



Attendance Policy

Approved by:

Date: October 2025

Print: R. Lonsdale

Last reviewed on:

October 2024

Next review due by:

October 2026

Ratified by Governors:

A handwritten signature in black ink, appearing to read 'S. Bisset (edg)'. The signature is written in a cursive style.

Date: November 2025

Print: S. Bisset

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School opens at:	8:15am
Registers close at:	8:40am

1. Contact List 2025

Role / Agency	Name and role	Contact Details
Headteacher	Andrew Haughey	a.haughey@cravenprs.org
Designated Safeguarding lead	Emma Marsden	e.marsden@cravenprs.org
School Attendance Officer	Michelle Airey	m.airey@cravenprs.org
Governor with responsibility for Attendance	Claire Senior	CS-GOV@cravenprs.org
Chair Of Governors	Sally Bisset Queries relating to school/student attendance	SB-GOV@cravenprs.org
School Office	General enquiries	information@cravenprs.org 01756 630495
School Attendance Service (SAS)	Queries relating to attendance	01609798013 Julie.parish@northyorks.gov.uk
Elective Home Education (EHE)	Queries around Elective Home Education	electivehomeeducation@northyorks.gov.uk
Children Missing Education (CME)	Referrals for children missing education	01609532477 CME.Coordinator:@northyorks.gov.uk
Education Safeguarding Team	Advice / Training / Safeguarding Audit	01609535123 nyscp@northyorks.gov.uk

Please call 01756 630495 to report an absence.

2. Policy Statement

Craven Student Referral Service seeks to ensure that all its students receive an education which enables them to reach their full potential. There is a strong link between good attendance and increased attainment. Students who regularly attend school make much better progress socially and academically. Regular attendance enables students to adapt better to routines, schoolwork, and friendship groups.

Craven Student Referral Service aims to work in partnership with parents and other agencies to ensure that every child can get the best out of the educational opportunities provided.

By working in partnership with parents and other agencies, we ensure that we have clear and robust strategies in place to manage and promote regular attendance for all students at Craven Student Referral Service

We are committed to a whole school approach to attendance and a partnership relationship with parents and carers.

This attendance policy is part of broader suite of safeguarding policies and should not be viewed in isolation. Safeguarding policies include the Child Protection Policy, Anti-bullying policy and behaviour policy.

3. The Impact of Poor Attendance

The table depicts how many lessons are missed when your child is absent from school. The minimum expectation for all children is to attend school at least 97% of the time.

Attendance During One School Year	Equivalent Days	Equivalent Weeks	Equivalent Lessons Missed
95%	9 Days	2 Weeks	54 Lessons
90%	19 Days	4 Weeks	114 Lessons
85%	29 Days	6 Weeks	174 Lessons
80%	38 Days	8 Weeks	228 Lessons

If your child has 80% attendance throughout their school career by the time they finish school, it will be the equivalent of missing a whole year.

4. Aims of the Policy

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- › To emphasise the importance of attendance and the link between good attendance and high attainment.
- › Reducing absence, including persistent and severe absence.
- › Ensuring every student has access to the full-time education to which they are entitled.
- › Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- › Building strong relationships with families to ensure students have the support in place to attend school.
- › A Rewards and Recognition programme is operated that recognises good attendance and students who strive to improve their attendance.
- › Parents, carers and students are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality.

5. Legislation & Guidance

5.1 This policy is based on the Department for Education's guidance,

[Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/123456/working-together-to-improve-school-attendance-applies-from-19-august-2024.pdf)

5.2 The Education Act 1996 states that:

- All students of compulsory school age receive a suitable full-time education by regular attendance at school or otherwise.
- The Local Authority must provide school places to parents who wish their children to be educated at school.
- The school must complete attendance registers at the beginning of the morning session and during the afternoon session.
- The school must report to the Local Authority students who are absent for more than ten days without explanation.
- The Local Authority has a duty to ensure that parents fulfil their legal responsibilities.
- Failure by parents to ensure the regular attendance at school of a registered student is an offence punishable by law.

[Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/56/part-6) - Part 6

[Education Act 2002 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/26/part-3) - Part 3

6. Partnership Expectations

What the school expects of our students
That students attend regularly on time and ready to learn
Students are prepared for the day with appropriate equipment, including their planners.
Students arrive appropriately dressed, in accordance with the school uniform policy.
Students who arrive after registration time report to the office
Students tell a member of staff if there is any problem which may prevent them from attending school
What the school expects of parents/carers
Ensure that their children attend school regularly and on time to fulfil their legal responsibility
Notify school daily of any absence, unless signed off with a medical certificate.
Complete a request form for absence in term time for exceptional circumstances
Supply medical evidence when required
Ensure all parental and child contact details are up to date
Provide school with two emergency contact details
Speak to relevant members of staff if they know of any problem which may prevent their child/ren from attending
What the parents/carers can expect from the school
A broad, balanced education
Encouragement and rewards for good attendance and punctuality at school
Prompt action when a problem has been identified
Efficient and accurate recording and monitoring of attendance
Contact with parents and carers on the first day when absence is unexplained
Liaison with officers from the Local Authority from a variety of teams to assist and support families where needed
Regular communication with parents and carers

7. Attendance Procedures

Registration

- Craven Student Referral Service is open from 8:15am
- Registration is at 9am.
- Students should be in their designated form room and ready for registration.
- Class teachers will enter a present mark (/) on the register for each student present and an 'N' code for any student not present, whose whereabouts are unknown.
- The afternoon register is taken at start of session 4

Responding to lateness

- If a child is late (i.e., arrives after the close of registers) because of issues with transport, for example the taxi turning up late, the student will be marked with an L code for that session.
- After 8:40am the register will close and the student is deemed to be late/absent. Any student arriving in school after these times will be marked U. In case of emergency the register shows the student is on the premises, but they will not receive a present mark toward their overall attendance.
- Parents/carers will be contacted by school if their child is persistently late.

Responding to absence

- Repeated absences will lead to detailed monitoring by the school attendance staff.
- Targets for improvement will be clear and communicated to student and parent or carer.
- School will organise support to remove barriers to regular attendance.
- School will organise meetings with parents or carers to review and improve attendance.
- If attendance does not improve, school will refer to the local authority for legal action.

Working with the Local Authorities School Attendance Service

- School works in partnership with the statutory School Attendance Service to devise a strategic approach to attendance through Register Checks and Targeted Support Meetings.
- The Senior Attendance Champion and the Attendance Team will meet with an Attendance Improvement Officer from the School Attendance Service when required, to discuss and improve attendance for persistently absent or severely absent students.
- Action plans will be developed for persistently and severely absent students.
- If parents/carers do not proactively engage with support offered through the action plan, then formal legal intervention may be requested from the School Attendance Service.
Statutory intervention can include:
 - Penalty Notices
 - Parenting Order
 - Education Supervision Order
 - Prosecution

New National Penalty Notice Framework

The Department for Education introduced new guidance on the 19th of August 2024 which states that schools must consider a penalty notice for unauthorised term time leave and irregular attendance at school.

As stated earlier in the policy, school is not able to authorise term time holidays and any unauthorised leave of 10 sessions (5 school days) is likely to result in a fixed penalty notice being issued.

School may also issue fixed penalty notices for irregular attendance. In accordance with the new National Penalty Notice framework, schools must consider a penalty notice for 10 unauthorised sessions within a

rolling 10 school week period of time. Prior to a fine being issued school will work with families to improve attendance and will issue a 'Notice to Improve' warning letter.

Further details can be found in appendix .2.

8. Reporting & Recording Absence

First Day Reporting Procedures

If a student does not attend school, and we have not received an explanation from their parent/carer, the school will contact the parent/guardian on the first day of absence by telephone

All calls and communications are appropriately recorded on the school MIS system and on the attendance log, held by the Attendance Officer and shared with the DSL (Attendance and Behavior primary link manager).

Daily phone calls will be made to the parents/carer of an absent student by 09:15 for the school day

If a parent is not contactable, after 2 repeated attempts then contact will be made with other priority contacts or a home visit.

Where contact is made and school refusal is given as a reason for absence SLT are notified and arrangements are made for a meeting, or for the Attendance Officer to visit the home should no contact be made.

Parents are expected to contact the school every day the student is absent unless a medical note is received.

Evidencing Absence

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

We treat every child as an individual and look at each absence on a case-by-case basis, however if the child has attendance lower than 90%, has multiple illnesses or if there is doubt of the authenticity of the illness, the school may ask the student's parent/carer to provide 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.

Children Unwell During the School Day

If a student is unwell during the school day, they must speak to a member of staff who will assess if they need to go home or if support can be provided in school. Students are asked not to phone parents/carers to collect them from school, the school staff will always contact the parent if there are any concerns.

Students are not allowed to leave school site without prior permission and dependent on the age/vulnerability of the student, they may need to be collected by an adult or may be allowed to go home with a parent/carers knowledge and permission.

Dealing with Absence

The school takes its duty to safeguard the welfare of all its children seriously. Unexplained absences and a lack of contact from parents/carers may cause concern and lead to the involvement of other agencies such as social services as deemed appropriate by the lead professions.

Leave of Absence during Term Time

The Government has issued clear guidance that Head Teachers may only authorise a leave of absence during term time in **exceptional circumstances**. Parents do not have any entitlement to take their children on holiday during term time. Any applications for such leave must be made 3 weeks in advance and give full details of why the parent/carer believe the circumstances are exceptional. Unauthorised leaves of absence may result in a fine, which is administered by the Local Authority.

Taking holidays in term time will affect a child's education as much as any other absence and we expect parents/carers to help us by not taking young people away in term time. The current law does not give any entitlement to parents to take their child on holiday during term time. Any application for leave must be in writing to the Headteacher and only be made in exceptional circumstances. The Headteacher must be satisfied that the circumstances warrant the granting of leave.

Authorised absence

Authorised absence is defined as:

- Genuine illness
- Medical or dental appointment (where possible routine appointments should be arranged out of school time)
- Bereavement – (Headteacher's discretion)
- Religious observance (The day must be exclusively set apart for religious observance by the religious body to which the parents belong)
- Approved leave in term time where there are exceptional circumstances, as agreed by the Headteacher.
- The student has a local authority license to take part in a public performance and the school has granted leave of absence

Unauthorised absence

Unauthorised absence is defined as:

- Being late after the registers have closed - 'U' code
- Staying at home to care for younger children or sick relatives
- Going shopping or having a haircut
- Where no explanation is offered by the parent or carer
- Where the school is not satisfied with an explanation offered
- Special occasions e.g. birthdays/weddings
- Holidays/leave in term time
- Taking the rest of the day off before or after a medical appointment
- Translating for family members
- Visiting sick relatives
- Exceptional term time leave longer than agreed by the Headteacher

9. Children Missing Education (CME)

A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any student who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#) and follow the **North Yorkshire Children's Services LA procedure and contact** CME Co-Ordinator Julie Hodges, CME.coordinator@northyorks.gov.uk, Julie.hodges@northyorks.gov.uk Tel: 01609532477

10. Roles and Responsibilities

Headteacher

The Head is responsible for:

- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping children Safe in Education 2025. [Keeping children safe in education 2025](#)
- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting students at school with medical conditions - [Supporting students with medical conditions at school - GOV.UK \(www.gov.uk\)](#)
- Ensuring every member of staff knows and understands their responsibilities for attendance.
- Ensuring accurate completion of admission and attendance registers.
- Ensuring staff are actively working to maximise attendance rates, both in relation to individual students and whole school attendance.
- Having clear processes in place to address persistent and severe absence - students who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Ensuring all staff are aware of any potential safeguarding issues, ensuring joint working between the school, Children's Social Work Services and other statutory safeguarding partners. Often severely absent students have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the student's absence so suitable support can be considered, and education provided/accessed.
- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring and analysing data and trends.
- Reporting to the Governing Body and Trusts the attendance figures and progress to achieving the set targets.
- Reminding parents of their commitment to this policy.
- Building and modelling respectful relationships with staff, students, families, and other stakeholders to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, students, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with students and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Sharing information on and working collaboratively with other schools in the area/cluster, LAs, and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of students and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

10.2 The Senior Attendance officer

The School Attendance Officer is responsible for:

- Implementing the policy with the Head.
- Offering a clear vision for attendance improvement.
- Championing and improving attendance.
- Ensuring the practice that is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes

- Oversight of data analysis -
 - Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes, raising concerns with other agencies like children's social care and early help services which are working with families.
 - Robust school systems are in place which provide useful data at cohort, group, and individual student level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
 - children who have a social worker including looked-after children
 - young carers
 - children who are eligible for free school meals
 - children who speak English as a second language
 - children who have special educational needs and disabilities
 - Keeping the Head and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of students and to implement attendance procedures.
 - Compiling attendance data for the Head, the Governing Body and the Local Authority.
- Ensuring a positive working relationship with the School Attendance Service is fostered, including attending Attendance Targeted Support Meetings.
- Communicating messages to students and parents.
- If required, holding regular meetings with the parents of students whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying students who need support from wider partners as quickly as possible and make the necessary referrals.
- Making sure escalation procedures to address absence are initiated proactively, understood by students and families, implemented consistently and their impact reviewed regularly.

10.3 Teaching staff

Teaching staff are responsible for:

- Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance.
- Implementing the policy and ensuring it is applied fairly and consistently.
- Informing the school attendance officer/line manager of any concerns.
- Emphasizing with students the importance of punctuality and good attendance.
- Building respectful relationships with staff, students, families, and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Communicating openly and honestly with staff, students, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Modeling respectful relationships and appropriate communication for staff and students. This will help relationships between students and staff to reflect a positive and respectful culture. All staff members should:
 - treat students with dignity
 - build relationships rooted in mutual respect and observe proper boundaries
 - take into consideration the vulnerability of some students and the ways in which this might contribute to absence
 - handle confidential information sensitively
 - understand the importance of school as a place of safety where students can enjoy trusted relationships with staff and students, particularly for children with a social worker and those who have experienced adversity
 - communicate effectively with families regarding students' attendance and well-being
- Rehearse and reinforce attendance and punctuality expectations continually.
- Emphasize the importance of attendance and its impact on attainment.

- Promote the next lesson and the sequence of the lesson to motivate students to be in the classroom.
- Promote rewards and celebrate progress but continue to outline sanctions.
- Apply rewards and sanctions consistently.
- Follow up on absence and lateness with students to identify barriers and reasons for absence.
- Review form or tutor group attendance weekly to share data, identify issues, intervene early, and help set targets.
- Periodically review practice and consistency both across and between departments.
- Proactively promote attendance practice as part of staff induction.
- Consider the individual needs and vulnerabilities of students.
-

For students at risk of persistent absence

- Providing regular attendance reports to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and student premium leads) for monitoring and evaluation purposes.
- Initiating and overseeing the administration of absence procedures.
This should include:
 - letters home
 - engagement with local authorities and other external agencies and partners
 - working with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and finding methods that work and are understood
 - consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures
 - providing regular reports to leaders on the at-risk cohort
 - providing regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk students

For students who are persistently absent

- Developing and implementing persistent absence action plans with students and families which address barriers and help establish positive attendance routines.
- Identifying tailored intervention which meets the needs of the student.
- Leading daily or weekly check-ins to review progress and impact of support, make regular contact with families to discuss progress.
- Liaising with school leaders (designated safeguarding, SENDco) on referrals to external agencies and multi-agency assessments.
- Coordinating and contributing to multi-agency meetings to review progress and agree on actions.
- Working in partnership with School Attendance Service and other agencies to ensure the appropriate use of statutory parental responsibility measures.
- Providing regular reports to leaders on the impact of action plans and interventions.

11. Rewards and Incentives

- Students with excellent attendance will be acknowledge weekly
- Students with 100% attendance will receive a certificate of achievement each week during assembly
- Students with improved attendance will also be recognised and rewarded to encourage progress, not just perfection
- Students with excellent attendance will be priority for school reward trips and leadership roles within school
- Additional privileges may be offered to students with exemplary attendance records.

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
B	Off-site educational activity	Student is at a supervised off-site educational activity approved by the school
D	Dual registered	Student is attending a session at another setting where they are also registered
K	Attending education provision arranged by the LA	Student is attending an approved educational activity
P	Sporting activity	Student is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Student is on an educational visit/trip organised, or approved, by the school
W	Work experience	Student is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Student has been granted a leave of absence due to exceptional circumstances
C1	Leave of absence	Student is in a performance or regulated employment abroad
C2	Leave of absence	Student subject to part time timetable
E	Excluded	Student has been excluded but no alternative provision has been made

I	Illness	School has been notified that a student will be absent due to illness
J1	Interview	Student has an interview with a prospective employer/educational establishment
M	Medical/dental appointment	Student is at a medical or dental appointment
Q	Lack of access arrangements.	Student is unable to attend school because of lack of access arrangements
R	Religious observance	Student is taking part in a day of religious observance
S	Study leave	Year 11 student is on study leave during their public examinations
T	Gypsy, Roma and traveler absence	Student from a traveler community is travelling, as agreed with the school
X	Non-compulsory school age	Student not required to attend school as agreed in advance with the school
Y1	Unable to attend due to transport normally provided not been available	The student is unable to attend because the school is not within walking distance of their home and the transport to and from the school that is normally provided for the student by the school or local authority is not available
Y2	Unable to attend due to widespread travel disruption	The student is unable to attend the school because of widespread disruption to travel caused by a local, national, or international emergency
Y3	Unable to attend due to part of the school premises being closed	Part of the school premises is unavoidably out of use and the student is one of those that the school considers cannot practically be accommodated in those part of the premises that remain in use.
Y4	Unable to attend due to the whole school site being unexpectedly closed	Where a school was planned to be open for a session, but the school is closed unexpectedly (e.g. due to adverse weather), the attendance register is not taken as usual because there is no school session. Instead, every student listed in the admission register at the time must be marked with code Y4 to record the fact that the school is closed.

Y5	Unable to attend as student is in criminal justice detention	<p>The student is unable to attend the school because they are:</p> <ul style="list-style-type: none"> • in police detention, • remanded to youth detention, awaiting trial or sentencing, or • detained under a sentence of detention. <p>A student's absence should be recorded under code Y7 (Unable to attend because of any other unavoidable cause) if they are unable to attend because they are serving a community based (i.e. non-detained) part of a sentence of detention, referral order, or youth rehabilitation order that requires them to be absent during the school day</p>
Y6	Unable to attend in accordance with public health guidance or law	<p>The student's travel to or attendance at the school would be:</p> <ul style="list-style-type: none"> • contrary to any guidance relating to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care (or the equivalent in Scotland, Wales and Northern Ireland), or • prohibited by any legislation relating to the incidence or transmission of infection or disease.
Unauthorised absence		
G	Unauthorised holiday	Student is on a holiday that was not approved by the school
N	Reason not provided	Student is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for student's absence
U	Arrival after registration	Student arrived at school after the register closed

Code	Definition	Scenario
Z	Student not on admission register	Register set up but student has not yet joined the

		school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

Appendix 2: National Penalty Notice Framework

In all cases of poor school attendance it is essential that early action is taken by schools to prevent escalation of the situation. Early intervention to prevent emerging patterns of absence, and making full use of the support available from the Local Authority and other agencies, helps address problems that are beyond the capacity of the school to deal with unaided.

Local Authority/School Responsibilities- Legal Intervention:

There are occasions when legal action is the appropriate course of action if early intervention does not bring about the required improvements. The following document sets out the roles and responsibilities of all schools, with regard to unauthorised absence. It also provides links to documentation which may be used for this purpose.

[Executive Summary - Statutory Intervention by the Local Authority for School Attendance](#)

School Attendance Support Pathway

[NYC Code of Conduct for Use of Fixed Penalty Notices](#)

Parent/Carer Responsibilities:

All parents who have children of compulsory school age are responsible in law for ensuring that their children receive a suitable education.

Find out more in the documents below:

Information for Parents/Carers - Rights and Responsibilities - Sept 2021

Useful External Weblinks

[Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](#)

DfE: Parental Responsibility Measures for School Attendance and Behaviour - Jan 15

[DfE Statutory Guidance: Supporting Students at School with Medical Conditions - Sept 2014](#)

Other Useful Documents

[Part-Time Timetable Protocol](#)

[Part-Time Timetable Checklist](#)

[Part-Time Timetable One Minute Guide for Parents](#)

Julie Parrish – Tel: 01609 798013

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