

Christchurch Learning Centre

Attendance Policy 2024-27

Approved by: P Gavin

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Contents

1. Aims	3
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Recording attendance.....	6
5. Authorised and unauthorised absence	8
6. Strategies for promoting attendance	10
7. Supporting pupils who are absent or returning to school	10
8. Attendance monitoring	11
9. Monitoring arrangements.....	13
10. Links with other policies.....	13
Appendix 1: Attendance codes.....	14
Appendix 2: Working together to improve attendance	17
Appendix 3: Effective school attendance improvement and management	18
Appendix 4: Attendance legal interventions	19

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 appropriate 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 support parents to perform their legal duty to ensure their children of compulsory school age attend regularly, and will 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 School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents> [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

<https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made> 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 Governing Board

The Governing Board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- 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

The School Governing Body, Safeguarding, Teaching and Learning sub-committee are responsible for monitoring attendance information and supporting the school to implement attendance policy and practice.

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 Pupil Support Manager – **Ms Cheryl Conley** to be able to do so
- Working with the parents/carers 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/carers through all available channels
- Sharing information from the school register with the local authority, including:

- Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
- Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
- Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

The designated senior leader (also known 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
- 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/carers 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

The designated senior leader responsible for attendance is **Mr Gary Tostevin** and can be contacted via 01202 471410 office@clc.dorset.sch.uk

3.4 The attendance officer – Pupil Support Manager

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
- Initiate Fast Track attendance processes where appropriate
- Advising the headteacher/Deputy Headteacher (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is **Ms Cheryl Conley** and can be contacted via 01202 471410 c.conley@clc.dorset.sch.uk

3.5 Class teachers/form tutors

Class teachers/form tutors are responsible for recording attendance for both morning and afternoon sessions and lesson by lesson on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school MIS – Arbor. Absences are reported the school admin team in order for welfare calls to be made on the same day.

3.6 School admin/office staff

School admin/office staff will:

- Take calls from parents/carers and pupils about absence on a day-to-day basis and record it on the school MIS system
- Transfer calls from parents/carers and pupils to the most appropriate member of staff accordingly, 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 (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day/timetabled session on time
- Call the school to report their child's absence before 9am 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
- Seek support, where necessary, for maintaining good attendance, by contacting [Ms Cheryl Conley](mailto:c.conley@clc.dorset.sch.uk) – Pupil Support Manager, who can be contacted on 01202 471410 c.conley@clc.dorset.sch.uk

3.8 Pupils

Pupils are expected to:

- Attend every timetabled session, 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
- On a part-time timetable

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 09:00 and ends at 15:00.

Pupils must arrive in school by 09:00 on each school or as per their agreed timetable start time.

The register for the first session will be taken at 09:00 and will be kept open until 09:30. The register for the second session will be taken at 12:45 and will be kept open until 13:30.

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 09:00, or as soon as practically possible, by calling the school admin/office staff, who can be contacted via 01202 471410 (Option 1 – absence line) and/or office@clc.dorset.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 3 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, 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.

However, we encourage parents/carers 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/carer 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: (*30 minutes after timetabled arrival*)

- 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/carer on the morning (or afternoon as dictated by their timetable) 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 consider a home visit.
- 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 an education welfare officer
- 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 is in regular contact with parents/carers regarding provision and attendance however, formal reviews are held regularly at which point attendance information is discussed and reviewed. Similarly, if attendance trends are becoming apparent, additional review meetings can be held to address any concerns.

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.

We define 'exceptional circumstances' as significant medical/dental/health appointments, bereavement or family trauma, religious/cultural requirements. Flexi/part-time schooling due to mental health needs.

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

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 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the 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
- Education off site
- 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

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.

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). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

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 has established a rewards system to promote positive behaviour, attainment and attendance. Tutors and teaching staff utilise this system to monitor and promote positive engagement on a daily basis. Below are some of the steps available to promote positive attendance:

- Clear expectations for positive attendance and engagement which is shared with pupils and parents/carers at induction and regularly during their time at the school
- Positive learning experiences which encourage pupil participation and ownership
- Weekly attendance figures are issued to tutor staff and displayed for pupils to track their progress
- Tutors have the opportunity to discuss attendance concerns and implement attendance related targets as required
- Teams meet weekly to identify concerns and discuss interventions
- SLT and the Pupil Support Manager are able to monitor attendance data and implement strategies and interventions
- Review meetings can be held with parents/carers and pupils to discuss attendance concerns
- Golden tickets can be distributed to promote positive attendance as part of our rewards system
- Targeted Support Meetings held with the BCP Inclusion Service
- Attendance contracts

Whilst we have strategies to support positive attendance available, all staff are promoting positive attendance throughout the school day and at every opportunity. Individual strategies are required for the uniqueness of the pupils that attend the school.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

- Meet with parents and pupils to understand barriers to being in school and agreeing actions or interventions to address them
- Allocate a link member of staff
- Coproduce an action plan in the form of an attendance contract or an educational supervision order
- Complete a voluntary early help assessment, where necessary
- Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially when absence become severe (below 50% attendance)

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

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 and allocated SEN Case Officer.

- Regular review meetings with health professionals
- Regular communication with SEN Case Officers
- Regular review of EHCPs and health plans to add support interventions and additional resources as required

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

- Reintegration period agreed, including possible reduced timetable for this period
- Meeting with parents, pupils and wider professionals
- Coproduction of an action plan or individual risk assessment to support a positive return to education

8. Attendance monitoring

The Pupil Support Manager at our school monitors pupil absence on a daily basis, which is shared with the local authority

A pupil's parent/carer is expected to call the school in the morning if their child is going to be absent due to ill health (see section 4.2).

A pupil's parent/carer is required to contact the school each day their child is ill.

If a pupil's absence is not confirmed by a parent/carer, the school will contact the parent/carer of the pupil to discuss the reasons for this.

If a pupil's absence continues to rise after contacting their parent/carer, we will consider reviewing the case and involving other services/interventions as required.

A child is **not** CME if:

- Their whereabouts are known, and school understands that they have refused to attend school
- Their whereabouts are known, and school understands that they have a diagnosed medical condition which is preventing them from attending school
- They are receiving education via elective home education
- They are absent and parent has provided a reason for the absence and/or provided a return date.

A child **is** CME if:

- they are not on a school roll
- if they have left BCP and no return date has been given and no forwarding address has been provided
- they appear to be genuinely missing, and parent has not given a reason for their absence.

DfE guidance states that:

*Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the local authority have failed, **after jointly making reasonable enquiries**, to establish the whereabouts of the child. This **only** applies if the school **does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.***

Whilst nationally the persistent absence threshold is 10%, by virtue of our provision and referral system, the majority of pupils have already reached this marker before accessing our provision. The Centre will work towards improving this. All other attendance data is monitored by SLT and the Pupil Support Manager to identify trends and implement strategies of support.

The school will report attendance data to the Governing Board at each board meeting.

The Pupil Support Manager collects attendance data and records this on its management information system, Arbor. Any information such as reasons for absence is also recorded at this point. Attendance data is shared live with the Local Authority. These systems allow us to:

- Track the attendance of individual pupils
- Identify trends and patterns of individual and groups of pupils
- Track interventions and actions taken to support positive attendance

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 governing board.

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 severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to key staff members, to facilitate discussions with pupils and families, and to the governing board 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.

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)
- Conduct attendance-based review meetings with parents/carers and pupil
- Review individual cases with the Inclusion Team in order to identify next steps and additional support strategies

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every 3 years by SLT and the Pupil Support Manager.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

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

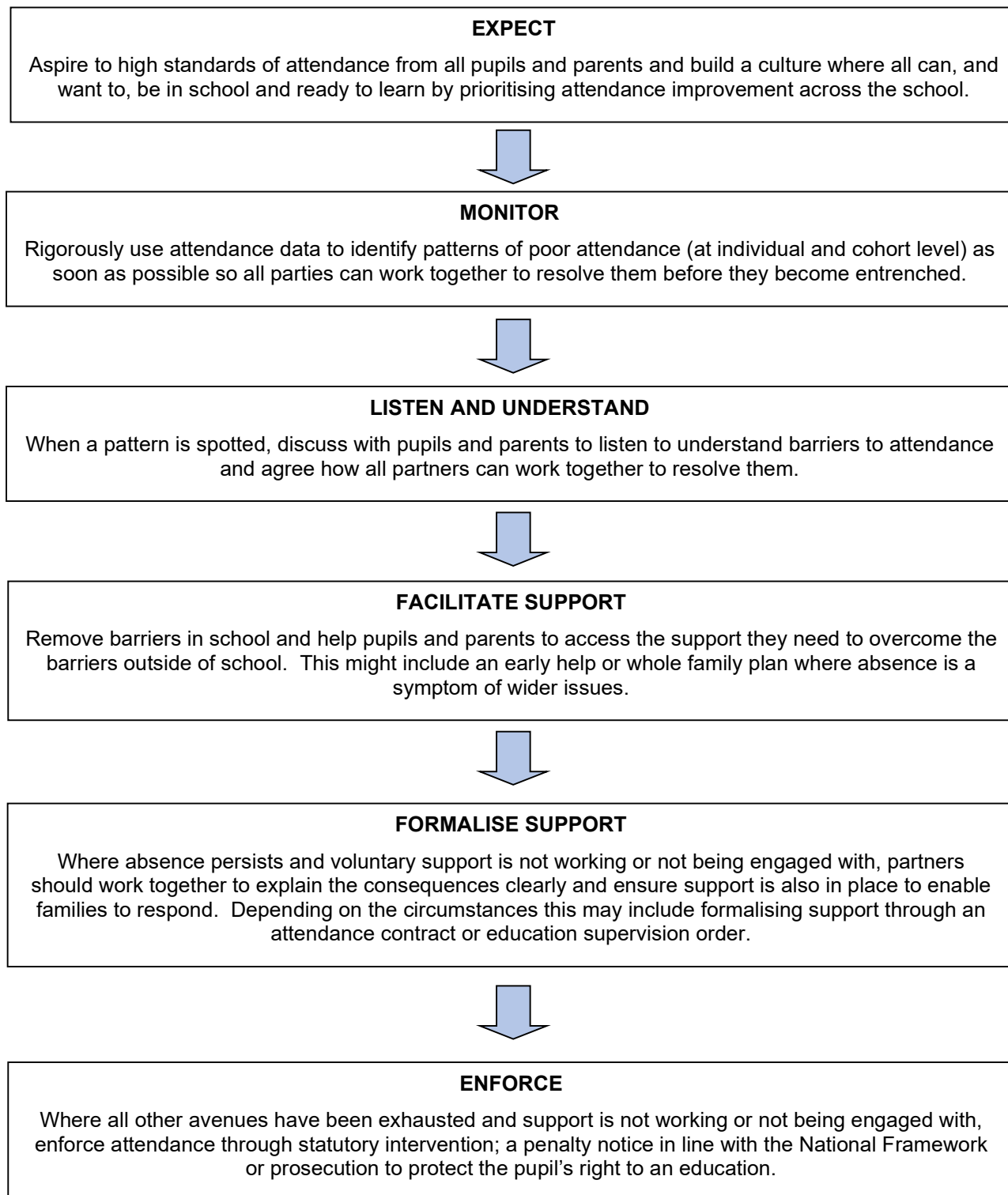
Code	Full name	Description
The student is counted as present.		
/ or \	Present am or pm	Present in school during registration.
L	Late	Late arrival before the register has closed
The student is counted as present, at an Approved Educational Activity.		
B	Educated off Site	The student is at an off-site supervised educational activity approved by the school.
K	Education provision provided by LA	Education provision arranged by a local authority, rather than the school
P	Sporting Activity (Approved)	Pupil is taking part in a sporting activity that has been approved by the school and supervised by someone authorised by the school.
V	Educational trip	A residential trip organised by the school or a supervised strictly educational trip arranged by an approved organisation.
W	Work Experience	A student in the final two years of compulsory education is attending work experience.
The student is counted as absent, authorised.		
C	Other Authorised Absence	Leave of absence for exceptional circumstance
C1	Other Authorised Absence	Absence for a regulated performance or employment abroad
C2	Other Authorised Absence	Pupils on part-time timetables
J1	Interview	Leave of absence to attend an interview for employment or admission into another educational institution
E	Excluded	If a student is excluded but still on the admission register, they should be marked E, for up to the sixth consecutive day of any fixed period (referred to as 'suspensions' by the DfE from Autumn 2021) or permanent exclusion.
M	Medical/Dental Appointments	The student is absent due to a medical or dental appointment that could not be made outside of school hours.

R	Religious Observance	The student is absent for religious observance on a day designated by the religious body.
S	Study Leave	Study leave should be used sparingly and only granted to Year 11 pupils for public exams. Students should still be able to come into school to revise.
T	Traveller Absence	Used when Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) or New Travellers are known to be travelling for occupational purposes and have agreed this with the school.
I	Illness	This Illness code can be used for any form of illness, if you don't want to distinguish Covid-19 illness.
The student is counted as absent, unauthorised.		
G	Family Holiday (Not Agreed)	The Holiday was not authorised by the school or in excess of the period determined by the headteacher.
N	No Reason	The reason for the absence has not been provided. If no reason for an absence is provided after a reasonable amount of time, it should be changed to O.
O	Unauthorised Absence	If the school is not satisfied with the reason given for absence they should record it as unauthorised.
U	Late (After Register Closes)	Schools should keep registers open for a reasonable amount of time, after which the student should be marked with a U.
These codes are not counted so will not affect attendance figures.		
D	Dual Registration	The student is registered at another school and attends it during this lesson e.g. students at a pupil referral unit. Schools should only record attendance and absences for sessions the pupil is scheduled to attend at their school.
X	Non-statutory school age absence	Sessions non-compulsory school-age children are not expected to attend. This code should only be used for early years students who have not yet passed the 1st January, 1st April or 1st September following their 5th birthday.
Y1	Unable to attend	Absence due to transport normally provided not being available.
Y2	Unable to attend	Widespread disruption to travel

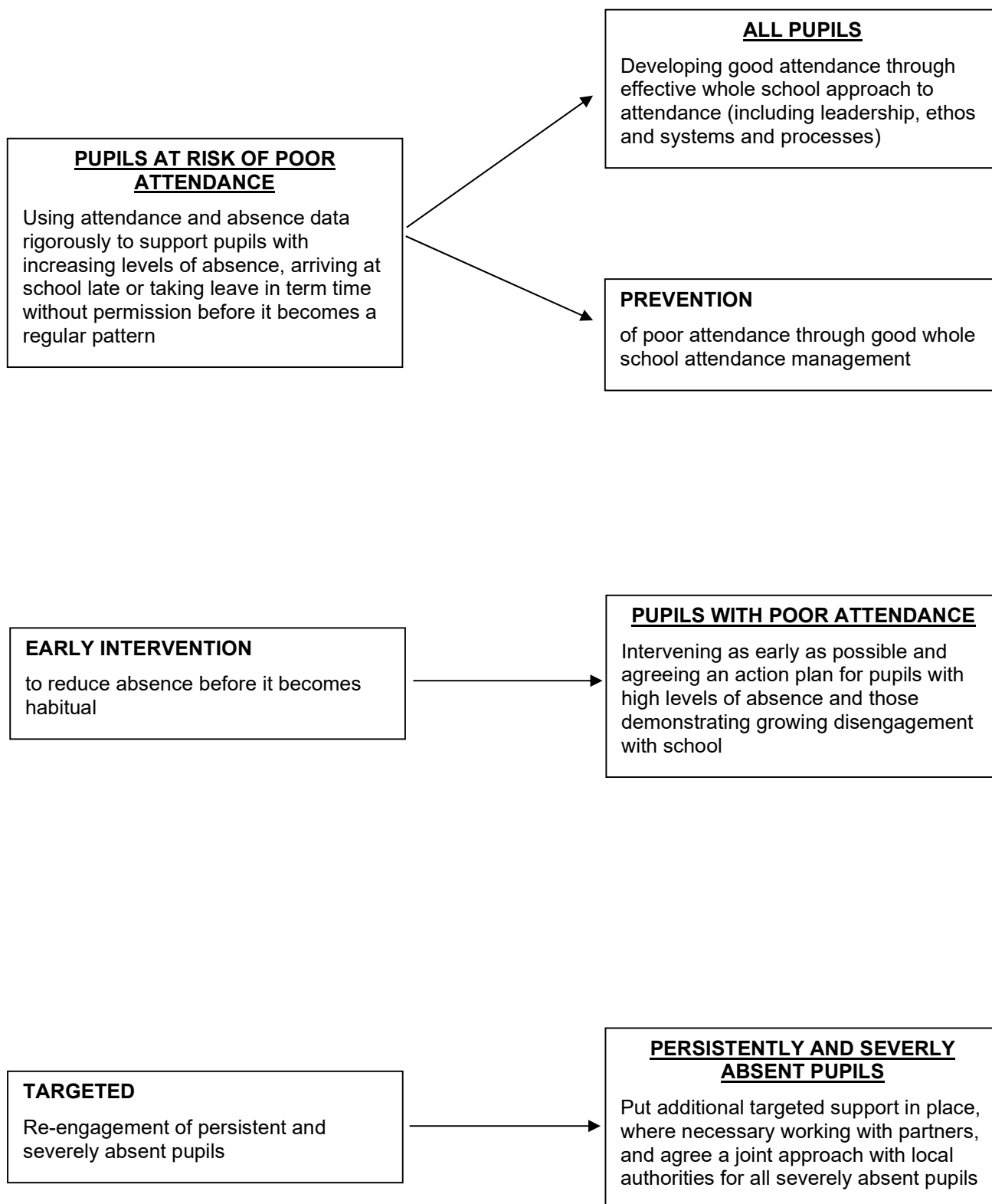
Y3	Unable to attend	Part of school closed.
Y4	Unable to attend	Unexpected whole school closure (different from # for planned closures).
Y5	Unable to attend	Pupils in the criminal justice system.
Y6	Unable to attend	Absence due to public health guidance or law.
Y7	Unable to attend	Any other unavoidable cause.
Z	Pupil Not on Roll	This code can be used when setting up registers in advance of pupils joining. Schools must take attendance for pupils from the first day the student should be attending the school.
#	School Closed to Pupils	This code should be used for whole or partial school closures that are known or planned in advance such as if the school is used as a polling station.

Appendix 2: Working together to improve attendance

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to:



Appendix 3: Effective school attendance improvement and management



Appendix 4: Attendance legal interventions

As absence is so often a symptom of wider issues a family is facing, schools, trusts and local authorities should always work together with other local partners to understand the barriers to attendance and provide support. Where that is not successful, or is not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents. Attendance legal intervention can only be used for pupils of compulsory school age and decisions should be made on an individual case by case basis.

