



# LAMBROOK

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NURTURING  
POTENTIAL  
SINCE 1860

## Attendance Policy

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This document applies to all parts of Lambrook School including the Early Years Foundation Stage.

Reviewed: September 2025

Review date: September 2026

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## **Our Purpose**

Since 1860, Lambrook has been laying the foundations for its pupils' futures. Children have one opportunity for an education which will form the basis of their lives and, at the same time, one childhood; Lambrook aims to keep a happy balance between the two.

During their time with us, we give our pupils the 'Feathers to Fly' so that when they leave us, they will spread their wings and will take flight; leaving Lambrook as confident, happy, engaging, independent and kind young people who are outward looking in all that they do.

### **Inspiring**

Inspiring pupils from Nursery through to Year 8, offering the most outstanding breadth of educational experiences, encouraging academic intrigue and a desire to learn.

### **Nurturing**

Nurturing and supporting all pupils through an outstanding level of pastoral care, empowering pupils to flourish and have healthy relationships with others within our vibrant and caring School community.

### **Providing**

Providing pupils with an abundance of opportunities to discover, pursue and develop their skills, talents and interests.

### **Preparing**

Preparing our children for the next stage of their educational journey, developing the many 'feathers' necessary for their time at Lambrook, at their future senior schools and beyond.

### **Equipping**

Equipping our children with the skills and the confidence to understand the challenges of the world in which they live; recognising their responsibility towards others, the environment and themselves and enabling them to make a difference, both now and in the future.

## 1. Aims

This policy aims to show Lambrook's commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

## 2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)

It also refers to:

- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- National Minimum Standards for Boarding (Standard 20)

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate

- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with SLT to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs
- Where the school is struggling with attendance, working with SLT school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance
  - That persistent absence is almost always a symptom of wider issues
  - The school's legal requirements for keeping registers
  - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the Headmaster to account for the implementation of this policy

### 3.2 The Headmaster

The Headmaster is responsible for:

- The implementation of this policy at the school
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
  - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
  - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

- Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days

### 3.3 The Designated Senior Leader responsible for attendance

The designated senior leader (also known as the ‘Senior Attendance Champion’) is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Monitoring school-level absence data and reporting it to governors
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leaders responsible for attendance are Ed Marland and Louise Farrar and then can be contacted via email: [edward.marland@lambrookschoo.co.uk](mailto:edward.marland@lambrookschoo.co.uk) and [louise.farrar@lambrookschoo.co.uk](mailto:louise.farrar@lambrookschoo.co.uk)

### 3.4 Form Tutors

Form Tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office via iSams on the same day.

### 3.5 Main Office staff

School Office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the Head of Section/Head of Pastoral Care/Deputy Head/Head of Pre Prep, where appropriate, in order to provide them with more detailed support on attendance

### 3.6 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 8.25am on the day of the absence and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day

### **3.8 Pupils**

Pupils are expected to:

- Attend school every day, on time

## **4. Recording attendance**

### **4.1 Attendance register**

We will keep an electronic attendance register and place all pupils onto this register.

We will take our attendance register at 8.20am each school day and again in the afternoon. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend (due to exceptional circumstances)

Any amendment to the attendance register will include:

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

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8.20am.

Pupils must arrive in school by 8.20am each school day.

The register for the first session will be taken at 8.20am and will be kept open until 8.50am. The register for the second session will be taken at 13.30pm and will be kept open until 14.00pm.

## **4.2 Unplanned absence**

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence as soon as practically possible, by calling the school Office or Pre Prep Office staff, who can be contacted via 01344 882717.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

## **4.3 Planned absence**

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the School – via the Form Tutor - in advance of the appointment.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

Leaves of absence for any other reason, and only authorised in exceptional circumstance, can be requested by emailing the Deputy Head and Head of Pre Prep.

The pupil's parent must also request any term-time absence as far in advance as possible of the requested dates. Go to section 5 to find out which term-time absences the school can authorise.

## **4.4 Lateness and punctuality**

A pupil who arrives late and before the register has closed will be marked as late, using the appropriate code.

School will respond individually to parents whose children are repeatedly late by contacting them.

## **4.5 Following up unexplained absence**

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

## **4.6 Reporting to parents**



The school will contact parents about their child's attendance and absence levels when it becomes a concern. Initially this may be through an email from or conversation with the Form Tutor. If the situation persists then a meeting in school can be arranged with the Head of School / Head of Pre Prep. In some circumstances it may be suitable for the Head of Pastoral Care or Deputy Head to arrange a meeting with parents.

## 5. Authorised and unauthorised absence

### 5.1 Approval for term-time absence

The Headmaster/Deputy Headmaster/ Head of Pastoral Care / Head of Pre Prep may authorise pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

These circumstances include but are not limited to:

- Taking part in a regulated activity or performance
- Attending a school visit or interview
- A temporary time-limited part-time timetable
- Exceptional circumstances

An extended leave of absence can be granted at the Headmaster's discretion, depending on the reason and the length of time the pupil is authorised to be absent for.

The school considers each application for term-time absence individually, considering the specific facts, circumstances and relevant background context behind the request.

Holidays are not allowed except in exceptional circumstances.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)]
- Funerals
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart.

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational provision, activity, sporting activity or visit or trip arranged by the school
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

### 5.2 Interventions

Our school will make use of the full range of potential interventions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

## 6. Supporting pupils who are absent or returning to school

### 6.1 Pupils absent due to mental or physical ill health or SEND

The school will make a variety of reasonable adjustments to support pupils who are absent from school for a variety of reasons. We will work with families, create bespoke timetables and can provide a variety of therapeutic support for each individual child.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

## **6.2 Pupils returning to school after a lengthy or unavoidable period of absence**

The school will make any necessary support or adjustments for pupils who have returned from a lengthy or unavoidable periods of absence.

## **7. Attendance monitoring**

The school monitors attendance and absence data (including punctuality data), and systematically and regularly analyses it, liaising with parents and the Pastoral team to ensure that any concerns are raised with parents.

### **7.1 Monitoring attendance**

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request.

### **7.2 Analysing attendance**

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

### **7.3 Using data to improve attendance**

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to form tutors to facilitate discussions with pupils and families, and the pastoral team (including Head of Learning Development and the Safeguarding Team)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with schools where siblings are, if a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

## **7.4 Reducing persistent and severe absence**

Persistent absence is where a pupil's attendance drops below 90%. We have communicated with parents that we understand it is difficult for parents to track over the course of an academic year, and the School's pastoral team will contact parents should a child's attendance be close to this figure.

### **Absence below 90%**

The School uses attendance data to find patterns and trends of persistent absence and will consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education. Should a child's attendance drop below 90%, the school will report to parents and, if necessary, hold regular meetings with the parents of pupils who the school considers to be vulnerable or at risk of further persistent absence and:

- Discuss attendance and engagement at school
- Listen, and understand barriers to attendance
- Explain the help that is available
- Explain the potential consequences of, and sanctions for, persistent and severe absence
- Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement further interventions, where necessary

Parents have also been informed that Lambrook is legally required to let the local authority know when a child's attendance overall is below 90% or if they have missed 15 days of school due to illness, either consecutively or cumulatively, over an academic year.

## **8. Monitoring arrangements**

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by The Head of Pastoral Care. At every review, the policy will be approved by the full governing board.

## **9. Links with other policies**

This policy links to the following School policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Children with Physical or Mental Health Needs Who Cannot Attend School Policy

## Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
<b>Attending a place other than the school</b>		
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
<b>Absent – leave of absence</b>		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances

<b>Absent – other authorised reasons</b>		
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session