Attendance Policy

Manorfield CE Primary School

Embrace Multi Academy Trust strives to maintain and improve good provision and outcomes at each of its member schools. Based upon our shared ethos and our values of wisdom, collaboration, respect, integrity, inclusivity, and compassion, we aim to support the learning and development of every person within the trust and our policies are written from this perspective.

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1. Aims

We recognise that attendance is a safeguarding, welfare and educational priority. Good attendance is the foundation for positive outcomes, wellbeing, achievement and inclusion. Attendance improvement is the responsibility of all staff and is central to our work with children and families

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: July 2026, 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: July 2026 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 board of trustees and local governing committees

Responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents.
- Ensuring regular review of attendance data for vulnerable groups including pupils with SEND, children with a social worker, pupils eligible for pupil premium, young carers and any other groups identified through school attendance analysis.
- Making sure school leaders fulfil expectations and statutory duties, including:
    - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
    - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate.
- Recognising and promoting the importance of school attendance across the school's policies and ethos.
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources.
- Making sure the school has high aspirations for all pupils but adapts processes and support to pupils' individual needs.
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most.
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge.
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs.
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance.

- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
    - The importance of good attendance.
    - That absence is almost always a symptom of wider issues.
    - The school's legal requirements for keeping registers.
    - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate.
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data.
- Holding the headteacher to account for the implementation of this policy.

3.2. The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school.
- Monitoring school-level absence data and reporting it to governors.
- Supporting staff with monitoring the attendance of individual pupils.
- Monitoring the impact of any implemented attendance strategies.
- Issuing fixed-penalty notices, where necessary, and/or authorising the senior attendance lead 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.

3.3. The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school.
- Setting a clear vision for improving and maintaining good attendance.
- Evaluating and monitoring expectations and processes.
- Having a strong grasp of absence data and oversight of absence data analysis.
- Regularly monitoring and evaluating progress in attendance.
- Establishing and maintaining effective systems for tackling absence and making sure they are followed by all staff.
- 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.
- Leading regular attendance reviews and Targeting Support Meetings with the Local Authority attendance team where required.
- Ensuring attendance interventions are evaluated and adapted based on impact.
- Coordinating support for persistently and severely absent pupils.

The designated senior leader responsible for attendance is Lauren Roach and can be contacted via 01455 272787 or office@manorfield.embracemat.org

3.4. The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7).
- Benchmarking attendance data to identify areas of focus for improvement.
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher.
- Working with education welfare officers to tackle persistent absence.
- Advising the headteacher when to issue fixed-penalty notices.

3.5. 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), and submitting this information to the school office at registration time; by 8.40am and 1.20pm.

3.6. Admin/office staff

Admin/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 senior attendance lead where appropriate, in order to provide them with more detailed support on attendance.

3.7. 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 (ie lives with and looks after them).

Parents are expected to:

- Make sure their child attends every day and on time.
- Call the school to report their child's absence by 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 one 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 plans that they make with the school and/or local authority.
- Seek support, where necessary, for maintaining good attendance, by contacting Lauren Roach, Senior Attendance Lead, who can be contacted via 01455 272787 or office@manorfield.embracemat.org

3.8. Pupils

Pupils are expected to:

- Attend school every day, on time.

4. Recording attendance

4.1. Attendance register

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

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

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

Any amendment to the attendance register will include:

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

Attendance data is reported daily to the Department for Education (DfE) in line with statutory *guidance*. See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not

- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances.

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

The school day starts at 8.30am and ends at 3.00pm. Pupils must arrive in school by 8.30am on each school day.

The register for the first session will be taken at 8.30am and will be kept open until 9am. Pupils registering after 8.35am are recorded as late (L). Pupils registering after 9am are recorded as late after register is closed (U) which results in an absent code for the session. The register for the second session will be taken at 12.30pm (EYFS), 12.45pm (KS1) and 1.15pm (KS2) and each will be kept open for 5 minutes.

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 01455 272787, messaging the school office via Class Dojo or via office@manorfield.embracemat.org

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

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, proof of appointment 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.

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. See 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.

Lateness will monitored half termly and 5 or more instances of lateness will be communicated to parents via written letter. There will be an expectation to see a noticeable improvement in punctuality in the following half term. If there is no improvement in punctuality, parents will be requested to attend and meeting with the senior attendance lead to address reasons for lateness.

Where support is agreed and pupils are granted a later start to the school day or entry to school via the office instead of classroom doors which would ordinarily result in the late mark, pupils will be recorded as authorised.

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. If the school cannot reach any of the pupil's emergency contacts, the school may, in line with the Home Visits Policy, carry out a Safe and Wellbeing check at the pupil's home address
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Where relevant, report the unexplained absence to any third parties involved with the pupil or family
- 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, school will issue a notice to improve or penalty notice in line with the Local Authority Code of Conduct (Penalty Notices).

4.6. Reporting to parents

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 via half-termly letters where there is a concern about their child's attendance or if there has been an improvement from the previous half term. Attendance if also reported in the end of year school report.

5. Authorised and unauthorised absence

5.1. Approval for term-time absence

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

The 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's discretion, including the length of time the pupil is authorised to be absent for.

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 before the absence, and in accordance with any leave of absence request form, accessible via main school office. The 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 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.

If the school issues a penalty notice, it will check with the local authority before doing so and send it a copy of any penalty notice issued.

Before issuing a 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

- A clear whole school ethos around promoting good attendance. Not limited to senior leaders, but class teachers and classroom support.
- A robust attendance monitoring procedure.
- An attendance reward scheme, rewarding class attendance rather than individuals.
- Promote a strong whole school community understanding the importance of high attendance.

7. Supporting pupils who are absent or returning to school

7.1. Pupils absent due to complex barriers to attendance

By combining these strategies, schools can create a supportive environment that addresses the complex barriers to attendance and helps students succeed.

Working with Families

1. **Build Trusting Relationships**: Establish strong, trusting relationships with families to understand their unique challenges and work together to find solutions
2. **Regular Communication**: Maintain open and regular communication with families about their child's attendance and progress.
3. **Provide Resources and Support**: Offer resources and support to families, such as information on community services, counselling, and financial assistance.

Removing In-School Barriers

1. **Positive School Climate**: Foster a positive school climate where students feel safe, valued, and supported. This includes promoting a sense of belonging and addressing any issues related to bullying or discrimination
2. **Mental Health Support**: Ensure access to mental health services, including ELSA support, to support students dealing with emotional and psychological challenge
3. **Engaging Curriculum**: Develop an engaging and relevant curriculum that motivates students to attend school and participate actively in their learning

7.2. Pupils absent due to mental or physical ill health or SEND

Supporting pupils who are absent from school due to mental or physical ill health or their Special Educational Needs and Disabilities (SEND) requires a comprehensive and compassionate approach. Here's how schools can effectively address these challenges:

Working with Families

1. **Build Strong Relationships**: Establish trust and open lines of communication with families to understand their unique circumstances and collaborate on solutions
2. **Regular Updates**: Keep families informed about their child's progress and any changes in their support plan
3. **Family Support Programs**: Signpost to resources to help families support their child's education and well-being at home.

School Adjustments

1. **Reasonable Adjustments**: Make necessary adjustments such as modified seating arrangements, additional time for assignments, or the use of assistive technology
2. **Health and Safety Measures**: Ensure the school environment is safe and accessible, including measures like hand-washing protocols and availability of medical support.

Additional Support

1. **Mental Health Services**: Provide information and/or access to the school ELSA and external mental health services to support pupils dealing with emotional and psychological challenges
2. **Individualised Learning Plans (IEPs)**: Develop and regularly update learning plans to address the specific needs of pupils with SEND, ensuring they receive tailored support
3. **Care Plans**: Create care plans in collaboration with healthcare professionals to manage pupils' medical needs effectively.

By combining these strategies, schools can create a supportive and inclusive environment that addresses the needs of pupils with mental or physical ill health or SEND, ensuring they receive the education and care they deserve.

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.

Remote education will only be used in exceptional circumstances and as a short-term part of an agreed reintegration or support plan. Pupils receiving remote education remain

absent from school and appropriate attendance codes will continue to be used. The school will prioritise reintegration into full-time education wherever possible.

7.3. Pupils returning to school after a lengthy or unavoidable period of absence

Supporting pupils returning to school after a lengthy absence can be challenging, but there are several effective strategies that can implement to ease the transition:

1. **Establish a Routine**: Reintroduce a consistent daily schedule to provide structure and predictability
2. **Communicate Clearly**: Provide clear and concise information about what to expect in the coming days and weeks
3. **Create a Welcoming Environment**
4. **Offer Reassurance**: Provide emotional support and reassurance, reminding pupils that it is normal to feel anxious about returning
5. **Incorporate Transitional Activities**: Use activities that gradually shift from holiday mode to school mode, such as sharing holiday experiences or setting new goals
6. **Monitor and Support**: Keep an eye on pupils who seem particularly anxious and offer additional support where needed
7. **Promote Self-Regulation**: Teach techniques for managing stress and anxiety, such as deep breathing or mindfulness exercises.

8. Attendance monitoring

8.1. Monitoring attendance

Attendance data is reviewed weekly, half-termly, termly and annually across the school and at an individual pupil, year group and cohort level. Weekly attendance reviews are undertaken by school leaders to identify emerging concerns and enable early intervention.

Attendance is also part of a bi-weekly meeting held within Senior Leadership inclusion meetings focussing on ensuring pupils with attendance meeting persistently absent threshold (90% or below), pupils with SEN and pupils from deprivation.

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

The school has granted the DfE access to certain aspects of 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 national levels to identify areas of focus for improvement and share this with the local governance 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
- Analysis will include attendance patterns for:
- pupils with SEND
- children with a social worker
- looked after and previously looked after children
- disadvantaged pupils
- pupils eligible for pupil premium
- young carers
- any additional cohorts identified through school attendance analysis.

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 severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to SLT and class teachers, to facilitate discussions with pupils and families, and to the local governing 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 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. Where attendance becomes persistently absent (below 90%) or severely absent (below 50%), the school will implement

enhanced support and may involve the Local Authority Attendance Team, Early Help Services and other relevant agencies through a graduated response.

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)

8.5. Attendance Contracts

Where voluntary support has not secured sufficient improvement in attendance, the school may work with families and the Local Authority to establish an Attendance Contract. Attendance Contracts provide a formal framework for support and set out agreed actions and responsibilities to improve attendance.

8.6. Targeting Support Meetings

The school will participate in Targeting Support Meetings with the Local Authority where attendance concerns require multi-agency intervention. These meetings support the identification of barriers, coordination of services and review of attendance improvement strategies.

9. Monitoring arrangements

The policy will be published on the school website and reviewed whenever DfE guidance or local authority procedures change and as a minimum annually by the Trust Leader. At every review, the policy will be approved by the board of trustees.

10. Links with other policies

This policy links to the following policies:

- Safeguarding and Child Protection Policy
- Behaviour policy

Appendix 1: Attendance codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
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
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances

Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	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
Y1	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
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	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
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (eg due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes

O	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
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays