THE BLUE SCHOOL

CHURCH OF ENGLAND

Attendance Policy

Every child known. Every child included. Every child thriving.

"Whatever you do in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him."

Colossians 3:17

School	The Blue School, Church of England Primary School
Local authority	London Borough of Hounslow
Policy lead	Hollie Stallwood, Assistant Headteacher and SENDCo Senior Attendance Champion
Revised	October 2026
Approval	Draft for Governing Body approval
Next review	Autumn 2027

Hope	Dignity	Wisdom	Community

A guide for our families

We want every child to feel that they belong at The Blue School. Being here regularly helps children enjoy learning, friendships, worship, play and the wider life of our community. When attending becomes difficult, please speak to us early so that we can work together.

What you need to know	What to do
Coming to school	Attend every school day and for the full school day, unless a lawful reason for absence applies. The soft start opens at 8.40am. Morning registration is at 8.50am. The school is finished at 3.20pm for Reception to Year 6.
Your child is absent	**Email absence@theblueschool.com or telephone 020 8560 6721** as early as possible, preferably by 9.00am. Give your child's **name, class, reason for absence and expected return.** Keep us updated each day unless a different contact arrangement has been agreed.
Your child is unwell	Tell us what is affecting your child. Genuine illness is authorised. We normally accept your explanation without asking for medical evidence. We can help you plan a supported return.
An appointment or request for leave	Use the school's Absence Request Form in advance wherever possible. The office can help you complete it. A request is not permission. The school will explain its decision.
Mornings or school feel difficult	Speak to the class teacher, Jane McLoughlin or Hollie Stallwood. We will listen to you and your child, agree practical support and review it together.
An unexplained absence	We will contact you and, where needed, other emergency contacts to check your child is safe. Please keep your contact details up to date.

People you can speak to

Jane McLoughlin, Welfare and Attendance Manager: absence@theblueschool.com

Hollie Stallwood, Senior Attendance Champion and SENDCo:hollie.stallwod-bracken@theblueschool.com

Both can be contacted through the school office on **020 8560 6721.**

Ask for the Designated Safeguarding Lead if you are worried about a child's safety.

Find what you need

1. Our vision and values
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NHS illness advice | Term dates

1. Our vision, values and purpose

Our Christian vision

"The Blue School is a community flourishing through wisdom, hope and dignity giving thanks to God in all that we do."

Rooted in Colossians 3:17, our vision asks us to use our words and actions with care and to give thanks for one another. It shapes how we welcome children, listen to families and respond when someone needs help. Our school community includes people of all faiths and none; every child and family is valued.

Attendance is part of this shared life. We want children to be present, included and able to participate meaningfully. Our responsibility is to build a school where children feel safe, are known as individuals and have the support and ambition they need to flourish academically, socially, emotionally and spiritually. In supporting attendance, we also seek to strengthen confidence, connection and wellbeing for families, recognising that a flourishing community cares for one another.

Our value	What this means for attendance
Hope	We believe that improvement is possible. We recognise effort, celebrate progress and keep working with a child and family when an approach needs to change.
Dignity	We listen without blame, protect privacy and respect each family's circumstances. Children are welcomed warmly after absence and are never shamed for difficulties outside their control.
Wisdom	We use accurate records alongside the child's and family's views to understand barriers, choose suitable support and check whether it is making a difference.
Community	Families, staff, governors, churches where appropriate and local services work together. Support is coordinated so that families know who to contact and do not have to tell their story repeatedly.

High expectations, thoughtful support

We expect children to attend every session for its full duration unless a lawful reason applies. We act early, address barriers within school and help families access wider support. Our approach combines clear expectations with reasonable adjustments, safeguarding and respect for each child's circumstances.

Parents are responsible for securing suitable education for children of compulsory school age and, when registered at school, regular attendance. In this policy, "parents" includes carers and other adults with parental responsibility or day to day care. Younger children are supported to develop positive routines, with their agreed sessions and age taken into account.

DfE attendance guidance

2. Shared responsibility

Attendance is a shared responsibility. Families should experience a joined up response, with a named adult coordinating support and clear arrangements when a member of staff is unavailable.

Role	Responsibility
Governing Body	Approve and review the policy; check legal compliance, staffing and training; review attendance and the impact of support at least termly; challenge differences between groups and ensure an inclusive approach.Governors also consider historic trends and benchmark with Hounslow, London, national and comparable school data, reviewing whether support is improving attendance.
Headteacher	Hold overall responsibility for implementation, resources and oversight. Decide requests for exceptional leave and authorise any temporary reduced timetable. Ensure the school works effectively with Hounslow and reports to governors.
Senior Attendance Champion Hollie Stallwood	Lead attendance improvement. Review weekly data with the Attendance Manager, coordinate support and formal meetings, check the quality of communication and referrals, and evaluate outcomes with the Headteacher, SENDCo and safeguarding team.
Welfare and Attendance Manager Jane McLoughlin	Oversee daily attendance administration and the accuracy of Arbor records. Coordinate absence enquiries, keep a factual chronology, prepare reviewed correspondence and reports, and identify concerns for senior leaders.
School office and designated cover staff	Receive absence information, record it promptly, reconcile messages with registers and follow up missing explanations. Pass unresolved or concerning information to the Attendance Manager and safeguarding team without delay.
Class teachers and phase leaders	Take accurate registers on time. Build relationships, welcome children back, notice changes in attendance or wellbeing, raise concerns promptly and deliver agreed classroom support.
SENDCo and pastoral staff	Help identify needs, agree and review adjustments, join attendance meetings where helpful, and connect attendance support with learning plans, healthcare plans, EHCP provision and specialist advice.
Designated Safeguarding Lead (DSL)	Assess welfare concerns, direct urgent enquiries and referrals, liaise with social care and other agencies, and ensure attendance concerns are considered with wider safeguarding information.
Parents and carers	Support regular and punctual attendance; report absence and changes to contact details; request planned leave in advance; share relevant information; and take part in agreed support and reviews.
Children	Share what helps them feel safe and ready for school, through conversation, play or other communication. Take part in planning in a way suited to their age and needs. Adults remain responsible for arranging their education and support.

The school office allocates daily cover so that absence enquiries and safeguarding checks continue when usual attendance staff are away. Staff receive training appropriate to their responsibilities. Induction includes statutory recording, first day absence enquiries and safeguarding escalation. Staff with specific attendance duties receive further training on data analysis, family communication and Hounslow referrals.

Summary and statutory guidance

3. Daily routines, accurate records and EYFS

Registration and punctuality

Reception to Year 6	Time
Soft start and gates open	8.40am
Morning session and registration	8.50am
Morning register closes	9.00am
Afternoon registration	1.00pm
Afternoon register closes	Ten minutes after the agreed afternoon registration time.
End of the school day	3.20pm, except published changes such as the final day of term.

Nursery sessions are published as 8.40am to 11.40am and 12.30pm to 3.30pm. Staff check arrival and departure for each session and record attendance and sessions not required using the appropriate statutory codes. The Attendance Manager ensures that the published registration times and the Arbor configuration remain aligned.

Registers are taken at the start of the morning session and once in the afternoon, at the same time for all registered pupils. They remain open for the same period in each session. A child who arrives after registration starts but before it closes is marked L. After closure, code U applies unless another absence code accurately describes the reason.

Late arrivals sign in at the office with their arrival time and reason, and are helped into class promptly. Early collections are agreed with the school and logged. A separate record of who is on site supports emergency procedures; it does not replace or retrospectively alter the statutory register.

Recording on Arbor

The school records each child's actual attendance, the appropriate code and a brief factual reason for absence. Relevant messages, leave requests, decisions and contact attempts are retained securely. Staff distinguish what a parent reports from observations or professional conclusions. Sensitive safeguarding information is recorded through safeguarding procedures with access restricted appropriately.

Code N is temporary. The reason is established and the entry corrected as soon as possible, and within five school days. Where no reason can be established within that time, code O replaces N. Codes B and K include the nature of the provision; code Y7 includes the unavoidable cause.

Admission and attendance registers are electronic. Every entry is preserved for six years from entry. Amendments retain the original entry, revised entry, reason, date and the person making the change. Access, backups and information sharing follow the school's data protection arrangements.

School day | DfE chapters 2 and

Early Years attendance and safeguarding (Nursery and Reception)

Positive attendance habits begin in the Early Years. Families should tell the school whenever a Nursery or Reception child will be absent. If there is no explanation, staff promptly contact parents or carers and follow the same safeguarding approach described in section 5, taking account of each child's age and agreed attendance arrangements. Where possible, we seek more than two emergency contact numbers for each child and check that these remain current. For prolonged or repeated absence, staff consider the child's wellbeing, contact the family sensitively, involve the DSL when necessary and agree practical support for a settled return. This includes children who are not yet of compulsory school age.

4. Reporting and explaining absence

When absence is unexpected

Parents should email absence@theblueschool.com or telephone the absence line as early as possible on the first day, preferably by 9.00am, and keep the school updated on each further day unless a different arrangement has been agreed. **We ask for the child's name, class, reason and expected return.** Families who find written communication difficult can speak to us; staff will record the conversation.

Illness and medical evidence

Physical and mental illness that prevents attendance is recorded as authorised illness using code I. We normally accept a parent's explanation. A fall in attendance, SEND or an absence pattern does not automatically mean that medical evidence is required or that genuine illness becomes unauthorised.

We may seek reasonable evidence in a minority of cases where there is genuine and reasonable doubt about illness, or to understand complex, prolonged or recurring health needs and plan support. We first talk with the family, explain the purpose and consider evidence already available. We accept appropriate alternatives such as appointment information, prescriptions or existing professional advice. We do not require a diagnosis or a paid medical letter as a routine condition of support.

Where a reason is not accepted, the school explains the decision and the evidence considered, invites further information and records the appropriate code. Lack of a particular document alone does not override information showing that a child is unable to attend.

Deciding whether a child is well enough

Families can use NHS advice and any individual healthcare advice. Children with mild cold symptoms may attend if otherwise well and without a high temperature. For vomiting or diarrhoea, follow current NHS and public health advice, normally remaining away until 48 hours after the last episode. For a known non-infectious condition, we agree on arrangements using relevant clinical advice. Code I is used when a child is too unwell to attend. Code Y6 is used only when a child is well enough but relevant public health guidance or law prevents attendance to limit the spread of infection.

Appointments and requests for leave

Arrange appointments outside school hours where reasonably possible. When this is not possible, notify us in advance and keep the absence to the time needed, including travel. Urgent appointments should be reported as soon as possible. The school's Absence Request Form helps us record planned absence; the office will help families complete it.

The Headteacher considers each exceptional leave request individually, including the circumstances, duration and child's needs, and communicates a decision. Holidays for leisure or recreation do not ordinarily constitute exceptional circumstances. Parents should seek a decision before making arrangements. Religious observance is recorded under R when the statutory conditions apply; additional days are considered separately.

A parent accompanied school open day is not automatically an educational visit. Code C may apply when exceptional leave is granted; J1 is for a qualifying interview, and B may apply to an approved transition or taster activity. Regulated performances and employment abroad require the appropriate licence or exemption and code C1, not code C.

NHS illness advice | DfE attendance guidance

5. Daily absence response

This procedure applies whenever a child is expected to attend. Safeguarding decisions are based on the child's circumstances and are made alongside the steps below.

1. Check the register promptly

Classroom staff complete the register. The office checks absent marks against messages, late arrivals, approved leave and any education at another setting.

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2. Is there a clear explanation for the absence?

Check that the child is not elsewhere on site. Confirm any expected attendance with the other provider. Review known vulnerabilities and any agreed family contact plan.

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An explanation has been received

Record the reason, correct code and expected return. Agree further contact where needed. Refer health, SEND or welfare concerns to the appropriate lead and continue monitoring.

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No explanation has been received

Make first day calls and use texts or emails as appropriate. Try additional emergency contacts. Record times, responses and actions. Share unresolved or concerning absence with the DSL the same day.

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3. Consider the child's safety and the next action

Where whereabouts or welfare remain uncertain, the DSL decides further enquiries, contact with other professionals, a home visit or an urgent referral. For a child with a social worker, inform that worker about unexplained absence.

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4. Continue contact on each day of unexplained absence

Keep checking the child's welfare and recording attempts. On the third consecutive school day, if there is still no response and whereabouts remain unknown, follow Hounslow's SASS contact request route through the portal and copy SASS Duty.

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5. Use the Hounslow contact and home visit process

Include the attendance certificate, contact attempts, all available contacts and relevant sibling information. The borough procedure asks for a referral before 1.30pm for a same day SASS home visit. Continue school enquiries and record the outcome.

Urgent safeguarding action happens at any stage

Contact children's social care directly where there is a safeguarding or child protection concern. Call 999 in an emergency. A three day attendance process must never delay action to protect a child.

6. Noticing concerns and working together

We review attendance and punctuality every week, using both current and previous patterns. A missed day can have a larger effect on a percentage early in the year, so we look at actual sessions, reasons and context. We do not wait for a threshold before offering help.

Review marker	Our response
Emerging concern, including below 96%	This is The Blue School's early review point, retained from the existing policy. Check the record and speak with the family about patterns, changes or barriers.
95% or below	Hounslow's family leaflet identifies this as concerning. Review weekly, identify support and use an individualised Attendance Concern letter where appropriate.
90% or below	Persistent absence means 10% or more of possible sessions have been missed. Put additional targeted support in place and consider whether wider services are needed.
50% or below	Severe absence means 50% or more of possible sessions have been missed. Prioritise a joint approach with the local authority, considering education, welfare and the whole family.

A supportive conversation before a standard letter

The Attendance Manager and Senior Attendance Champion review the explanation and any existing healthcare, SEND or family support plan before selecting correspondence. Letters generated through Arbor are checked by a member of staff before sending. A family managing hospital treatment should receive an appropriate personal conversation and education support, rather than an unsuitable warning.

Our shared attendance support plan

We listen to the child in a way they can access and ask parents what is making attendance difficult. We consider classroom experiences, learning, bullying, friendships, sensory needs, health, sleep, caring responsibilities, housing, transport and family pressures without assuming the cause.

The plan records the child's and parents' views; barriers; adjustments and practical help the school will provide; actions for the family and other services; a named lead; the attendance baseline and target; and a review date. It also records how we will know that the child feels safer, more included and better able to learn.

Hounslow's formal school pathway uses a four week review and a 95% target. This is an improvement target, not permission to miss sessions. Where health or disability requires an individual approach, we record the reasons, agree suitable steps with the family and relevant professionals, and seek advice from the allocated attendance officer as needed. We review whether the promised support was delivered as well as the attendance outcome.

Hounslow toolkit | Communicating with parents

7. Hounslow attendance support pathway

Weekly monitoring, family contact and practical support continue throughout. Complex cases may need coordinated services immediately rather than a rigid sequence of letters.

Notice, listen and provide early help

Check the attendance record and reasons. Identify barriers in and beyond school. Agree practical action with the child and family. Contact Early Help or other services where support is needed.

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Template 1: Attendance Concern

Where attendance has declined below school expectations, send an appropriate personalised letter explaining the concern and support available. Review the child's circumstances before sending and monitor weekly.

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Template 2: Meeting Invite

If attendance does not improve and unauthorised absence continues, invite the family to a meeting. Offer an accessible time or format and involve the SENDCo, DSL or School Attendance Support Officer where helpful.

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Template 3: Attendance Contract and support plan

Listen to the child and family. Set out the support and responsibilities of everyone involved, a four week 95% target and the review date. If parents do not attend, send the proposed plan and invite their involvement; do not record it as agreed unless it is.

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Improved or target achieved

Recognise progress and maintain support. Where attendance levels remain a concern, Template 4: Extended Target provides a further four week 95% target and review.

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Target not achieved

Review reasons and support. Where attendance is 90% or below with unauthorised absence, refer through Hounslow's portal to SASS with the plan, letters and attendance certificate.

If attendance later declines after earlier improvement:

Template 5: Attendance Deteriorated

Where earlier improvement is not sustained and unauthorised absence returns, consider a further meeting and a renewed four week 95% target, taking account of the time since the previous review.

Support remains available

Medical absence and SEND needs require individual support and accurate coding. Early Help, health and safeguarding routes can be used alongside this pathway. Any legal intervention is considered separately under section 10. Hounslow templates and guidance

8. SEND, belonging and emotional wellbeing

Our ambition for children with special educational needs and disabilities is the same as for every child: to access suitable education, enjoy relationships and participate fully in school life. Fairness means understanding individual needs and providing the support and reasonable adjustments that make this possible.

Understanding the child's experience

The SENDCo works with the child, parents, teacher, Attendance Manager and relevant professionals to understand barriers. We consider what happens before school, at arrival, in lessons, at play and lunch, and during transitions. Children can share their views through drawing, visuals, play, supported communication or a trusted adult. A child's distress is taken seriously, even where it is not readily visible in class.

Making practical changes

Possible barrier	Support we may agree
Uncertainty about arrival or transition	A familiar adult, visual preparation, a calm arrival routine and supported handover.
Sensory overload or regulation needs	Adjustments to the environment, sensory resources, planned regulation breaks or a calmer lunchtime arrangement.
Difficulty accessing learning	Adaptive teaching, accessible tasks, communication support and targeted interventions linked to the child's learning plan.
Anxiety, relationships or feeling unsafe	A trusted adult, predictable check ins, action on bullying or friendship concerns, and appropriate pastoral or specialist support.
Health, fatigue or care needs	An individual healthcare plan where needed, rest or treatment arrangements, professional advice and a supported return.
Barriers beyond school	Coordinated help with the family and Hounslow services, including Early Help, transport advice or support for caring responsibilities.

Support begins from the needs we identify; it is not delayed while a family waits for an assessment or diagnosis. Adjustments are agreed and reviewed with the family. A child's attendance record must accurately reflect any absence, even when supportive changes are in place.

Linking attendance with provision

Attendance support is connected to the graduated approach of assess, plan, do and review, the child's learning plan, provision map and healthcare plan. Where a child has an EHCP, we check that the specified provision is accessible and delivered. We inform the responsible local authority when attendance falls or needs create barriers, and seek a review of provision or the EHCP where necessary.

A diagnosis or EHCP does not automatically authorise every absence. Equally, an attendance percentage does not override genuine illness or disability related needs. We decide the correct code from the reason for the particular session and continue working towards the fullest suitable education. Attendance support is not conditional on a parent funding an assessment or therapy. DfE guidance | Mental health and attendance | SEND Code of Practice

9. Health needs and a supported return

Keeping education and relationships connected

For prolonged or recurring physical or mental illness, we agree a named contact and a manageable communication plan with the family. We work with healthcare professionals, with appropriate consent and information sharing, to understand what the child can access. We maintain friendships and a sense of belonging and plan a warm, supported return, including adaptive teaching to address learning that has been missed.

Where there are reasonable grounds to believe a compulsory school age child will miss 15 school days because of illness, consecutively or cumulatively during the school year, the school makes the required sickness return to the local authority. We seek help as soon as the need is clear rather than waiting for the fifteenth day. Where section 19 duties apply, the local authority arranges suitable education, normally full time unless the child's health makes part time education more appropriate.

Remote education is considered only as a last resort within a plan to support a return, following consideration of reasonable adjustments. It does not replace the local authority's duties or make a child present on the school register. Attendance at hospital education, another school or other provision is checked and recorded using the correct code.

Temporary reduced timetables

A child of compulsory school age is entitled to suitable full time education. A temporary part time timetable is used only in very exceptional circumstances where it is in the child's best interests.

Before it begins	During the arrangement
The Headteacher approves a written plan with agreement from the parent with whom the child normally lives. The child's views are included appropriately.	Record actual attendance and time away. Code C2 normally applies to agreed absence for a compulsory school age child. Code X is used only where its conditions for a child below compulsory school age apply.
Record the purpose, exact sessions and hours, education and support, safeguarding arrangements for time away, responsible adults, review dates and a proposed end date.	Review regularly with the child, family and relevant staff. Agree the next increase in access or revise provision according to need. Record reasons and a new review date if an extension is necessary.
Discuss arrangements promptly with the local authority where the child has an EHCP and involve any social worker. Follow Hounslow notification arrangements.	The Senior Attendance Champion keeps a central record. Governors receive oversight of duration, education accessed and progress towards suitable full time education.

A registration time is not moved for an individual child to improve their attendance figure. We monitor hours and curriculum access alongside statutory session data. For children below compulsory school age, agreed attendance and transition arrangements follow admissions rights and the statutory rules; unexpected absence is still followed up.

Health needs and education | Medical conditions | Remote education

10. Hounslow referrals and formal action

The Blue School works with the London Borough of Hounslow School Attendance Support Service (SASS). We seek advice early, provide the evidence needed and continue supporting the family after a referral. Where a child lives in another borough, we work with Hounslow and the home authority to agree responsibilities so that support is not delayed.

Local referrals and term time leave

The Hounslow pathway provides for a SASS referral after an unmet school target where attendance is 90% or below with unauthorised absence. The evidence includes the attendance certificate, letters, meeting records, contract or proposed plan, support offered and the outcome of reviews. Unexplained absence with unknown whereabouts follows the separate daily response in section 5.

For unauthorised term time leave, the borough flowchart uses six consecutive sessions as a local referral point. Staff use the borough's leave letter and referral form and provide the request, written decision and attendance certificate after the pupil returns. This local referral point is different from the national penalty notice consideration threshold below. Staff check the current SASS submission arrangements when referring.

The national penalty notice framework

For a child of compulsory school age, ten sessions of unauthorised absence within a rolling ten school weeks triggers consideration of whether a penalty notice is appropriate. One school day normally contains two sessions. Codes G, N, O and U are included. Sessions need not be consecutive and the period can cross terms or school years. Code N must still be resolved within five school days.

A fine is not automatic. The school and SASS consider whether support or further support is appropriate, whether it has been provided, whether a penalty is likely to improve attendance and the school's equality duties. Hounslow may exercise the earlier discretion set out in its Local Code of Conduct. In Hounslow, penalty notices are normally issued by the local authority following school referral.

Where support is appropriate but has not worked or been engaged with, a Notice to Improve will usually provide a final opportunity to improve, normally over three to six weeks. It explains the support, required improvement and possible next action. It is not always required, including where support is inappropriate, such as an unauthorised holiday.

School absence penalty notice	Amount and escalation
First notice for a parent and child	£80 if paid within 21 days; £160 if paid within 28 days.
Second notice within three years	£160 payable within 28 days, for the same parent and child.
Further offence within that period	A third notice cannot be issued to that parent for that child. The local authority considers other action, which may include prosecution.

Payments go to the local authority. If unpaid after 28 days, the authority decides whether to prosecute for the original offence or withdraw the notice. Formal support may also include an attendance contract or an education supervision order. Legal action is considered in the individual circumstances; support remains available. Hounslow Local Code of Conduct | Hounslow toolkit

11. Safeguarding and continuity of education

Knowing the child and acting on concerns

Absence can signal a welfare concern and is considered with the wider information held by the school. The DSL reviews unexplained or concerning patterns and acts in accordance with safeguarding procedures. A low attendance percentage alone does not establish neglect; the child's circumstances, education and safety must be understood. Safeguarding action does not wait for attendance letters or a review date.

We inform a child's social worker of unexplained absence and work with existing plans and professionals. For children who are looked after, the designated teacher and Virtual School support attendance through the Personal Education Plan. We remain sensitive to the experiences of previously looked after children, children in kinship care, young carers and those with earlier social care involvement.

Children missing education and changes of school

A child who is absent but still on roll is not automatically a child missing education. We follow the relevant absence and safeguarding procedures and work with the local authority where a child is not registered at a school and is not receiving suitable education otherwise. We follow up a failure to attend on the agreed first day promptly.

If a family moves or changes school, the school checks destination details and works with Hounslow and any receiving authority. A child is removed from the admission and attendance registers only when a lawful ground under the 2024 regulations is met, including required joint enquiries. Removal is not backdated to improve data, and the local authority receives the required notification.

Elective home education must be an informed parental choice. The school does not encourage withdrawal to resolve attendance, behaviour or unmet needs. Where a parent chooses this route, the Headteacher follows the lawful process and ensures that safeguarding and SEND information is shared appropriately.

Education away from the school site

For dual registration, approved educational activity or alternative provision, a named staff member checks actual attendance with the provider for each expected session and follows up unexplained absence the same day. We assure ourselves that arrangements are safe and suitable and review educational access and progress. Commissioning a place is not evidence that the child attended.

Codes D, B, K, P and V are used only when their conditions are met. Ordinary work completed at home is not an approved educational activity for recording attendance. Informal exclusion or asking a family to keep a child at home without a lawful arrangement is not an attendance support strategy.

Information and returns

The school makes required additions and deletions returns, attendance returns and sickness returns, and shares daily attendance information with the DfE as required. Attendance returns include pupils who fail to attend regularly or have ten continuous school days of unauthorised absence, at the frequency agreed with the local authority and at least monthly. These reporting duties do not replace earlier support or safeguarding action.

Children missing education | Keeping children safe in education | School privacy information

12. Checking that our approach makes a difference

Our values are lived through what children and families experience. We evaluate whether support is delivered, barriers are reduced and children can attend and participate more fully.

When	What we review
Every day	Accurate registers; unexplained absence; lateness; actual attendance at other provision; welfare concerns; outstanding contact and coding actions.
Every week	Individual patterns and changes; persistent and severe absence; authorised and unauthorised reasons; support plans; emerging needs; the next action, responsible adult and review date.
Each month	Attendance with safeguarding and inclusion information; overdue actions; the quality of communication and referrals; reduced timetables; and whether school support is reaching the children who need it.
Each half term and term	Trends by year group and relevant pupil groups, previous patterns, barriers around transitions or holidays, and the impact of support. Hold Targeting Support Meetings with Hounslow at the agreed frequency and sooner where needed.
At least termly with governors	Whole school and group outcomes, persistent and severe absence, punctuality, the effectiveness of adjustments and support, statutory compliance, staffing and training, and priorities for improvement.

Understanding the whole picture

Analysis includes SEN Support and EHCP pupils, children with medical needs, disadvantaged pupils, children known to social care, those who are looked after or previously looked after, young carers and other groups identified by the school's context. Leaders use comparable periods and benchmark against Hounslow, London, national and similar-school attendance data, considering relevant pupil groups and historical trends. We retain authorised absence in the data and explain its context rather than removing it from the picture.

For each significant case, leaders can identify the starting position, the child's and family's views, the support provided, changes in attendance and experience, and what will happen next. Where progress is limited, we ask whether the support was suitable, accessible and delivered, and adapt it with the family and partners.

Communication, training and feedback

Families receive clear attendance information in their child's annual school report, with earlier personal contact where needed. We use actual days or sessions missed alongside percentages, explain the next step and name the person who can help. Information can be explained verbally or provided in an accessible format or language.

We recognise improved routines, engagement and progress sensitively. Recognition is inclusive and does not depend only on perfect attendance or place pressure on children to attend while too ill. Families can raise concerns with the Attendance Champion or Headteacher and use the published complaints procedure if needed. Through collective worship, class discussions, newsletters and personal conversations, we explain the benefits of coming to school regularly for friendships, learning and belonging. We recognise improved attendance and positive routines.

All staff receive attendance induction and role specific training. The policy is reviewed annually, sooner when required, with pupil and parent feedback. Once approved, it is published on the school website, shared with families when children join, brought to families' attention at the start of each academic year and whenever it changes. Governors approve changes and ensure procedures remain workable and properly resourced. DfE guidance | Communication guide |

13. Attendance code reference

This is a practical reference for staff, not a substitute for the full statutory conditions. The reason for the particular session determines the code. Staff check chapter 8 of the DfE guidance when uncertain.

Code	Use	Statistical treatment
**/ and **	Physically present at morning or afternoon registration.	Attending
L	Arrives after registration starts but before the register closes.	Attending
B	Attends another approved educational activity, with appropriate physical supervision. Record the activity.	Approved educational activity
K	Attends educational provision arranged by the local authority under the relevant statutory powers. Record the provision.	Attending
P	Participates in an approved sporting activity with appropriate physical supervision.	Approved educational activity
V	Attends an educational visit or trip arranged by or on behalf of school and supervised by school staff.	Approved educational activity
W	Attends approved work experience. Unusual in a primary school.	Approved educational activity
D	Scheduled to attend another school where the pupil is also registered. The receiving school records actual attendance or absence.	Not a possible attendance at this school
C	Leave granted for exceptional circumstances, following individual consideration.	Authorised absence
C1	Leave for a regulated performance or regulated employment abroad, where the statutory licence or exemption requirements apply.	Authorised absence
C2	Agreed temporary part time timetable for a compulsory school age pupil.	Authorised absence
I	Unable to attend because of physical or mental illness; not a medical appointment.	Authorised absence
M	Leave granted to attend a medical or dental appointment.	Authorised absence
R	Absence on a day exclusively set apart for religious observance by the religious body to which the parent belongs.	Authorised absence
J1	Leave for an interview for employment or admission to another educational institution. Not a general open day code.	Authorised absence
T	A mobile child travelling with a parent for occupational purposes, where the statutory conditions apply. Not a code based on ethnicity.	Authorised absence
E	Suspended or permanently excluded, still on roll, with no alternative provision for the session.	Authorised absence
S	Leave for study for a public examination. Not ordinarily applicable in a primary school.	Authorised absence

. Full statutory code guidance

Attendance codes continued

Code	Use	Statistical treatment
G	Holiday for which the school has not granted leave. It is not the general code for every unauthorised reason.	Unauthorised absence
N	Reason for absence not yet established. Resolve promptly and within five school days; use O if no reason is established.	Unauthorised absence while unresolved
O	Absent in other or unknown circumstances where no authorised or unavoidable cause code applies.	Unauthorised absence
U	Arrives after registration closes but before the end of the session, where no reason qualifying for another appropriate absence code applies.	Unauthorised absence
X	A child below compulsory school age is not required to attend the session under agreed arrangements. Use the correct absence code if absent when expected.	Not a possible attendance
Q	Unable to attend because required access arrangements are not in place, within the statutory conditions. Check the local authority's travel duty.	Not a possible attendance
Y1	Normally provided school or local authority transport is unavailable and the statutory distance conditions apply.	Not a possible attendance
Y2	Unable to attend because an emergency has caused widespread travel disruption.	Not a possible attendance
Y3	Part of the school premises is unavoidably closed and the pupil cannot practicably be accommodated elsewhere on site.	Not a possible attendance
Y4	The whole school site is unexpectedly closed for a session that was due to take place.	Not a possible attendance
Y5	Unable to attend because of criminal justice detention.	Not a possible attendance
Y6	Well enough to attend, but attendance would conflict with the relevant public health guidance or law. If too ill to attend, use I.	Not a possible attendance
Y7	Another unavoidable cause affecting the pupil prevents attendance. Record the cause and check the statutory conditions.	Not a possible attendance
Z	Prospective pupil whose name is not yet on the admission register.	Administrative
#	A planned whole school closure, such as a holiday or training day.	Administrative

Three checks before changing a code

Does it reflect the actual reason for the session? Have the required conditions and supporting notes been checked? Is the original entry and reason for any amendment preserved?

[DfE attendance guidance and codes]

14. Guidance, support and useful links

The linked titles below open the source documents or official guidance pages.

The Blue School and Hounslow

[The Blue School Christian vision and values]

The foundation for the approach in this policy.

[The Blue School day]

Published daily arrangements. The office can explain any changes.

[Hounslow School Attendance Toolkit]

School Action Templates 1 to 5, term time leave documents, Expectations Flow Chart, family leaflets and code guidance.

[Hounslow School Attendance Support Service]

Advice and support for families and schools.

[Hounslow Local Code of Conduct]

Local arrangements for Notices to Improve and penalty notices.

[Hounslow Early Help portal]

Referral route identified in the supplied school action flowchart. Staff use the current borough process.

Hounslow School Attendance Support Service

Telephone: 020 8583 2622
General enquiries: schoolattendance@hounslow.gov.uk
Duty and the supplied referral route: SASSDuty@hounslow.gov.uk

National guidance

[Working together to improve school attendance, July 2026]

[Communicating with parents about school attendance]

[Supporting pupils with medical conditions at school]

[Education for children with health needs who cannot attend school]

[Mental health issues affecting a pupil's attendance]

[Children Missing Education]

[Keeping Children Safe in Education]

[SEND Code of Practice]

[NHS: Is my child too ill for school?]

Key terms

SENDCo: Special Educational Needs and Disabilities Coordinator. EHCP: Education, Health and Care Plan. DSL: Designated Safeguarding Lead. SASS: School Attendance Support Service. SASO: School Attendance Support Officer. DfE: Department for Education. A session is a morning or an afternoon.

15. Legal basis, review and publication record

Legislation and linked school policies

This policy is informed by

The Education Act 1996;

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

The Education (Penalty Notices) (England) Regulations 2007, as amended;

The Equality Act 2010; the Children and Families Act 2014. It is read alongside the current DfE statutory attendance and safeguarding guidance.

Read alongside the school's safeguarding and child protection, SEND, behaviour, anti bullying, medical conditions, admissions, complaints and data protection policies and procedures. School policies | Data protection and privacy notices