



RGS
WORC

**ADMISSIONS AND ATTENDANCE REGISTER
POLICIES AND PROCEDURES
THE RGS WORCESTER FAMILY OF SCHOOLS**

**The Royal Grammar School
September 2024**

ADMISSIONS AND ATTENDANCE REGISTER POLICIES AND PROCEDURES THE RGS WORCESTER FAMILY OF SCHOOLS

1. **AIMS**

- 1.1. The RGS Worcester Family of Schools aspires to high levels of attendance from all pupils. Good attendance is essential for all pupils to get the most out of their school experience, including their attainment, well-being and wider life opportunities.
- 1.2. The aims of this policy are as follow:
 - 1.2.1. To develop and maintain a whole school culture that promotes the benefits of good attendance;
 - 1.2.2. To ensure, so far as possible, that every pupil in each School is able to benefit from and make their full contribution to the life of their School;
 - 1.2.3. To prioritise and where possible improve attendance and punctuality across each School, reduce absence and set out the School's approach to the management of absence / non-attendance;
 - 1.2.4. To recognise the linkages between attendance / absence and pupil wellbeing, specifically ensuring a consistent whole school approach to safeguarding; and
 - 1.2.5. To help to promote a whole school culture of safety, equality and protection.

2. **Scope and Application**

- 2.1. This policy applies to all RGS Schools, including the Early Years Foundation Stage (EYFS).
- 2.2. This policy is designed to address the specific statutory obligations on the RGS Schools to record attendance and absence.

3. **Regulatory Framework**

- 3.1. This policy has been prepared to meet each School's responsibilities under:
 - 3.1.1. Education (Independent School Standards) Regulations 2014;
 - 3.1.2. EYFS statutory framework for group and school-based providers (DfE, January 2024);]
 - 3.1.3. Education and Skills Act 2008;
 - 3.1.4. The School Attendance (Pupil Registration) (England) Regulations 2024;
 - 3.1.5. Equality Act 2010; and
 - 3.1.6. Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)
- 3.2. This policy has regard to the following guidance and advice:
 - 3.2.1. [Working together to improve school attendance](#) (DfE, applies from 19 August 2024);
 - 3.2.2. [Summary table of responsibilities for school attendance](#) (DfE, applies from 19 August 2024);
 - 3.2.3. ['Is my child too ill for school?' guidance](#) (NHS, April 2024);
 - 3.2.4. [Keeping children safe in education](#) (DfE, September 2024);
 - 3.2.5. [Children missing education](#) (DfE, September 2016);
 - 3.2.6. [Supporting pupils with medical conditions at school](#) (DfE, August 2017);
 - 3.2.7. [Mental health issues affecting a pupil's attendance: guidance for schools](#) (DfE, February 2023);
 - 3.2.8. [Support for pupils where a mental health issue is affecting attendance](#) (DfE, February 2023);

- 3.3. The following RGS Worcester Family of School policies should be read alongside this policy:
- 3.3.1. Missing Child Policy
 - 3.3.2. Pupil Absence from School
 - 3.3.3. Lockdown Policy
 - 3.3.4. Children Missing Education
 - 3.3.5. Evacuation Procedure
 - 3.3.6. Safeguarding and Child Protection Policy.

4. Responsibility statement and allocation of tasks

- 4.1. The Governors have overall responsibility for all matters which are the subject of this policy, and it is recognised that improving attendance is a School leadership issue and has appointed a designated senior leader in each RGS Schools to have overall responsibility for championing and improving attendance in School, referred to in this policy as the SAC.
- 4.2. To ensure the efficient discharge of its responsibilities under this policy, the Governing Board has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Senior Deputy Head at RGS Worcester	As required, and at least termly
Monitoring the implementation of the policy	SAC at each School: Senior Deputy Head at RGS Worcester (Lloyd Beecham) Deputy Head at RGS The Grange (Wendy Wreghitt), Springfield (Ian Griffin), and Dodderhill (Sarah Clay)	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	SAC as above	As required, and at least annually
Formal annual review	Governing Board	Annually

5. The importance of good attendance

- 5.1. The RGS Schools recognise the importance of developing good patterns of attendance from the outset. This is an integral part of the Family of Schools' ethos and culture. In building a culture of good school attendance it recognises:
- 5.1.1. The importance of good attendance, alongside good behaviour, as a central part of the school's vision, values, ethos, and day to day life;
 - 5.1.2. The interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions and / or disabilities, mental health issues, safeguarding wellbeing, and support for disadvantaged pupils;

- 5.1.3. The importance of setting high expectations for the attendance and punctuality of all pupils and communicating these regularly and effectively to pupils and parents;
- 5.1.4. That attendance is never "solved" and is a continuous process requiring revision and updating of messages, processes and strategies; and
- 5.1.5. Children missing education can act as a vital warning sign to a range of safeguarding issues, including neglect, sexual abuse and child sexual and criminal exploitation.

6. School responsibilities

- 6.1. The Schools acknowledge that attendance is the essential foundation to securing positive outcomes for all pupils and that everyone has a responsibility to take proactive steps to manage and improve attendance across the School community.
- 6.2. The Schools will consistently promote the benefits of good attendance, setting high expectations for every pupil and consistently communicating those expectations to pupils and parents.
- 6.3. Where there are challenges to attendance, the Schools will work effectively and respectfully with pupils, their families and, where appropriate, the Local Authority to address them.
- 6.4. The Schools will respond to non-attendance and / or lateness proactively, firmly, consistently and with care, with appropriate reference to this policy, and its safeguarding and behaviour policies.
- 6.5. The Schools will have robust systems in place to track and record attendance, reasons for absence and patterns at an individual level and by cohorts or groups in order to identify pupils at risk of non-attendance and those who are persistently absent and it will monitor and analyse this data regularly to facilitate early intervention to address issues.

7. Staff responsibilities

- 7.1. **The SAC:** a senior member of staff of each School's leadership team has been appointed as SAC to have overall responsibility for championing and improving attendance in school.
 - 7.1.1. The SAC's responsibilities are:
 - to set a clear vision for improving attendance in school;
 - to establish and maintain effective systems for tackling absence and make sure the systems are followed by all staff;
 - to regularly monitor and evaluate progress, including the efficacy of the school's strategies and processes;
 - to have oversight of and analyse attendance data; and
 - to communicate clear messages on the importance of attendance to pupils and parents.
- 7.2. **Staff with specific responsibilities for attendance:** The staff identified in Appendix 1-3 of this policy have day-to-day responsibility for monitoring and promoting good attendance and punctuality. They should:
 - 7.2.1. have a formal routine for registers being taken accurately each morning and afternoon;
 - 7.2.2. seek explanations of absences required from pupils on their return to school;
 - 7.2.3. make enquiries about unexplained absences, including those within the school day, and follow up with pupil to ensure that an explanation has been formally given to the School;

- 7.2.4. look out for trends or patterns in a pupil's attendance and inform the SAC of any specific concerns;
 - 7.2.5. deal with lateness to lessons consistently and promptly;
 - 7.2.6. consider appropriate sanctions for pupils who arrive late to a lesson in line with the School's Rewards, Sanctions and Behaviour policy;
 - 7.2.7. discuss non-attendance and / or lateness with pupils and parents (where possible) and emphasise the importance of punctuality and attendance.
- 7.3. **All staff:** the Schools ensure that all teaching and non-teaching staff know the importance of good attendance and are consistent in their communication with pupils and parents about it.
- 7.4. The Schools provide appropriate training and professional development for staff consistent with their roles and responsibilities.

8. School arrangements

- 8.1. The Schools will accurately complete admission and attendance registers and have effective day-to-day processes in place to follow-up absence.
- 8.2. These registers must be kept electronically.
- 8.3. Other details about the Schools' arrangements can be found in Appendices 1-3.

9. Monitoring attendance

- 9.1. Each RGS School will undertake regular data analysis to identify and provide additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the School and develop strategies to address them. Such analysis may include:
 - 9.1.1. monitoring and analysing weekly attendance patterns and trends and provide support in a targeted way to pupils and families;
 - 9.1.2. conducting thorough analysis of half-termly, termly, and full year data to identify patterns and trends;
 - 9.1.3. benchmarking attendance data at whole school, Year group and cohort level to identify areas of focus for improvement;
 - 9.1.4. devising specific strategies to address areas of poor attendance identified through data;
 - 9.1.5. monitoring the impact of school-wide attendance efforts, including any specific strategies implemented; and
 - 9.1.6. providing data and termly reports to the Governors' Education Committee to support its work.

10. Pupil responsibilities

- 10.1. School attendance is important to pupil attainment, wellbeing and development. The Schools therefore have high expectations of pupils as to their attendance.
- 10.2. Pupils should be aware that:
 - 10.2.1. they are expected to be present in-person for the duration of each School day;
 - 10.2.2. they are expected to arrive on time and attend all timetabled lessons;
 - 10.2.3. they should not leave a lesson or the School site without permission or otherwise in accordance with School rules;
 - 10.2.4. they should engage with the School's arrangements for recording and managing attendance as set out in this policy;
 - 10.2.5. any unexplained absence will be followed-up;
 - 10.2.6. persistent lateness or non-attendance will result in action being taken by the School. This may take the form of:

- offers of support to seek to identify and address any barriers to attendance;
 - communication with parents;
 - reporting to other agencies such as children's social care; and
 - sanctions against them or their parents in-line with the School's Rewards, Sanctions and Behaviour policy.
- 10.2.7. If pupils are having difficulties that might discourage or prevent them from attending School or specific lessons regularly, they may speak to any member of staff, most likely their Form Tutor or Head of Year in the first instance.

11. Additional needs

- 11.1. The RGS Schools recognise some pupils may find it harder than others to attend school, and will work with those pupils and parents to try to remove barriers to attendance by building strong and trusting relationships, and working together to put the right support in place.
- 11.2. The Schools will make reasonable adjustments where a pupil has a disability that puts them at a substantial disadvantage, in comparison with pupils without a disability, in relation to school attendance.
- 11.3. The Schools will also work with parents, and where appropriate with the Local Authority, to develop specific support approaches for attendance for pupils with special educational needs and disabilities e.g. ensuring the provision outlined in a pupils' Education, Health and Care Plan is accessed.
- 11.4. Suitable strategies will also be considered for pupils with any social, emotional or mental health issue that is affecting their attendance.
- 11.5. Where barriers are outside of the Schools' control, the relevant School will work with parents and pupils to identify alternative sources of support or consider, where appropriate, making a referral for Early Help.
- 11.6. The Schools will make a sickness return to the Local Authority if a pupil is recorded in the attendance register as absent using the national absence code "I" (unable to attend because of sickness) and there are reasonable grounds to believe that the pupil will have to miss 15 consecutive school days or more for illness, or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.

12. Parent / carer responsibilities

- 12.1. The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education.
- 12.2. This means pupils must attend every day that the School is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the School.
- 12.3. Expectations the School places on parents can be found in Appendix 1 of this policy.

13. Training

- 13.1. Staff: The Schools ensure that regular guidance and training on attendance is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. As a minimum this will include all staff understanding:
- 13.1.1. the importance of good attendance and that absence is almost always a symptom of wider circumstances; and

13.1.2. the Schools' strategies and procedures for tracking, following up and improving attendance.

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

13.2.1. the law and requirements of schools including on the keeping of registers;

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

13.2.3. the necessary skills to interpret and analyse attendance data; and

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

14. Information sharing

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

14.2. The RGS Schools, Local Authority and other local partners should work jointly and share data on individual cases where it is of benefit to a pupil (e.g. health services where there are medical conditions or the police where there are extra-familial harms).

14.3. The Schools are legally required to share information from the registers with the local authority. As a minimum this includes:

14.3.1. New pupil and deletion returns;

14.3.2. Attendance returns;

14.3.3. Sickness returns.

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

14.5. The Schools must provide specific pupil information on request to the Secretary of State. [The Schools meet this requirement by having an electronic management information system (iSAMS) containing the required information that can be accessed by the DfE. The Schools also use this tool to monitor pupil level attendance and understand trends in attendance patterns.]

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

15. Record keeping and confidentiality

15.1. The information created in connection with this policy may contain personal data. The Schools' use of this personal data will be in accordance with data protection law.

15.2. The Schools have published privacy notices on its website which explain how personal data is used.

Date of adoption of this policy	4 September 2024
Date of last review of this policy	Re-written and updated on 30 August 2024
Date for next review of this policy	July 2025
Policy owner	Senior Deputy Head, RGS Worcester

Appendix 1 School Arrangements

1. Managing attendance

- 1.1. The RGS Schools monitor, record and share data about pupil attendance and as part of its duty to safeguard and protect pupils and promote attendance. It accurately completes admission and attendance registers as required by law and set out in this policy.
- 1.2. The admission and attendance registers must be kept electronically and retained by each RGS School for the relevant time period as stated by law, currently six years.
- 1.3. The School expects all pupils to be present at School for the whole of the School day, usually from Morning Registration to the end of the last period of each, but this period may be extended, for example for out of school clubs, sports fixtures or school trips.

2. The role of parents / carers

- 2.1. The School expects all Parents to:
 - 2.1.1. make any application for an authorised leave of absence at the earliest opportunity as per each School's Absence Policy;
 - 2.1.2. notify the relevant School of any absence or delay as soon as reasonably possible in accordance with this policy and the Absence Policy, and when doing so, give an accurate explanation for this; and
 - 2.1.3. cooperate with the Schools to explore possible barriers to attendance and to improve it where attendance has been raised as an issue.

3. Registration and attendance checks

- 3.1. Morning and afternoon registration times are published by each RGS School separately, and the registers will remain open for 15 minutes after the start of each Registration session.
- 3.2. Tutors are responsible for calling and managing the AM and PM registers each day, and keeping them updated with relevant and accurate information.
- 3.3. Registers will also be called at the beginning of each lesson in order to identify and follow-up on absences from lessons that might occur after morning or afternoon registration.
- 3.4. Heads of Year/Section will monitor attendance marks and follow-up any concerns or issues that may be apparent. Any cause for concern or patterns of absence identified must be reported to the Senior Leadership Team at each relevant RGS School.

4. Reporting and managing absence

- 4.1. Absence procedures for each RGS School are published separately in an Absence Policy, which can be found on the relevant School's website.
- 4.2. Absence will be recorded on the Attendance Register as set out in Appendix 3.

5. Authorised absences

- 5.1. Authorised absence means that an RGS School has either given approval in advance for a pupil to be away (granted an authorised leave of absence) or has accepted an explanation offered afterwards as justification for absence.
- 5.2. Applications for an authorised, one-off leave of absence during the School day will only be granted in 'exceptional circumstances' and will only be permitted if made in writing to the Head or Deputy Head, as set out in each School's Absence Policy.
- 5.3. The relevant School will consider each application for an authorised leave of absence individually, taking into account the specific facts and circumstances, the pupil's past attendance record and the relevant background context behind the request.

- 5.4. Apart from illness, no pupil should be away from School without prior permission from the relevant RGS School.
- 5.5. If a leave of absence is granted, it is for the relevant Head to determine the length of the time the pupil is permitted to be away from School. It will be recorded as an authorised absence. See Appendix 3 for more details.
- 5.6. A leave of absence will usually be authorised for religious observance if the day concerned is exclusively set apart for religious observance by the religious body to which parents and pupils belong. Parents are expected to make a request for this type of leave of absence in advance.

6. Reporting duties

- 6.1. The Schools have statutory reporting obligations if a pupil fails to regularly attend and their absence is unauthorised. The School must report unauthorised absences for a continuous period of 10 sessions (5 days) or more, or 10 sessions (5 days) within a rolling 10 school-week period, to the Local Authority.
- 6.2. Action will also be taken in accordance with the Children Missing Education policy and the Safeguarding and Child Protection policy if any absence of a pupil from the School gives rise to a concern about their welfare.

Appendix 2 Admissions Register

1. Admission register

- 1.1. In accordance with the requirements of the School Attendance (Pupil Registration) (England) Regulations 2024 the School will:
 - 1.1.1. maintain an admissions register of all pupils (of both compulsory and non-compulsory school age) admitted to the School (also known as the school roll); and
 - 1.1.2. inform the Local Authority of any pupil who is going to be added to or deleted from the School's admissions register at non-standard transition points.
- 1.2. The admissions register must be kept electronically and a back-up copy of the register is made at least once a month in the form of an electronic or printed copy.
- 1.3. The Schools must ensure that every entry in the admissions register is preserved for six years beginning with the day on which the entry was made; and every back-up copy of the register is preserved for six years after the end of the school year that it relates to.
- 1.4. The admissions register contains specific personal details of every pupil in the School, including their date of admission, information regarding parents and carers and details of the school they last attended.
- 1.5. A pupil's name can only be deleted from the admissions register for a reason set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024. When any of the situations set out in regulation 9 occurs, the pupil's name must be deleted.
- 1.6. Where the School notifies the Local Authority that the pupil's name is to be deleted from the admissions register, the School must provide it with the following information:
 - 1.6.1. the full name of the pupil;
 - 1.6.2. the address of the pupil;
 - 1.6.3. the full name and address of any parent the pupil normally lives with;
 - 1.6.4. at least one telephone number of any parent with whom the pupil lives or can be contacted in an emergency;
 - 1.6.5. the pupil's future address, the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;
 - 1.6.6. name of the pupil's other or future school and pupil's start date or expected start date there, if applicable;
 - 1.6.7. the grounds (prescribed in regulation 9) under which the pupil's name is to be deleted from the admissions register.

Appendix 3 Attendance Register

1. Attendance Register

- 1.1. The RGS Schools records and monitors the attendance of all pupils (both of compulsory and non-compulsory school age) in accordance with the School Attendance (Pupil Registration) (England) (Regulations) 2024.
- 1.2. The Schools use the appropriate national attendance and absence codes system to enable it to record and monitor attendance and absence in a consistent way which complies with regulation 10 of the Attendance Regulations (see table below).
- 1.3. The attendance register is kept electronically and a back-up copy of the register is made at least once a month in the form of an electronic or printed copy.
- 1.4. The Schools are required by law to take attendance registers twice daily: once at the start of the morning session and once during the afternoon session.
- 1.5. On each occasion it will be recorded whether every pupil is:
 - 1.5.1. physically present in school when the attendance register begins to be taken; or
 - 1.5.2. absent from the school when the attendance register begins to be taken but attends before the taking of the register has ended; or
 - 1.5.3. attending a place other than the school; or
 - 1.5.4. absent.
- 1.6. The circumstances in which a pupil may be recorded as attending a place, other than the school, can include:
 - 1.6.1. Attending educational provision arranged by a local authority;
 - 1.6.2. For an educational visit or trip arranged by or on behalf of the school and supervised by a member of school staff;
 - 1.6.3. Attending a place for an approved educational activity that is a sporting activity;
 - 1.6.4. Attending an approved educational activity that is work experience provided under arrangements made by the school as part of the pupil's education;
 - 1.6.5. Attending a place for any other approved educational activity.

2. Recording Absence

- 2.1. Absence will be recorded in accordance with the national absence codes set out in regulation 10 of the School Attendance (Pupil Registration) (England) (Regulations) 2024 and statutory guidance Working together to improve school attendance relating to:
 - 2.1.1. leaves of absence;
 - 2.1.2. other authorised reasons;
 - 2.1.3. unable to attend school because of unavoidable cause;
 - 2.1.4. unauthorised absence.

3. Remote Education

- 3.1. The RGS Schools are required to record all absence from in-person lessons.
- 3.2. The Schools may, in limited circumstances, provide remote education to enable pupils, who are well enough to learn but unable to attend the School site, to keep pace with their education.
- 3.3. In the limited circumstances when the School decides to use remote education for individual pupils when they are absent, the following will be considered:
 - 3.3.1. ensuring mutual agreement of remote education by the School, parents or carers, potentially pupils, and if appropriate a relevant medical professional.

- If the pupil has an Education, Health and Care plan or has a social worker, the local authority should also be involved in the decision;
- 3.3.2. if remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity;
 - 3.3.3. setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.
- 3.4. Pupils who are absent from school and receiving remote education still need to be recorded as absent using the most appropriate absence code. The relevant RGS School will keep a record of, and monitor pupil's engagement with remote education, but this is not formally tracked in the attendance register. Where appropriate, this information may be used to make plans for a pupil's reintegration to school.
 - 3.5. The School has an established remote education plan in place which is reviewed at least annually.

4. Unauthorised Absence

- 4.1. The "unauthorised absence" code will be used when prior permission for absence has not been given and where the relevant School is not satisfied with the explanation given for absence or delayed attendance meaning that the code for "unable to attend due to an exceptional circumstance" is not appropriate. Examples include:
 - 4.1.1. holiday has not been authorised by the School or is in excess of the period determined by the Head;
 - 4.1.2. the reason for absence has not been provided;
 - 4.1.3. a pupil is absent from school without authorisation;
 - 4.1.4. a pupil has arrived in school after registration has closed and without reasonable explanation.

5. Registration Codes and Responsibilities

- 5.1. Gaps should not exist for any pupil unless the Registration has not been entered. If this is the case the Form Tutor or Head of Year will speak with the relevant member of staff in order to clarify the entry.
- 5.2. Where communication is received which contains information in addition to confirming an absence, the letter or a copy of the email should be placed on the pupil's record. Any communication giving cause for concern should be passed to the Head of Year/Section or member of SLT.
- 5.3. Where N or O codes are entered by the Tutor, or PM subject teacher, these must be followed-up with the pupil concerned, and to ascertain where the pupil was and enter the appropriate code. The N code should not be used on a register beyond 5 school days.
- 5.4. Tutors should refer to expectations outlined below that they consult with the relevant Head of Year or Section regarding any concerns relating to a pupil's attendance.
- 5.5. Class teachers must take a register at the start of every lesson to check the attendance of pupils.
- 5.6. If teachers have concerns about the whereabouts of a pupil, they should immediately inform the Attendance Administrator and a member of SLT.
- 5.7. Any member of staff is able to enter lesson registration data for another colleague's Tutor Group or Teaching Set.
- 5.8. Heads of Year/Section should train Tutors in the use of iSAMS and ensure that all know and understand how to use the system.

- 5.9. Heads of Year/Section should also ensure that no gaps or N codes exist on a register beyond 5 days, and identify attendance trends via iSAMS, for pupils who are either frequently late, issuing sanctions as per the Rewards, Sanctions and Behaviour policy.
- 5.10. Pupils who miss AM Registration should register with the Attendance Administrator, or the relevant member of SLT on duty.
- 5.11. Staff are made aware, on at least a weekly basis, of pupils for whom there are pastoral concerns. These pupils must be monitored on a daily basis, by the Tutor and Head of Year/Section in the first instance.
- 5.12. Attendance reports should be generated via iSAMS and scrutinised on a weekly basis.
- 5.13. The Attendance Administrator will pursue the morning N codes and follow-up with telephone calls and/or e-mails to parents of any pupil that has not been registered as present in school and for whom there has been no message confirming the pupil's whereabouts from a parent. This will be done as soon as practicable, but at least by the end of the first taught lesson.
- 5.14. If parents are not contactable, then the relevant member of SLT should be informed immediately, either in person or by phone, so that they can investigate further.
- 5.15. If a pupil is not in a lesson and staff are unsure of their whereabouts, the Attendance Administrator will make the relevant DSL or, in their absence, another member of SLT on duty, aware by phone or in person, immediately. The DSL or relevant Head of Year will then investigate further, ensuring that other members of the Senior Leadership Team are informed as required.
- 5.16. The Database Manager is responsible for iSAMS management. She is contactable via ext. 227 or seh@rgsw.org.uk.

Present Codes	
/\	present during registration
AC	attendance at a school activity (co-curricular, to include Music lessons)
HC	attendance at the Health Centre
B	educated off site and taster days and do not fit K, V, SP or W codes
K	attending provision arranged by the local authority
L	arrived after the register has started but before it has closed
SP	Sporting activity with prior agreement from school
V	educational visit or trip
W	work experience
Absent Codes	
Authorised Absences	
C	exceptional circumstances
C1	in a regulated performance/undertaking regulated employment abroad
C2	absent due to part-time timetable
D	dual registered
EE	suspended or permanently excluded
I	illness (not medical or dental appointments)
J1	job/school/college interview
M	medical or dental appointment

Q	unable to attend because of a lack of access arrangements
R	religious observance (only 1 day allowed, any more coded as C if agreed)
S1	study leave
T1	parent travelling for occupational purposes
X	non-compulsory school age pupil not required to attend school
Y1	unable to attend due to transport provided not being available
Y2	unable to attend due to widespread transport disruption
Y3	unable to attend due to part of the school premises being closed
Y4	unable to attend due to whole school closure
Y5	unable to attend as pupil is in criminal justice detention
Y6	unable to attend in accordance with public health guidance or law
Y7	unable to attend due to other unavoidable cause (must affect the pupil NOT the parent)
Unauthorised Absence	
G	holiday (not agreed)
N	reason for absence not yet established (must be corrected within 5 days)
O	absent in other or unknown circumstances
UL	late after register has closed
Z	pupil not yet on register
#	planned whole school closure (eg holidays, insets and polling station days)

FAQs

"Who is ultimately responsible for making sure the data is entered for a Tutor Group"
The Tutor.

"Who has the responsibility for entering the data if a teacher/Tutor is away?"
The teacher assigned to cover the session.

"What if a member of staff can't log onto iSAMS?"
Report the issue to the Database Manager (Dr Steph Harris). Take a paper or digital copy of who is present/not present, and enter the data at the soonest available opportunity.

"What if there are laptop/network connection issues"
Report the issue via help@rgsw.org.uk or call Ext. 444

"What if the pupil lists on my screen are inaccurate?"
Report to the relevant Head of Department or member of SLT responsible for the timetable.

"Who do staff speak to if they have other queries/questions/concerns with Roll Call or Registration?"
The relevant Head of Year or member of SLT.