Attendance Policy

Author / Responsible Person	CEO
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1. Aims

1.1. 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 students
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every student 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 students have the support in place to attend school

1.2. We will also promote and support punctuality both in terms of arriving at school and in attending lessons.

2. Legislation and guidance

2.1. 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 (Student Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- https://www.legislation.gov.uk/uksi/2006/1751/contents The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- https://www.legislation.gov.uk/uksi/2013/757/regulation/2/made

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a student's attendance: guidance for schools

3. Roles and responsibilities

3.1. The governing board

The Trust Board, and local governing body are responsible for:

1. Setting high expectations of all Academy leaders, staff, students and parents
2. Making sure Academy leaders fulfil expectations and statutory duties, including:
    - Making sure the Academy records attendance accurately in the register, and shares the required information with the DfE and local authority
    - Making sure the Academy works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate
3. Recognising and promoting the importance of school attendance across the school's policies and ethos
4. Making sure the Academy's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources
5. Making sure the Academy has high aspirations for all students, but adapts processes and support to students' individual needs
6. Regularly reviewing and challenging attendance data and helping Academy leaders focus improvement efforts on individual students or cohorts who need it most
7. Working with Academy leaders to set goals or areas of focus for attendance and providing support and challenge
8. Monitoring attendance figures for the whole Academy and repeatedly evaluating the effectiveness of the Academy's processes and improvement efforts to make sure they are meeting students needs
9. Where the Academy is struggling with attendance, working with Academy leaders to develop a comprehensive action plan to improve attendance

10. 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 Academy's legal requirements for keeping registers
    - The Academy's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific students, where appropriate

11. Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data

12. Sharing effective practice on attendance management and improvement across the Academy

13. Holding the Principal to account for the implementation of this policy

3.2. The Principal

The Principal is responsible for:

- The implementation of this policy at the Academy
- Monitoring Academy-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual students
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising Vice Principals to be able to do so
- Working with the parents of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where Academy transport is regularly being missed, and where students with SEND face specific barriers
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Communicating the Academy's high expectations for attendance and punctuality regularly to students and parents through all available channels

3.3. The designated senior leader responsible for attendance

3.3.1. The designated senior leader is responsible for:

- Leading, championing and improving attendance across the Academy
- 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 students, parents/carers and external agencies, where needed

- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating contracts and plans in partnership with students and their parents/carers
- Delivering targeted intervention and support to students and families

3.3.2. The designated senior leader responsible for attendance is Miss Baaba Budu-Amoako and can be contacted via:
B.Budu-Amoako@gracewood.futureacademies.org

3.4 The Attendance Officer

3.4.1. The Academy attendance officer is responsible for:

- Keeping accurate records of day-to-day attendance
- Take calls from parents/carers about absence on a day-to-day basis and record it on the Academy system
- Transfer calls from parents/carers to the relevant pastoral leader where appropriate, in order to provide them with more detailed support on attendance
- Monitoring and analysing attendance data (see section 7)
- Providing regular attendance reports to Academy staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Principal
- Implementing our bespoke communication plans to individual students
- Working with specialist personnel and the Local Authority to tackle persistent absence
- Advising the Principal when to issue fixed-penalty notices

3.4.2. The attendance officer is Mrs Sarah Vigo and can be contacted via S.Vigo@gracewood.futureacademies.org

3.5 Class teachers

3.5.1. Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes.

3.6 Parents

3.6.1. Where this policy refers to a parent, it refers to the adult the Academy 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)

3.6.2. Parents are expected to:

- Make sure their child attends every day on time

- Call the Academy to report their child's absence before 8.25am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the Academy with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the Academy day
- Keep to any attendance contracts that they make with the Academy and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the attendance officer, Sarah Vigo on S.Vigo@gracewood.futureacademies.org

3.7 Students

3.7.1. Students are expected:

- to attend school, and every timetabled lesson, on time
- Only if they are a sixth former, to report their absence before 8.25am on the day of the absence and each subsequent day of absence, unless their parent has already done this.

4. Recording attendance

4.1 Attendance register

4.1.1. We will keep an electronic attendance register, and place all students onto this register.

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

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

4.1.3. 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

4.1.4. See Appendix 1 for the DfE attendance codes.

4.1.5. We will also record:

- Whether the absence is authorised or not

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

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

4.1.7. The Academy day starts at 08:25 and ends at 15:00.

4.1.8. Students must arrive in school by 08:25 on each Academy day.

4.1.9. The register for the first session will be taken at 08:30 and will be kept open until 09:00. The register for the second session will be taken at 13:20 and will be kept open until 13:55. If a student arrives after this time they will have missed half a day of school and it will be recorded as such.

4.2 Unplanned absence

4.2.1. The student's parent must notify the Academy of the reason for the absence on the first day of an unplanned absence by 08:25, or as soon as practically possible, by calling the Academy Attendance Officer, Mrs Sarah Vigo, s.vigo@gracewood.futureacademies.org tel: 01707655512 ext. 3013

4.2.2. Parent's/carer's must notify the school of any absence either in writing by email to Mrs Sarah Vigo, s.vigo@gracewood.futureacademies.org or by telephone on: 01707655512 ext. 3013

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

4.2.4. Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness or actions to support attendance need to be taken, the Academy 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. Medical evidence may be sought earlier that 5 days if there is a pattern of repeated absence.

4.2.5. If the Academy is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this where practical.

4.3 Planned absence

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

4.3.2. Please ensure that the Attendance Office, Mrs Sarah Vigo, is notified in writing with evidence of the appointment prior to the appointment.

4.3.3. There are around fourteen weeks of holiday a year so we encourage parents to make medical and dental appointments out of school hours. Where this is not possible, the student should be out of the Academy for the minimum amount of time necessary; for example they might have an orthodontist appointment at 10 where the parent will collect the child at 9:30am and they will return at 11am.

4.3.4. The student'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 Academy can authorise.

4.4 Lateness and punctuality

4.4.1. A student 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

4.4.2. Students who have ongoing punctuality issues will be monitored, and a variety of support will be offered including parental meetings, a punctuality report, HOY support and any other method of support required.

4.5 Following up unexplained absence

4.5.1. Head of year or the attendance team will make contact with parent/carer if we have not received communication regarding the absence. A home visit may take place if we are concerned about a student.

4.5.2. Where any student we expect to attend Academy does not attend, or stops attending, without reason, the Academy will:

- Call the student's parent on the morning of the first day of unexplained absence to ascertain the reason. If the Academy cannot reach any of the student's emergency contacts, the Academy may call home or undertake 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 student 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 Academy will consider involving an education welfare officer or the police.
- Where appropriate, offer support to the student and/or their parents to improve attendance
- Identify whether the student 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 the Academy may issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate.

4.6 Reporting to parents

4.6.1. Parents will receive a half termly report on their child's attendance. Daily attendance can be accessed through the MYCAS app on Bromcom.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

5.1.1. The Principal will allow students to be absent from the Academy site for certain approved educational activities, or to attend other academies or settings.

5.1.2. The Principal will only grant a **leave of absence** to a student during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. Broadly these circumstances are "*exceptional"* such as*:*

- Taking part in a regulated performance e.g. a West End Production.
- Attending an interview
- A funeral

5.1.3. A leave of absence is granted at the Principal's discretion, including the length of time the student is authorised to be absent for.

5.1.4. We define 'exceptional circumstances' as one off events which are unavoidable or essential. This might include events such as the funeral of a family member, an emergency appointment with an Embassy regarding a visa or a housing or travel issue which meant a child had to miss school.

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

5.1.6. As a leave of absence will only be granted in exceptional circumstances, it will not be granted for the purposes of a family holiday as it does not fit into the "unavoidable of essential" descriptor.

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

5.1.8. Any request should be submitted as soon as it is anticipated and, where possible, at least 6 weeks before the absence to the Attendance Officer, Sarah Vigo, Mrs Sarah Vigo, s.vigo@gracewood.futureacademies.org . The Attendance Officer will pass the requests to the Principal who will decide whether or not to authorise the absence and if so, what attendance code will be used.

The Principal may require evidence to support any request for leave of absence. If a student is over compulsory school age (e.g. sixth form), leave can be requested or agreed by the student themselves or a parent they normally live with.

5.1.9. 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 student'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. Where this observance is typically one day then the school will only authorise one day. If a child takes an additional day because of parental choice or extended celebrations then it will likely be unauthorised.
- 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 student is attending educational provision
- If the student is currently suspended or excluded from school (and no alternative provision has been made)

5.1.10. Other reasons the school may allow a student 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 student is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the student 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

5.2.1 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.

5.3 Penalty notices

5.3.1 The Principal (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.

5.3.2. 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.

5.3.3. 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).

There are two sessions within a school day, AM and PM. So in a simple sense this threshold is that a child misses 5 days of school unauthorised over the course of a 10 week period.

- Whether a penalty notice is the best available tool to improve attendance for that student
- 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

5.3.4. 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 student must not be present in a public place on that day).

5.3.5. Each parent who is liable for the student's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence. So for example if a mother and father take a child away on holiday or allow continued unauthorised absence then both will be liable for an individual fixed penalty notice.

5.3.6. 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.

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

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

5.3.9. 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. This can include prosecution.

5.4 Notices to improve

5.4.1. 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.

5.4.2. 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 student attends school.

5.4.3. They will include:

- Details of the student'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

6.1. Students who have 100% attendance will be recognised in various ways including in assemblies and by being awarded badges.

The importance of good attendance is recognised by all staff and will be constantly celebrated throughout the year.

7. Supporting students who are absent or returning to school

7.1. Students absent due to complex barriers to attendance such as mental health

7.1.1. Attending school usually helps protect a child's mental health, for a range of reasons including giving them structure and routine, a chance to be with friends and the many benefits from learning. Despite this, some children can be anxious or worried about going to school, particularly around the start of the new year or joining a new school or class. This is a normal emotion, and not necessarily indicative of an underlying mental health condition. Our pastoral teams are experienced in supporting families to overcome these normal parts of growing up.

7.1.2. Sometimes, however, school can become challenging, stressful or distressing over a much longer period of time. A parent and/or child might report feeling anxious about school, or not able to go which might be a sign of a deeper issue: this can be termed *Emotionally Based School Avoidance* (EBSA). We will be cautious when determining that a child is engaged in EBSA, having considered all other potential options with the child and family. However, in a very small number of circumstances this might be the right determination. This will almost always require the support of a GP to corroborate the evaluation as typically neither the parent nor the school professional is able to diagnose mental health barriers. Once a GP has made it clear that a child is suffering from specific mental health barriers then we will re-double our efforts to encourage a healthy basis for attendance. This will involve close partnership with the family and other professionals and the willingness to be curious, solutions focussed and tenacious.

7.2. Students absent due to physical ill health or SEND

7.2.1 If a child is regularly absent from school because of physical illness (such as a long-term health condition) or special educational needs or a disability, they have the

same right to a suitable full-time education as any other child. We will work with the family to discuss how reasonable adjustments in school will help support a return to regular attendance. For example, if a child is temporarily in a wheelchair following an injury, then their lessons could be relocated to be more accessible and enable them to return to school. Equally, this could include additional access to support such as breakfast club, a safe space at break and lunch or additional check-ins with a trusted adult. The aim of these adjustments will be to ensure a child returns to regular attendance and over time these additional measures are likely to be phased out so the child can resume a path to greater independence and agency. We will always work jointly with any other agencies in support of ensuring good attendance from this group of children. A student 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 student's needs, the school will inform the local authority.

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

7.3.1. Where a child returns to school after an extended period, relevant pastoral colleagues will work closely with the family to determine the best way forward. For example this could following a bereavement or following a period of Elective Home Education. Each situation will be dealt with on a case by case basis. Any adjustments to things like bespoke timings of the school day will only be temporary (e.g. for 4 weeks) as every child will be on a path to a full-time education.

8. Attendance monitoring

8.0.1. Leaders at the Academy give attendance the highest priority in their daily routines. Each morning, registers will be checked very soon after the first period of the day. This will generate a clear picture of who is in school and who is absent. We will use this information to speak to families where we are unclear on the reasons why their child is not in school. We will also conduct home visits to families where we feel this might be successful in supporting positive attendance or to assure ourselves of a child's safety. By mid morning, key leaders will be aware of the overall attendance patten for particular groups of students. For example the Head of Year 7 will know all the children who are absent from her year group, whilst the SENDCo will know all of the children with SEND who are absent. This will often lead to follow up phone calls, emails, requests for meetings, referrals etc. The Principal and other senior leaders will receive daily and weekly updates on attendance, including key patterns of absence. They will determine the right strategic intervention to work towards excellent attendance for all children. The Trust holds attendance data centrally and produces live data so that Trust leaders can monitor, evaluate and support where necessary. Excellent attendance is one of the highest priorities across Future schools and we understand that achieving our goals is a shared enterprise.

8.1. Monitoring attendance

8.1.1. The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual student, year group and cohort level. Specific student information will be shared with the DfE on request.

8.1.2. The school has granted the LA and DfE access to its management information system so the data can be accessed regularly and securely.

8.1.3. 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.

8.1.4. 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

8.2.1. The school will:

- Analyse attendance and absence data regularly to identify students, groups or cohorts that need additional support with their attendance, and
- Identify students 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

8.3.1. The Academy will:

- Develop targeted actions to address patterns of absence of individual students, groups or cohorts that it has identified via data analysis. This could be a recognition letter for good attendance, a text message to remind families of upcoming assessments or a letter to acknowledge a concern.
- Provide targeted support to the students 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 via letter or MCAS to facilitate discussions with students 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 student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

8.4 Reducing persistent and severe absence

8.4.1. Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school. Reducing

persistent and severe absence is central to the school's strategy for improving attendance.

8.4.2. The school will:

a) Use attendance data to find patterns and trends of persistent and severe absence

b) Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education

c) Hold regular meetings with the parents of students 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
   - Formalise support and commitment via an Attendance Contract

d) Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant

e) Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence

f) Implement sanctions, where necessary (see section 5.2, above)

9. Links with other policies

9.1. 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	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Student 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	Student is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Student is participating in a supervised sporting activity approved by the school
W	Attending work experience	Student is on an approved work experience placement
B	Attending any other approved educational activity	Student is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Student 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	Student is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Student is at a medical or dental appointment
J1	Interview	Student has an interview with a prospective employer/educational establishment
S	Study leave	Student has been granted leave of absence to study for a public examination
X	Not required to be in school	Student of non-compulsory school age is not required to attend
C2	Part-time timetable	Student is not in school due to having a part-time timetable

C	Exceptional circumstances	Student has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Student is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Student is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Student is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Student 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	Student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Student 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	Student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Student 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 student absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Student 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	Student'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	Student 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	Student has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective student not on admission register	Student 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

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