Code N entries were resolved within five school days;
- persistent and severe absence figures were accurate;
- pupils requiring early support were identified;
- attendance plans contained actions and review dates;
- reasonable adjustments were implemented and reviewed;
- remote learners remained correctly recorded as absent;
- part-time timetables were temporary, reviewed and properly coded;
- statutory returns were submitted accurately and on time;
- attendance data was considered by senior leaders and the Governing Body; and
- staff practice matched the published Attendance Policy.

Audit record

Term: _____

Date completed: _____

Completed by: _____

Evidence sampled:

Areas compliant:

Actions required:

Person responsible: _____

Completion deadline: _____

Date actions checked: _____

Reported to: _____

Signature: _____

Appendix A – Registration Codes

The School will use the national attendance and absence codes prescribed by the School Attendance (Pupil Registration) (England) Regulations 2024. The appropriate code must be entered for every pupil for each statutory morning and afternoon registration session.

For statistical purposes:

- **Attending** means the pupil is present at the School.
- **Attending an approved educational activity** means the pupil is attending an approved and appropriately supervised educational activity at another place.
- **Authorised absence** means the pupil is absent with leave or for another reason classified as authorised under the Regulations.
- **Unauthorised absence** means the pupil is absent without leave or without an acceptable reason.
- **Possible attendance** means a session included in the total number of sessions against which a pupil's attendance and absence are calculated. Authorised and unauthorised absences are both possible attendances.
- **Not a possible attendance** means a session excluded from that calculation because the pupil was not required or was unable to attend in one of the circumstances prescribed by the Regulations.
- **Attendance and absence codes**

Code	Meaning and use	Statistical classification
/	Present at the School for the morning session	Attending
\	Present at the School for the afternoon session	Attending
L	Late arrival before the register closes. The pupil was absent when the register began to be taken but arrived before it closed. The arrival time must be recorded.	Attending
K	Attending education provision arranged by the local authority at a place other than the School or another school at which the pupil is registered. The nature of the provision must be recorded.	Attending an approved educational activity
V	Attending an educational visit or trip arranged by or on behalf of the School, supervised by a member of School staff and taking place during the relevant session.	Attending an approved educational activity
P	Participating in a sporting activity that takes place during the relevant session, has been approved by the School and is physically supervised by a person with the appropriate skills, training, experience and knowledge.	Attending an approved educational activity

W	Attending work experience during the relevant session under arrangements made by the School or local authority.	Attending an approved educational activity
B	Attending another approved educational activity at a place other than the School. The activity must be educational, approved by the School and appropriately supervised. This code must not be used where Code K, V, P or W applies. The nature of the activity must be recorded.	Attending an approved educational activity
C1	Leave of absence to participate in a regulated performance or undertake regulated employment abroad under an applicable licence, approval or exemption.	Authorised absence
M	Leave of absence granted to attend a medical or dental appointment. Parents should seek the School's agreement in advance and the pupil should be absent for no longer than necessary.	Authorised absence
J1	Leave of absence granted to attend an interview for employment or admission to another educational institution. The interview must take place during the relevant session.	Authorised absence
S	Leave of absence granted to study for a public examination. Study leave will be agreed in advance and used sparingly.	Authorised absence
X	A pupil of non-compulsory school age is not required to attend the School for the relevant session under their agreed timetable. Where the pupil is required to attend but is absent, the appropriate absence code must be used instead.	Not a possible attendance
C2	Leave of absence for a pupil of compulsory school age who is subject to an agreed temporary, time-limited part-time timetable. The arrangement must meet the requirements set out in this policy.	Authorised absence
C	Leave of absence granted for exceptional circumstances not covered by another leave-of-absence code. Each case will be considered individually.	Authorised absence
T	The pupil is a mobile child whose parent is travelling in the course of a trade or business requiring travel from place to place, and the pupil is travelling with the parent. Occasional business travel or family travel for another purpose does not satisfy this code.	Authorised absence

R	The pupil is absent on a day exclusively set apart for religious observance by the religious body to which the parent belongs. Where the religious body sets apart one day, additional days must not be recorded using Code R.	Authorised absence
I	The pupil is unable to attend because of physical or mental ill health. This code does not apply to absence for a medical or dental appointment. Medical evidence will not be required routinely.	Authorised absence
E	The pupil is suspended or permanently excluded on disciplinary grounds, remains on the admission register and no alternative educational provision has been made for the relevant session.	Authorised absence
D	The pupil is registered at another school and is expected to attend that other school during the relevant session. Where the pupil is due to attend the School, the appropriate attendance or absence code must be used instead.	Not a possible attendance
Q	The pupil is unable to attend because one of the specific statutory circumstances relating to a lack of access arrangements applies.	Not a possible attendance
Y1	The pupil is unable to attend because the School is not within walking distance of their home and transport normally provided by the School or local authority is unavailable.	Not a possible attendance
Y2	The pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency.	Not a possible attendance
Y3	Part of the School premises is unavoidably out of use and the pupil cannot practicably be accommodated in the parts of the premises that remain in use.	Not a possible attendance
Y4	The whole School site is unexpectedly closed when it had been planned to be open. This code must not be used for a planned closure.	Not a possible attendance
Y5	The pupil is unable to attend because they are in police detention, remanded to youth detention or detained under a sentence of detention.	Not a possible attendance
Y6	The pupil is well enough to attend but is unable to do so because attendance would be contrary to applicable public-health guidance or prohibited by legislation relating to infection or disease.	Not a possible attendance

Y7	Another unavoidable cause, not covered by Code Q or Codes Y1 to Y6, prevents the pupil from attending. The cause must be in the nature of an emergency, must affect the pupil rather than merely the parent, and must be recorded.	Not a possible attendance
G	The pupil is absent for a holiday that has not been granted by the School. Leave of absence cannot be granted retrospectively.	Unauthorised absence
N	The reason for absence has not yet been established. This is a temporary code and must be followed up and amended in accordance with the requirements below.	Unauthorised absence
O	The pupil is absent in other or unknown circumstances and no reason that would justify an authorised absence code has been established.	Unauthorised absence
U	The pupil arrived after the register closed but before the end of the session and no reason justifying an authorised absence code applies. The arrival time must be recorded.	Unauthorised absence
Z	A prospective pupil has been entered on the electronic system for administrative purposes but has not yet been entered on the admission register.	Administrative code—not counted
#	Planned whole-School closure, including school holidays, weekends, public holidays and planned INSET or training days when no statutory registration session takes place.	Administrative code—not counted

- **Code Q**

Code Q will be used only where a pupil is unable to attend because one of the specific statutory circumstances relating to access arrangements applies. These are where:

- the local authority has a legal duty to arrange the pupil's home-to-school travel but has not done so, including where arrangements are still being made;
- the pupil is registered at a private school beyond walking distance from home and the local authority has neither arranged boarding nor enabled the pupil to attend a nearer state school; or
- the pupil lives in Wales and a Welsh local authority has a duty to arrange home-to-school travel but has not done so.

Code Q must not be used for general transport difficulties, temporary transport failure or other accessibility issues that do not satisfy the statutory criteria. Code Y1 may apply to the temporary unavailability of transport normally provided, provided all the conditions for that code are satisfied.

- **Temporary use of Code N**

Where the reason for a pupil's absence has not been established before the register closes, Code N must be entered. The School will make every reasonable effort to establish the reason for absence and amend the entry to the appropriate code as soon as possible and no later than five school days after the relevant session.

Where no reason has been established within five school days, Code N must be amended to Code O. Code N is classified as unauthorised absence while it remains in the register and must not be allowed to remain indefinitely.

An amended entry must preserve:

- the original entry;
- the amended entry;
- the reason for the amendment;
- the date on which the amendment was made; and
- the name of the person who made the amendment.

The original entry must not be deleted or simply overwritten in the electronic audit history.

- **Approved educational activities**

Codes K, V, P, W and B may be used only where the pupil is attending the relevant activity during the statutory session for which the code is recorded.

Where required, the School will record the nature of the provision or activity. The School will ensure that appropriate safeguarding and supervision arrangements are in place and that the provider informs the School promptly if the pupil does not attend. If the pupil does not attend the approved activity, the School must replace the activity code with the appropriate absence code.

- **Remote education**

A pupil who is absent from the School but receiving remote education must not be marked as attending. The most appropriate absence code must be used to record the reason why the pupil is unable to attend.

The School will keep a separate record of the remote education provided and monitor the pupil's engagement, welfare and progress. Engagement with remote education is not formally recorded as attendance in the statutory attendance register.

- **Selecting and amending codes**

The appropriate code must reflect the pupil's circumstances during the relevant statutory registration session. Where more than one code may appear to apply, the School will identify the primary reason why the pupil is unable to attend and refer to the School Attendance (Pupil Registration) (England) Regulations 2024 and current Department for Education guidance.

The attendance register is a legal record. Entries will be amended only where necessary to correct or complete the record. Every amendment will preserve a full audit trail.

Appendix B: Letter A Initial Attendance Concern

Dear [parent's or carer's name],

Attendance support for [pupil's name]

I am writing following [our recent conversation/an initial review of attendance] regarding [pupil's name].

As of [date], [pupil's name]'s attendance is [percentage]%. They have missed [number] morning or afternoon sessions, equivalent to approximately [number] school days or [number] hours of education.

We recognise that pupils may be absent for a range of reasons and that some absence will be unavoidable. Our purpose in contacting you is to understand whether there are any barriers affecting [pupil's name]'s attendance and to consider whether support or reasonable adjustments from the School may be helpful. We do not wait for attendance to reach a particular threshold before offering support.

Regular attendance helps pupils benefit fully from their education, sustain friendships, participate in School life and maintain consistent routines and engagement with learning. Even where individual absences are authorised, the cumulative amount of education missed can affect progress and wellbeing.

[Include where applicable: [Pupil's name] has missed 10% or more of possible school sessions and is therefore classified nationally as persistently absent. This definition includes authorised and unauthorised absence.]

Please contact me by [date] so that we can discuss the reasons for the absences and any support that may be appropriate. If you would prefer to meet, we will arrange a mutually convenient time.

We will review [pupil's name]'s attendance again on [review date].

Thank you for working with us to support [pupil's name].

Yours sincerely,

Kellee-Anne Cavill
Senior Attendance Champion
Deputy Head Pre-Prep

Appendix C: Letter B Improved Attendance

Dear [parent's or carer's name],

Attendance update for [pupil's name]

I am writing to update you following our previous contact regarding [pupil's name]'s attendance.

We are pleased that [pupil's name]'s attendance has improved since [date/the previous review]. Their attendance is currently [percentage]%, compared with [previous percentage] % at the time of our last contact.

This improvement means that [pupil's name] has been able to access more of their education and participate more consistently in School life. Thank you for your support and for the steps that you and [pupil's name] have taken.

[Select the appropriate paragraph:]

Attendance has now returned to a level at which no additional attendance support is currently required. We will continue to monitor attendance in the usual way.

or

Although attendance has improved, the cumulative amount of education missed remains a concern. The current support arrangements will therefore continue and will be reviewed again on [date].

or

The agreed support and reasonable adjustments appear to be helping. We will continue these arrangements and review their effectiveness with you and [pupil's name] on [date].

Please continue to notify the School promptly of any absence and contact us if further barriers arise or additional support may be needed.

Thank you for continuing to work in partnership with us.

Yours sincerely,

Kellee-Anne Cavill
Senior Attendance Champion
Deputy Head Pre-Prep

Appendix D: Letter C Attendance Review Meeting

Dear [parent's or carer's name],

Meeting to review attendance support for [pupil's name]

I am writing following our previous contact and the review of [pupil's name]'s attendance on [date].

Unfortunately, [pupil's name]'s attendance has not improved sufficiently and is currently [percentage]%. They have missed [number] morning or afternoon sessions, equivalent to approximately [number] school days or [number] hours of education.

Since our previous contact:

- [number] further sessions have been missed;
- [number] late arrivals have been recorded; and
- [brief factual description of any relevant pattern].

We appreciate that attendance difficulties can arise for many different reasons. We would like to meet with you and, where appropriate, [pupil's name], to review the barriers affecting attendance, consider the support already provided and agree what further support or reasonable adjustments may be helpful.

The proposed meeting details are:

Date: [date]

Time: [time]

Location: [location]

School representatives: [names and roles]

At the meeting, we will:

- listen to your and [pupil's name]'s views;
- review the reasons for absence and any emerging patterns;
- consider any safeguarding, welfare, SEND, disability or health factors;
- review the support and reasonable adjustments already provided;
- consider whether support from another service or professional is required; and
- agree actions, responsibilities and a review date.

Medical evidence is not required routinely. Where health needs are complex, prolonged or frequently recurring, we may discuss whether reasonable and proportionate evidence would help us understand [pupil's name]'s needs, identify suitable support or ensure that absence is recorded accurately. The School will not impose a blanket requirement for doctors' notes.

Please confirm by [date] whether you can attend. If the proposed time is unsuitable, please contact me promptly so that an alternative can be arranged.

Our aim is to work constructively with you to improve [pupil's name]'s access to education and ensure that appropriate support is in place.

Yours sincerely,

Kellee-Anne Cavill
Senior Attendance Champion
Deputy Head Pre-Prep

Appendix E: Letter D Persistent or Severe Absence

Dear [parent's or carer's name],

Formal review of attendance support for [pupil's name]

I am writing because concerns about [pupil's name]'s attendance remain despite our previous contact, meetings and offers of support.

As of [date], [pupil's name]'s attendance is [percentage]%. They have missed [number] morning or afternoon sessions, equivalent to approximately [number] school days or [number] hours of education.

[Select where applicable:]

[Pupil's name] has missed 10% or more of possible school sessions and is therefore classified nationally as persistently absent.

or

[Pupil's name] has missed 50% or more of possible school sessions and is therefore classified nationally as severely absent.

The support offered or provided to date has included:

- [support or reasonable adjustment];
- [meeting or agreed action];
- [external-service involvement, where applicable]; and
- [review arrangements and outcomes].

We now need to undertake a formal review of the barriers to attendance, the effectiveness of the support provided and the further action required.

The proposed meeting details are:

Date: [date]

Time: [time]

Location: [location]

School representatives: [names and roles]

Other professionals: [where applicable]

The meeting will seek to agree or update an individual attendance support plan identifying:

- the barriers affecting attendance;
- the pupil's and family's views;
- the support and reasonable adjustments required;
- actions for the School, family and any external professionals;

- the person responsible for each action;
- the intended outcomes; and
- the dates on which progress will be reviewed.

Where needs extend beyond the School, we may work with or refer the matter to Derbyshire County Council and other relevant services to coordinate appropriate support. This may include discussion through a Targeting Support Meeting.

As an independent school, Repton Prep cannot itself enter into a statutory attendance contract with a parent. However, Derbyshire County Council may consider whether a local-authority attendance contract is appropriate. Where one is used, the School will contribute relevant information and support and assist with monitoring the agreed arrangements.

If concerns remain unresolved despite appropriate support, Derbyshire County Council may consider whether an Education Supervision Order, attendance prosecution or another available statutory response is appropriate. These decisions rest with the local authority and will depend on the individual circumstances.

Repton Prep is not included in the statutory penalty-notice scheme. The School cannot issue, or request Derbyshire County Council to issue, a penalty notice for absence from the School.

Any action available to the School under the Parent Contract, Terms and Conditions or other relevant School policies will be considered separately and on the individual facts. Before taking such action, the School will consider [pupil's name]'s safeguarding and welfare, reasons for absence, support already provided, SEND or health needs, disability and any reasonable adjustments required.

Please confirm your attendance by [date]. If you cannot attend at the proposed time, please contact me promptly so that an alternative can be arranged.

We remain committed to working with you and [pupil's name] to secure sustained improvement in attendance and appropriate access to education.

Yours sincerely,

Kellee-Anne Cavill
Senior Attendance Champion
Deputy Head Pre-Prep

Appendix F: Letter E Punctuality Concern

Dear [parent's or carer's name],

Punctuality support for [pupil's name]

I am writing because our attendance records show an emerging pattern of late arrival for [pupil's name].

Between [start date] and [end date], [pupil's name] arrived late on [number] occasions. This included:

- [number] arrivals after the statutory register had been taken but before it closed; and
- [number] arrivals after the statutory register had closed.

The statutory morning register is taken at 8.25am and closes at 8.45am. Pupils should be in their registration room and ready to begin the School day at 8.25am.

Arrival after 8.25am but before 8.45am is recorded using Code L. Arrival after 8.45am is recorded using Code U unless another authorised absence code applies. Code U is classified as unauthorised absence.

Regular late arrival can cause pupils to miss important teaching, explanations and routines at the beginning of the day. It can also make it more difficult for them to settle confidently into learning.

We would like to understand whether there are any barriers affecting [pupil's name]'s punctuality and whether the School can provide appropriate support or reasonable adjustments.

Please contact me by [date] to discuss this.

[Where a meeting is required: We would like to invite you to a meeting on [date] at [time] to agree the actions needed to improve punctuality and any support that may be helpful.]

We will review [pupil's name]'s punctuality again on [date].

Thank you for your support.

Yours sincerely,

Kellee-Anne Cavill
Senior Attendance Champion
Deputy Head Pre-Prep