



# **Attendance Policy (Whole School including EYFS)**

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## **Independent Day School**

## **Our Lady of Sion School**

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*Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families.*

*Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.*

*Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.*

*Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and non-teaching staff in school, the trust or governing body, the local authority, and other local partners.*

### **Working together to improve school attendance**

Statutory guidance for maintained schools, academies, independent schools and local authorities August 2024

## 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 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- <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 pupil's attendance: guidance for schools](#)

## 3. Roles and responsibilities

### 3.1 The Governing Board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- 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
- Ensuring that the Head of Pastoral and or the SENDCo are working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs

- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

### **3.3 The designated senior leader responsible for attendance**

The designated senior leader (DSL/Headteacher for 2025/2026) 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
- Monitoring and analysing attendance data (see section 7)
- 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
- Working with education welfare officers to tackle persistent absence

The designated senior leader responsible for attendance is Mr Steven Jeffery and can be contacted via email on [jefferys@sionschool.org.uk](mailto:jefferys@sionschool.org.uk) or via telephone on 01903 204063

### **3.4 The attendance officer**

Our reception staff carry out the role of the school attendance officer and they are responsible for:

- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Headteacher

The attendance officers for Senior School 2025/2026 are Beverley Martin-Cross and Katy Goodridge and can be contacted via [attendance@sionschool.org.uk](mailto:attendance@sionschool.org.uk) or 01903 204063.

The attendance officers for Junior School 2025/2026 are Jo Miller and Gilly Prichard.

### **3.5 Class Teacher and Form Tutors**

Class Teachers and Form tutors 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. This must be completed by 9.00am and 1.40pm daily.

### **3.6 School office staff**

School office staff will:

- Gather attendance messages from parent app "Reach More Parents"
- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system where parents have not used the app.

- Transfer calls from parents/carers to the Head of Pastoral or Deputy Head where appropriate, in order to provide them with more detailed support on attendance
- All staff receive a daily attendance report, and the DSL uses this (and data from Power BI) to interrogate attendance trends through a safeguarding and pastoral care lens.

### **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, or timetabled session where reduced timetables are agreed, on time
- Call the school to report their child's absence before 9am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 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 following agreed intervention
- Seek support, where necessary, for maintaining good attendance, by contacting their child's class teacher (Junior School) or form tutor (Senior School). Contact details can be shared through the school office.

### **3.8 Pupils**

Pupils are expected to:

- Attend school every day, on time. On time means reaching your classroom or tutor group before the register has been taken.
- In the Senior School, where a student arrives later than 8.40am, but before 9am, they should go straight to their form tutor to register. They may be marked late. Where they arrive after 9am, students should register at reception.
- Sixth Form – Attend all lessons on time and inform their teacher and Head of Sixth Form of any expected lateness or delay. Parents are expected to call the school to report their absence before 9am on the day of the absence and each subsequent day of absence
- In the Junior School, if a child arrives later than 8.40am, they must sign in at Reception and then go on to their classroom.

## 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 during tutor time at the start of each school day at 8.40am and following lunch break at 1.30pm. 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:

- [For pupils of compulsory school age], 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 8.40am and ends at 3.40pm.**

Pupils must arrive in school by 8.35am on each school day to allow for prompt registration.

The register for the first session will be taken at 8.40am and will be kept open until 8.55am. The register for the second session will be taken at 1.30pm and will be kept open until 1.40pm.

### 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 9am, or as soon as practically possible by using the "Reach More Parents" app (preferable route) or by calling the school office staff, who can be contacted via telephone 01903 204063 or [attendance@sionschool.org.uk](mailto:attendance@sionschool.org.uk) (Senior School) and 01903 204062 or [jsenquiries@sionschool.org.uk](mailto:jsenquiries@sionschool.org.uk) (Junior School)

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.

If you know of a planned appointment please use the "Reach More Parents" app or email [attendance@sionschool.org.uk](mailto:attendance@sionschool.org.uk) in advance, advising of the date and time, who will be collecting your child, or whether they have permission to leave school independently, and whether they will be returning to school on the same day, or the following day.

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

All students' attendance and punctuality data is collected each day. Where patterns of absence or lateness are identified, the Attendance Champion will, in the first instance, contact tutors. The tutor will speak with the student and make them aware of the identified concerns and encourage them to improve, by setting an agreed target.

Where the target is not met and the required improvement is not made, parents will be contacted to explain the situation. This could be either via the telephone, email, or an in-person meeting. Expectations will be agreed, and the student's attendance will be monitored more closely for an agreed period. Parents will be contacted again to feedback.

Where there continues to be concerns, the parents will be invited in to discuss the wider issues.

#### **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 student's parents/carers on 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 speak to close friends to gather information.
- Once a pupil is identified as missing by any member of school staff, the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will be informed.
- Staff will use professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the pupils' whereabouts before notifying the Police.
- Timeliness should be on a case-by-case basis.
- Designated Safeguarding Lead should assess the child's vulnerability.



- School staff will try to locate the pupil and try to establish the whereabouts of them.
- School staff will continue to try to contact parents.
- If the school has not established whereabouts by 11am (or earlier if the child is deemed to be at significant risk), then the police should be notified that the child is missing.
- Where it is deemed necessary and appropriate, a home visit from the DSL or DDSL will be made.
- If the child arrives or parents update the school as to why the child is absent, the police should be updated in good time.

Where the child is absent but known to be safe:

- 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 the local authority
- 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, the Headteacher will consider the child's continued enrolment at the school

#### 4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels via half-termly reports. Parents also have daily access to their child's attendance via Firefly.

### 5. Authorised and unauthorised absence

#### 5.1 Approval for term-time absence

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

The Headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

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

We define 'exceptional circumstances' as one-off events which are unavoidable; examples may include the death of a close relative, attendance at a funeral, acute grief caused by loss of a pet, a housing crisis which prevents attendance.

Some families may need to travel abroad to visit sick relatives or attend a family wedding. Celebrations relating to religious festivals may lead to a request for absence, and this is to be understood by the Headteacher.

The suggestions above will not cover all possibilities.

The Headteacher will review all requests for absence and ultimately, he will decide whether or not to agree the application.

Where absence occurs without prior discussion with the Headteacher, the absence will be recorded as unauthorised.

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

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, barges (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.

## 6. Strategies for promoting attendance

At Our Lady of Sion School, we speak often of the importance of attendance in school.

At Our Lady of Sion School, we want every pupil to thrive—academically, socially, and personally. Coming to school every day is a big part of making that happen.

- **Learning builds day by day** – Each lesson connects to the next. If you miss school, it's harder to keep up and you may feel less confident in class.
- **Strong attendance shows commitment** – Turning up each day is a habit that helps you succeed not only in school, but later in life too—whether that's university, training, or work.
- **Friendships and wellbeing matter** – School isn't just about lessons. Being present means you can take part in activities, spend time with friends, and feel part of our community.
- **Teachers can support you best when you're here** – If you're struggling, whether with schoolwork or something outside of school, we can help you much more quickly when you're in school.

Attending school regularly is one of the most powerful ways you can invest in your future.

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

### 7.1 Pupils absent due to complex barriers to attendance, mental health or physical ill health or SEND

Where a student has a complex barrier to attendance, parents and members of the Senior Leadership Team (SLT) and where appropriate the SENDCo will meet with parent(s). An agreed personalised timetable will be implemented to allow the young person to attend school. The school will consider start and end times, as well as suitable lessons and contact time with the Learning Support team.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

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

Where a student has experienced a prolonged absence, a reintegration meeting, with parents and student, SLT and the SENDCo will be organised prior to restarting at the school.

The school will consider:

- The student's timetable and initial number of days per week / start and end times – leading to a full timetable where appropriate.
- Subjects and intervention catch-up work – prioritising subjects where appropriate
- Learning support provision
- Friendship groups
- Counselling

## 8. Attendance monitoring

We monitor attendance data daily, weekly, and termly.

Office staff share a daily record of all absent or late students with the senior team. Where a student has an unexpected absence, a reason is identified, and notes are shared with SLT.

The DSL/Attendance Lead accumulates the daily attendance data and creates a weekly overview. Where a student accumulates regular lateness, the tutor is informed and asked to intervene.

Our Head of Data creates a weekly accumulative attendance figure for each student and shares with the DSL/Attendance Lead to allow data analysis and intervention.

Where a student falls below the minimum expected attendance figure of 95%, their attendance is monitored closely.

### 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.

#### **Working Together to Improve School Attendance (DfE guidance, statutory since 19 August 2024)**

This guidance is addressed to **maintained schools, academies, independent schools, and local authorities** as stakeholders.

However, even though independent schools are included among those to whom the guidance is addressed, one key clarifying point (in an update in August 2024) is that **independent schools are not required to submit daily attendance data to the Department** under the new regulatory regime. 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 (see section 8.4 below)
- Provide regular attendance reports to class teachers and form tutors, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

#### **8.4 Reducing persistent and severe absence**

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence

**We will engage with guidance:**

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

- Working together to improve school attendance Statutory guidance for maintained schools, academies, independent schools and local authorities
- Summary table of responsibilities for school attendance Statutory guidance for maintained schools, academies, independent schools, and local authorities
- Toolkits for Schools: Communicating with families to support attendance
- Annex A: Example letters and emails
- Guidance for parents on school attendance

## **9. Monitoring arrangements**

This policy will be reviewed as guidance from the local authority and/or DfE and will be reviewed annually by the Attendance Lead/DSL. 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:

- Safeguarding and Child Protection
- Behaviour
- Pupil Mental Health and Wellbeing

**Approved by Board of Governors August 2025**

## 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 & 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