

# Attendance policy

## Hazrat Khadijatul Kubra Girls School



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## 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 (>97%, 6 days lost)
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support **punctuality in attending lessons**.

## 2. Legislation and guidance

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

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)

- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)
- 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

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information.
  - 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 Link trustee responsible for attendance is Shamsu Miah.**

### 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 trustees
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing absence and late fines, where necessary, and/or authorising the attendance officer 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
- 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
- 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
- Working with the Pastoral lead to:
- Establishing and maintain effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed

### 3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Providing regular attendance reports to school staff and reporting concerns about attendance to the pastoral lead, and the headteacher
- Build close and productive relationships with parents to discuss and tackle attendance issues
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher (authorised by the headteacher) when to issue penalties
- Working with the Pastoral lead to deliver targeted intervention, support and reintegration plans for pupils and families
- The attendance officer is Mrs Khanom and can be contacted via **admin@hkkg.bham.sch.uk**

### 3.5 Teachers

Form tutors are responsible for recording attendance morning sessions and subject teachers are responsible for recording attendance in afternoon sessions on a daily basis, using the correct codes (see Appendix 1) on isams. In rare cases when paper registers are taken, registers must be submitted to the office by 9 am.

### 3.6 School admin staff

School admin 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 form tutor/pastoral lead where appropriate, in order to provide them with more detailed support on attendance

- Contact parents/carers on the first day of absence and update the electronic registers with absence reasons and notes.

### **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 no, those who have parental responsibility, those who have day-to-day responsibility for the child

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9 am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with at least 2 emergency contact numbers for their child
- Ensure that, where possible, appointments for their child are made outside of the school day and avoid taking their child out of school during term-time. Where this is unavoidable, and only in exceptional circumstances send a written leave request to the Head in good time.
- Seek support, where necessary, for maintaining good attendance, by contacting form tutors and pastoral lead via the school office.
- Talk to their child about school and education. Take a positive interest in their child's work and educational progress.
- Instil the value of education and regular school attendance within the home environment.
- Encourage their child to look to the future and have aspirations.
- Inform the school of any change in circumstances that may impact on their child's attendance.
- Support the school; take every opportunity to become involved in their child's education, form a positive relationship with school and acknowledge the importance of children receiving the same messages from both school and home.
- Encourage routine at home, for example, bed times, homework, preparing school bag and uniform the evening before.

### **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

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment
- See Appendix 1 for the DfE attendance codes.

We will also record:

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

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

The school day starts at 8.40 am and ends at 15.15.

Pupils must arrive in school by 8.30 am on each school day.

The register for the first session will be taken at 8.40 am and will be kept open until 9.00 am. The register for the second session will be taken at 13.35 and will be kept open until 14.05.

Attendance registers and notifications on absence and lateness are shared with parents via the isams parent app.

If parent choose to home school their child, the school will keep the child on roll for 5 days after the date of notification from parents, in case parents wish for their child to return to school. This will only be the case if fees are up to date and term's notice has been given. A new parent-school agreement must be signed and deposit paid.

## 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 9.00 am or as soon as practically possible, by calling the school admin staff, who can be contacted **via 0121 773 7496 or via WhatsApp on 07913 355226**

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, 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.

Unauthorised absence are subject to fines.

### 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. Parents must complete a request for leave using the parent portal forms option, [Parent Portal \(isamshosting.cloud\)](#).

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

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

### 4.4 Lateness and punctuality

A pupil who arrives late:

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

Pupils who are late once, will be issued with a break time detention. Pupils who are late three times will be issued with an after school detention. Parents will be issued with a late fine of £50, if a pupil is persistently late (3%) or has failed to improve her punctuality. If lateness is not improved pupils may be excluded.

### 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 contact the police to ascertain the welfare of the child.
- 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, parents are issued with fines. Where absence is not improved and support is not engaged with, pupils maybe excluded.

### 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, daily via the iSAMS parent app and portal, half-termly via the newsletters and via attendance progress letters.

## 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 (GCSE examinations only)
- 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 bereavement, emergency travel to a close family member who is ill, and family welfare issues.

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, a leave of absence will not be granted for the purposes of a family holiday. Note! Authorised holiday absence code **H** is no longer applicable as of August 2024.

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 two weeks before the absence, and in accordance with any leave of absence request form, accessible via the parent portal, [Parent Portal \(isamshosting.cloud\)](#). The headteacher may require evidence to support any request for leave of absence.

#### Hajj

For pupils performing Hajj, a maximum period of 4 weeks' leave will be granted. This leave is given only once during their secondary phase. For such leave, a period of six-week notice is required.

For all absences, pupils are expected to catch up on work missed. This will require parental support.

Where school is not informed of any extended (unauthorized) leave undertaken, pupils may be removed from school roll and the local authority informed. No requests for appeal will be considered.

#### Umrah

Pupils performing Umrah during Ramadan will be granted leave for two weeks. The school will not grant leave for Umrah outside of the month of Ramadan.

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.

### Pupils with poor attendance and punctuality

#### Penalty fines

- Poor punctuality is subject to a £50 fine.
- Unauthorised **holiday** will be subject to a £100 fine payable within 21 days.

The headteacher (or someone authorised by them) can fine parents for the unauthorised absence of their child from school.

Before issuing a fine, the school will consider the individual case, including:

- Previous absence rate, reasons and recent trends in attendance
- Whether further support, a notice to improve or other interventions would be more appropriate
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty fine inappropriate

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £100 within 28 days.

If a **second** penalty fine is issued to the same parent in respect of the same pupil, the parent must pay £100 if paid within 21 days.

A **third** fine will not be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first fine. Instead, the pupil will be excluded.

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).



## **Notices to improve**

If 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, before considering exclusions.

## **6. Strategies for promoting attendance**

We recognize the role of fostering a calm, safe, orderly and supportive environment for all our students to thrive and are able to learn.

We will work with parents and partners to build strong relationships and offer support to parents and students to ensure regular attendance and wellbeing.

Our whole school approach is focused on supporting young people to attend school ready to learn and to avoid punitive measures and enforcement for as long as possible.

This is achieved through consistent promotion of the benefits of good attendance.

### **At HKKG, we do this through:**

- School culture: creating a safe, calm and supportive environment across the school. School is a place where students want to come and are ready and excited to learn. Our behaviour, anti-bullying, SEND and safeguarding policies and procedures are in place to ensure a consistent approach to wellbeing and learning. We recognize that children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.
- Building relationships: building a positive relationship between home and school to ensure good attendance.
- Expectations: senior leaders and attendance team greet students in the morning and ensure students arrive on time to lessons.
- Awareness and communication of expectations: assemblies, parents meetings, newsletters, information via our website. Discussion of the link between attendance and attainment and wider wellbeing, and clarify the expectations of 'good' attendance. Once a year, the school sends the 'School Attendance' whole school letter to parents/carers by pupil post, email, and by placing it on our school website and our admissions pack.
- Students with excellent attendance and punctuality are recognized and rewarded during in annual award evenings.
- Students are rewarded during termly ceremonies and special assemblies with certificates and prizes.
- Students with excellent attendance and punctuality are recognised in newsletters and in attendance displays.
- Forms with best attendance record and punctuality are awarded with form parties at the end of each half term.
- Parents and students are signposted to support, advice and resources, via our website and parent app. New parents attend attendance workshops with the senior leadership team.
- Re-integration: In very exceptional circumstances, where it is in a pupil's best interests (article 6 of the UNCRC), a temporary part-time table may be needed to reintegrate a pupil. It will not be used to manage pupil behaviour or as a long term solution. Phased return to school can be used for students affected by emotional based absence and anxiety as well as adjustments to class room environment, time out sessions and pastoral support.

We will follow the following guidance on working together to improve attendance as a graduated and multidisciplinary approach:

1. **Expect** - Set high expectation from parents and students and a culture where school attendance is prioritized and students are ready to learn.
2. **Monitor** - rigorous and timely use of attendance data to identify patterns of poor attendance. Analysis at student and cohort level.
3. **Listen and understand** - Work with parents and students to understand barrier to attendance and resolve those issues..
4. **Facilitate support** - Remove in-school barriers to attendance. help parents and students access support to overcome barriers outside of school, including initiation of EH support and family plans. Support pupils back into school following a long period of absence (form tutor, remote learning, use of support staff, and after school support)
5. **Formalise support** In case of persistent absence and voluntary support is not working, parents have not engaged with the support services. Parenting contract or an education supervision order may be used. Reintegration package.
6. **Enforce** - If absence persists further, or family is not engaged, it can be enforced with statutory intervention such as prosecution. Support can be intensified through statutory children's social care referral, especially for students with sever absence (<50%).

## 7. Supporting pupils who are absent or returning to school

Some pupils face more complex barriers to attendance. This can include pupils who have long term physical or mental health conditions or who have special educational needs and disabilities (SEND).

Our approach:

**Meet with the student and family** before they start back to discuss their concerns and agree a plan for their first day. This can help alleviate anxiety.

Arrange peer support and inform teachers of any special requirements. Use the meeting to update or complete an individual health care plan

**Request support from medical or hospital school staff / [hospital school/tuition unit](#)** to come in and talk to staff especially where a student's [medical or mental health condition](#) requires considerable planning or arrangements for a smooth transition back to school.

**Liaise with the school nurse or mental health support services** to ensure all relevant medical information is updated. Medication may have changed or additional or different medical staff may be involved. Make sure you have the most up to date information.

**Inform staff** who need to know of the effects of the medical condition on the student, and who should be contacted if the student falls ill while at school or on a school outing.

**Discuss a plan for catching up** on missed work, which will be monitored and evaluated. This is particularly important for students working towards exams.

**Monitor for changes** in quality of work and overall behaviour. Consult with parent / carer and student early on if there are any concerns.

Review and update support plans and EHCPs to meet the student's needs.

Consider adjustments to timetable and practice (transport, uniform, routines) to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010.

If appropriate, consider a time-limited phased return to school. If a time limited time table is appropriate, the LA will be consulted if a child has an ECHP and a social worker will be informed if a student has one. This will be regularly reviewed with parents and other stakeholders, with a set date for full reintegration.

Communicate with the LA when a student's attendance falls or the school becomes aware of barriers to attendance that relate to a student with an EHCP.

Where parents do not engage in support, the school will formalise support through fines and possible exclusions.

Strategies to remove barriers include, attendance report cards, referrals to support agencies, friendship groups, PSHE and enrichment programme

- Family learning
- Reward systems
- Time limited part time time-tables
- Additional learning support
- Behaviour support
- Reintegration support package
- Attendance Contracts

## **8. Attendance monitoring**

Early identification and interventions are important as attendance is a central part of our school's vision and day to day processes.

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.

### **8.1 Monitoring attendance**

Form tutors review attendance data regularly and set targets for their students.

Attendance officer shares attendance data with form tutors and teachers during termly attendance review meetings.

Attendance reports are shared with parents in bi-annual reports, via phone calls and letters to identify source of the problem and work together with parents.

Annual attendance reports and analysis are shared with staff at the start of each school year during attendance training. A list of persistently absent and late students are published and shared with teachers and form tutors for monitoring.

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

### **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:

- 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)

- Review regular attendance reports with form tutors to facilitate discussions with pupils and families, and to the board of trustees 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 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% (19 days) or more of school, and severe absence is where a pupil misses 50% (95 days) 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). *Pupils with poor attendance and punctuality may not meet the attendance and punctuality criteria to go on reward and end of year trips.*

## 9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum yearly by the headteacher. 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:

- Child protection and safeguarding policy
- Behaviour policy
- Wellbeing policy
- Curriculum policy
- SEND 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
<b>Attending a place other than the school</b>		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
<b>Absent – leave of absence</b>		
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

<b>S</b>	Study leave	Pupil has been granted leave of absence to study for a public examination
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Pupil is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
<b>Y1</b>	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open



<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays