

Attendance Policy



**Midhurst C of E
Primary School**
LIFE IN ALL ITS FULLNESS

Vision and Aims

At Midhurst C of E Primary School, our aim is to ensure that every child reaches their full potential. We are committed to helping all children achieve their academic best, while understanding their unique learning needs. Our goal is to nurture children who are: confident, self-reliant, adaptable and prepared to flourish in a rapidly changing world. We prioritise creating a sense of self-belief, belonging and community, encouraging children to make a positive difference while also supporting them in making healthy physical and mental choices.

Our Christian values underpin everything we do, guiding our decisions, worship and curriculum, while ensuring a welcoming atmosphere for all. We believe in empowering children to become responsible individuals who understand the impact of their actions on others. Our goal is to create a purposeful learning environment where every child feels valued, safe and able to explore, learn and grow. Through these efforts, we aim to develop well-rounded individuals who are equipped for success in their education and personal lives.

We recognise the crucial role of staff well-being in achieving our aims. At Midhurst C of E Primary School, we ensure that our staff feel supported, valued and prepared to inspire and guide every child. By fostering a safe, supportive and inclusive environment, we meet the emotional and spiritual needs of all members of our school family.

| DATE APPROVED BY THE GOVERNING BODY (ETHOS & SCHOOL POLICY COMMITTEE) | NEXT REVIEW DATE |
|--|------------------|
| 11 th June 2025 | June 2026 |

Signed: 

HEADTEACHER

Midhurst CofE Primary School is committed to Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our intention is that children will be safe, secure and happy, and enjoy their time as pupils at this school.

Contents

| | |
|---|----|
| 1. Aims | 3 |
| 2. Legislation and guidance..... | 3 |
| 3. Roles and responsibilities..... | 4 |
| 4. Recording attendance..... | 6 |
| 5. Authorised and unauthorised absence..... | 9 |
| 6. Strategies for promoting attendance..... | 12 |
| 7. Supporting pupils who are absent or returning to school..... | 12 |
| 8. Attendance monitoring | 13 |
| 9. Monitoring arrangements..... | 14 |
| 10. Links with other policies | 14 |
| Appendix 1: attendance codes | 15 |

1. Aims

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

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

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

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

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

It also refers to:

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

3. Roles and responsibilities

3.1 The governing body

The governing body 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 with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy

3.2 The headteacher

The headteacher is responsible for:

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

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Mark Jefferson, the Headteacher, and can be contacted via head@midhurstprimary.co.uk

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher

- Working with West Sussex Pupil Entitlement officers to tackle persistent absence

The attendance officer is Mark Jefferson, the Headteacher, and can be contacted via head@midhurstprimary.co.uk

3.5 Class Teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office by 9.30am

3.6 School Office Staff

School office staff will:

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

3.7 Parents

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

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

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9.30am 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 West Sussex County Council

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time

4. Recording attendance

4.1 Attendance register

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

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

- Present

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

Any amendment to the attendance register will include:

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

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 8.55am and ends at 3.25pm

Pupils must arrive in school by 8.55am on each school day.

The register for the first session will be taken at 9am and will be kept open until 9.30am. The register for the second session will be taken at 1pm.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9.30am, or as soon as practically possible, by calling the school office staff, who can be contacted via office@midhurstprimary.co.uk and/or 01730 813526

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.

4.3 Planned absence

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

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

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. 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

Where there are concerns about punctuality, the school will make verbal contact with parents/carers. If the concerns persist, the Headteacher will write to the parents/carers using the appended letter about punctuality, including a copy of the child's attendance certificate, and stating the total minutes late over a determined period.

4.5 Following up unexplained absence

The school also operates a first day calling system. 'First Day Calling' is important because school absence and safeguarding are closely linked. This practice not only encourages good attendance it also helps to monitor a pupil's wellbeing and is an alert to their safety.

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

- 9.30am Registers close
 - Late children checked against registers if recorded separately
 - Absence calls listened to/attendance emails checked
 - First day text sent to first name on contact list within half an hour of school start time asking for response
- 10am If no response to text start calling first name on contact list
 - Ring down contact list until reply is received, ensuring where possible that someone from outside of the family home has been contacted
- 11am Alert HT/DSL that this child is absent and no contact has been made within an hour of school start time
 - If no reply send second text and email to first and second contacts on list
- 12am Home Visit made if possible/appropriate by school or other agency involved and/or Complete Risk Assessment:

No apparent risk (Absent): There is no apparent risk of danger to either the child or the public. This may be appropriate for children who you have reason to believe are absent from school but not at harm due to previous patterns of behaviour or information from other people eg. a child who often goes on holiday at this time of year and parents always fail to contact. School can continue to make enquiries but it would not be proportionate to contact police at this stage.

Low/Medium risk: The risk of harm to the subject or the public is assessed as possible but minimal or the risk of harm to the subject or the public is assessed as likely but not serious.

This may be relevant for those children where there are no additional vulnerabilities however you have minimal contact information and making parental contact is always difficult.

High risk: The risk of serious harm to the subject or the public is assessed as very likely. This would be relevant for children already considered vulnerable. This may be due to risk of child sexual exploitation or abuse and also consider protected characteristics; mental health, forced marriage, honour-based violence, trafficking, and female genital mutilation. This may also be relevant for those children where the absence and lack of ability to make parental contact is highly unusual.

If assessed as 'No Apparent Risk' – as a school you can make the decision to continue to make enquires and not contact the police if you do not feel that this is necessary or proportionate. These cases should not be ignored and must be monitored over time and consideration given to escalation if there is a change to the circumstances that has increased the level of risk

If assessed as 'Low/Medium Risk' – contact the Police on 101 and complete the referral checklist (please also see Key Information on last page of this procedure)

If assessed as 'High Risk' and there is a need for an immediate response then contact the Police on 999 (please also see Key Information on last page of this procedure)

School enquiries continue and any further information shared with Police 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, as appropriate

4.6 Reporting to parents

The school will regularly inform parents about their child's attendance and absence levels termly reports.

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. Examples of exceptional circumstances are – (not exhaustive list)

- When a family needs to spend time together because of an immediate family members bereavement, crisis or serious illness
- Funeral of parent, grandparent or sibling
- Transport was not provided by West Sussex when it should have been
- Children of service personnel about to go on deployment
- Absence could be authorised for a wedding of an immediate family member and the invitation has been provided as evidence.
- One off sporting events/performing arts competitions
- One day of absence could be authorised for an immediate family members graduation ceremony/passing out parade.
- Operations which require recovery time
- Holiday request for child on SEN register with complex needs who may require a quieter time away.
- Break requests for children under social care involvement or those who are looked after or previously looked after
- Religious observance

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

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 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 school or local authority
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Sanctions

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

Penalty notices

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

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

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

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

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

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

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

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

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

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

Notices to improve

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

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

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

6. Strategies for promoting attendance

In school, we use a range of strategies to promote and improve attendance

- We advertise the importance of attendance and punctuality throughout school, in our weekly newsletters and on notice boards.
- We share messages about attendance in assemblies and in class, with weekly class attendance champions rewarded.
- Staff have individual check ins with children around attendance and punctuality
- We recognise the importance of developing strong relationships with families to challenge and support attendance.
- We include pupil and family voice to consider how to support individuals.
- We share information 'days lost' and the impact this has on educational attainment
- We share attendance information with families including sending letters of concern where appropriate
- We meet with wider partners to support families to improve attendance
- The leadership team will meet with families to discuss barriers to improving attendance and punctuality
- We consider individual support that can be put in place including reward charts, access to breakfast Club etc

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

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

Health and Emotional Wellbeing support services, our Family Support Worker or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individualised early help plan will be agreed and subsequently reviewed.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners where appropriate.

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

Where a pupil has an education health and care (EHCP) 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.

8. Attendance monitoring

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.

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 severe absence, and their families
- Provide regular attendance reports to [class teachers/form tutors], to facilitate discussions with pupils and families, and to the governing board and school leaders (including SENDCo, DSLs and Pupil Premium Lead)
- 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

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 and Governing Body]. At every review, the policy will be approved by the full governing board.

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 | Definition | Scenario |
|--|---|--|
| / | Present (am) | Pupil is present at morning registration |
| \ | Present (pm) | Pupil is present at afternoon registration |
| L | Late arrival | Pupil arrives late before register has closed |
| Attending a place other than the school | | |
| K | Attending education provision arranged by the local authority | Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority |
| V | Attending an educational visit or trip | Pupil is on an educational visit/trip organised or approved by the school |
| P | Participating in a sporting activity | Pupil is participating in a supervised sporting activity approved by the school |
| W | Attending work experience | Pupil is on an approved work experience placement |
| B | Attending any other approved educational activity | Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience |
| D | Dual registered | Pupil is attending a session at another setting where they are also registered |
| Absent - leave of absence | | |
| C1 | Participating in a regulated performance or undertaking regulated employment abroad | Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school |
| M | Medical/dental appointment | Pupil is at a medical or dental appointment |
| J1 | Interview | Pupil has an interview with a prospective |

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

| | | |
|--------------------------------------|---|---|
| | travel | widespread disruption to travel caused by a local, national or international emergency |
| Y3 | Part of school premises closed | Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open |
| Y4 | Whole school site unexpectedly closed | Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather) |
| Y5 | Criminal justice detention | Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention |
| Y6 | Public health guidance or law | Pupil's travel to or attendance at the school would be prohibited under public health guidance or law |
| Y7 | Any other unavoidable cause | To be used where an unavoidable cause is not covered by the other codes |
| Absent - unauthorised absence | | |
| G | Holiday not granted by the school | Pupil is absent for the purpose of a holiday, not approved by the school |
| N | Reason for absence not yet established | Reason for absence has not been established before the register closes |
| O | Absent in other or unknown circumstances | No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence |
| U | Arrived in school after registration closed | Pupil has arrived late, after the register has closed but before the end of session |

Administrative codes

| | | |
|----------|---|--|
| Z | Prospective pupil not on admission register | Pupil has not joined school yet but has been registered |
| # | Planned whole-school closure | Whole-school closures that are known and planned in advance, including school holidays |