

## Potters Gate C of E Primary School and St Andrew's C of E Infant School

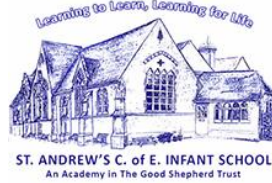
### Attendance Policy

This policy is prescribed by The Good Shepherd Trust and is statutory. All references to 'the trust', includes all trust schools and subsidiary organisations.

Date adopted:	19/08/2024	Last reviewed:	26/07/2024
Review cycle:	Every 2 years	Is this policy statutory?	Yes
Approval:	Chief Education Officer	Author:	Head of Inclusion
Local noting:	Local Committee	Local author:	Headteacher/Principal
Next review Date	August 2026		

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**"I have come that you may have life - life in all its fullness," John 10:10**

Developing in our children the ability to find joy in life, the natural world, finding moral and spiritual strength for their own lives.

We celebrate our differences, welcoming families of different faiths, social and ethnic backgrounds to our school family and share the abundance of what we have with all.

This policy sets out the expectations with regard to the attendance of pupils at our school. The staff are committed to safeguarding and promoting the welfare of all children and expect all staff and volunteers to share this commitment. This policy seeks to ensure all children attend school regularly and any absences are unavoidable. Absence from school can affect children both educationally and socially. We endeavour to provide a school day that excites challenges and motivates each child, and allows them to develop as independent learners. We will also provide support emotionally to pupils, promoting enjoyment, perseverance and self-discipline.

## **1. Aims**

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

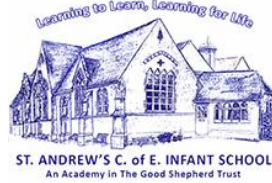
- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early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

We will also promote and support punctuality in attending lessons.

## **2. Legislation and guidance**

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)



- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

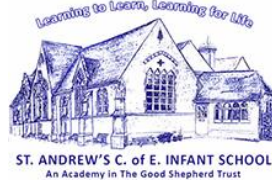
- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

### 3. Roles and responsibilities

#### 3.1 The Executive Headteacher

The Executive Headteacher is responsible for:

- The local adaption and implementation of this policy at the school
- Monitoring school-level absence data and reporting it to the local committee
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance
  - That absence is almost always a symptom of wider issues
  - The school's legal requirements for keeping registers
  - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Applying to the local authority for the issuing of fixed-penalty notices, where necessary, and/or authorising Attendance Manager to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers



- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

### **3.2 The designated senior leader responsible for attendance**

The designated senior leader (also referred to as the 'senior attendance champion') is responsible for:

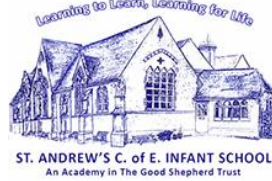
- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis (see section 7)
- Regularly monitoring and evaluating progress in attendance
- Benchmarking attendance data to identify areas of focus for improvement
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Working to tackle persistent absence, with the HSLW/attendance officer.
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Advising the Headteacher (authorised by the Headteacher/Principal) when to issue fixed-penalty notices
- The designated senior leader responsible for attendance is Jayne Venables and can be contacted via [jvenables@potters-gate.surrey.sch.uk](mailto:jvenables@potters-gate.surrey.sch.uk) They are supported in their role an attendance officer

The attendance officer is Cara Whitby and can be contacted via [school@potters-gate.surrey.sch.uk](mailto:school@potters-gate.surrey.sch.uk). The attendance officer share responsibility for attendance with the designated senior leader, in particular:

### **3.3 Class Teachers**

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), via the electronic system (Arbor).

### **3.4 School office staff**



School Office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the year lead, through Arbor where appropriate, in order to provide them with more detailed support on attendance

### **3.5 The local committee**

The local committee is responsible for:

- Ensuring that school leaders have adapted the trust template policy and that it is published on the website.
- Monitoring and interrogating attendance data.
- Regularly reviewing and challenging attendance data and to ensure school leaders focus improvement efforts on cohorts and pupil groups who need it most
- Holding the Executive Headteacher to account for the implementation of this policy

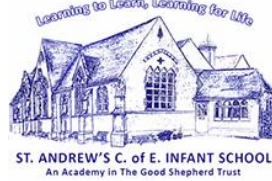
### **3.6 Central Education Team**

The central education team and trust Head of Inclusion are responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - Making sure the school works effectively with other trust schools and local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the trust
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Sharing effective practice on attendance management and improvement across schools

### **3.7 The Trust Board**

The trust board is responsible for:



- Monitoring attendance figures for the whole trust and repeatedly evaluating the effectiveness of the trust's processes and improvement efforts to make sure they are meeting pupils needs within the schools
- Holding the central team to account for the implementation of this policy

### **3.8 Parents**

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

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

Parents are expected to:

- Make sure their child attends school every day on time
- Call the school to report their child's absence 8.30am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority

### **3.9 Pupils**

Pupils are expected to:

- Attend school every day, on time

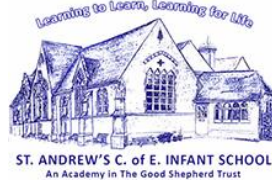
## **4. Recording attendance**

### **4.1 Attendance register**

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

We will take our attendance register at the start of the first session of each school day and once during the second session. It will be marked, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

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



Any amendment to the attendance register will include:

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

See Appendix 1 for the DfE attendance codes.

We will also record:

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

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

At Potters Gate pupils must arrive in school by 8.40am on each school day.

At Potters Gate the register for the first session will be taken between 8.40 and 8.50am and will be kept open until 9am. The register for the second session will be taken at 12.45pm for reception, 1pm for Key Stage 1 and 1.20pm for Key Stage 2.

At St. Andrew's pupils must arrive in school by 8.30am on each school day.

At St. Andrew's the register for the first session will be taken between 8.30 and 8.40am and will be kept open until 8.50am. The register for the second session will be taken at 1pm.

## 4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30am or as soon as practically possible, by calling the school office staff, who can be contacted via [school@potters-gate.surrey.sch.uk](mailto:school@potters-gate.surrey.sch.uk) or [info@standrews-infant.surrey.sch.uk](mailto:info@standrews-infant.surrey.sch.uk)

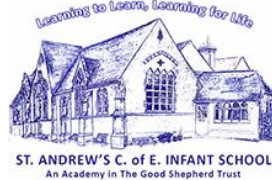
We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

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

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

## 4.3 Planned absence





Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment.

Leave of absence is requested in writing by downloading 'request for absence form from the website:

[https://www.potters-gate.surrey.sch.uk/docs/letters/Leave\\_of\\_Absence\\_Form.pdf](https://www.potters-gate.surrey.sch.uk/docs/letters/Leave_of_Absence_Form.pdf)

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

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

#### **4.4 Lateness and punctuality**

A pupil who arrives late:

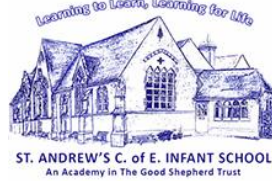
- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

#### **4.5 Following up unexplained absence**

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving the local authority or other partner agencies
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals.





- Where support is not appropriate, not successful, or not engaged with, issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate

## 4.6 Reporting to parents

The school will report attendance to parents every half term. This may be more frequent if attendance begins to dip below 90%.

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels

## 5. Authorised and unauthorised absence

### 5.1 Approval for term-time absence

The Executive Headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The Executive Headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the Headteacher/Principal's discretion, including the length of time the pupil is authorised to be absent.

We define 'exceptional circumstances' as one-off events which are unavoidable or where external circumstances make the date unchangeable for the pupil.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

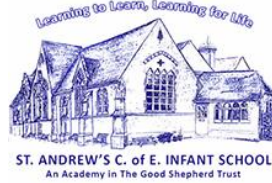
As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 before the absence, and in accordance with any leave of absence request form, accessible via

[https://www.potters-gate.surrey.sch.uk/docs/letters/Leave of Absence Form.pdf](https://www.potters-gate.surrey.sch.uk/docs/letters/Leave_of_Absence_Form.pdf)

<https://www.standrews-infant.surrey.sch.uk/parents/Forms-and -Documents/>



The Executive Headteacher may require evidence to support any request for leave of absence.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

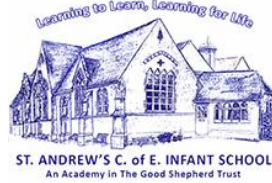
## 5.2 Sanctions

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

### Penalty notices

The Executive Headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

Before applying to the local authority to issue penalty notice, the school will consider the individual case, including:



- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

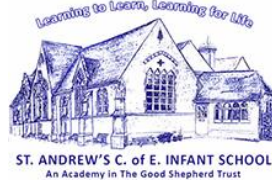
### Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with



- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

## 6. Strategies for promoting attendance

The school is committed to providing children and their families with the 'tools' they need to confidently attend school. The school will support families through a number of strategies including:

- ensuring that the school is a place to which the children want to come: that the school is a place where the children are treated with respect and feel valued; a place where their needs are recognised and are being addressed; a place where all children can experience success within a rich, relevant and diversified curriculum. This is the most vital part of encouraging good attendance
- encouraging parents to take an active interest in the work of the school and to build and support their children's enthusiasm for attending school. Children alone cannot ensure their regular and punctual attendance at school and, therefore, we work with parents to encourage this.
- raising awareness importance of good attendance throughout our whole school ethos and curriculum and ensuring that children are recognised and praised for good attendance.
- Where appropriate, we might consider the use of an attendance contract which is a formal written agreement between a parent(s) and school to address irregular attendance at school. An attendance contract is not a punitive tool, it is intended to provide support and offer an alternative to prosecution.

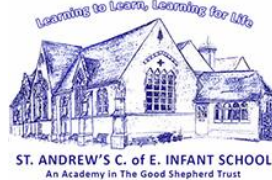
## 7. Supporting pupils who are absent from school

### 7.1 Pupils absent due to complex barriers to attendance

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support.

We have an EBSNA trained member of staff who will support families where it is proving difficult to come into school.

We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a



Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed.

## **7.2 Pupils absent due to mental or physical ill health or SEND**

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain in place for these pupils, however we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate. Under the DfE's statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.

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

In addition we will:

- Communicate regularly with parents and consistently touch base
- Provide learning which is engaging
- Ensure that children are aware of the learning for the next day
- Reinforce how valuable the children are to the classroom
- Greet with a smile at the door each morning even if child is late
- Adjustments made for parents who need support
- Support from large pastoral team for children and families
- Support with uniform, foodbank, and other things if money is tight

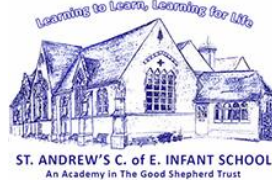
## **8. Attendance monitoring**

- Daily after the register closes by the office staff
- Weekly section at DSL meeting to discuss any attendance below 90% and lateness
- Year leader monitoring as part of their work plan, feeding into year group weekly meetings

### **8.1 Monitoring attendance**

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

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



The school has granted the DfE access to its management information system so the data can be accessed regularly and securely. Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the local committee.

## 8.2 Analysing attendance

The school will:

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

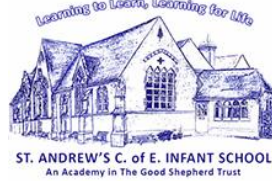
## 8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to year leaders to facilitate discussions with pupils and families, and to the local committee and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the Good Shepherd Trust, the local area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

## 8.4 Reducing persistent and severe absence





Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

## 9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated and, as a minimum, bi-annually by the GST Head of Inclusion. At every review, the policy will be approved by the chief education officer and presented for noting to the full trust board and local committee

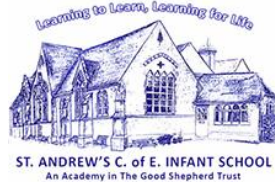
## 10. Links with other policies

This policy links to the following policies:

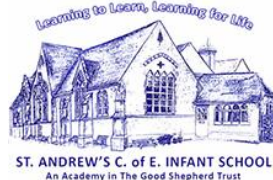
<https://www.potters-gate.surrey.sch.uk/Policies/>

- Behaviour policy (and exclusions)
- Supporting pupils with medical conditions
- SEND policy





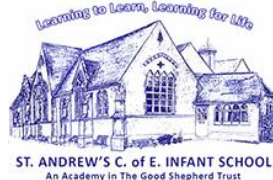
- Privacy statement



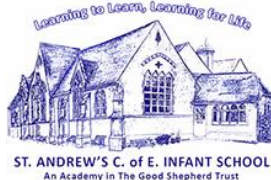
## Appendix 1: attendance codes

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

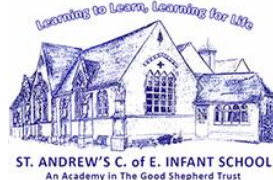
Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
<b>Attending a place other than the school</b>		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
<b>Absent – leave of absence</b>		



<b>C1</b>	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment
<b>J1</b>	Interview	Pupil has an interview with a prospective employer/educational establishment
<b>S</b>	Study leave	Pupil has been granted leave of absence to study for a public examination
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made



<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
<b>Y1</b>	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	<p>Pupil is unable to attend as they are:</p> <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		



<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays