



Attendance Policy

St. James' CE Primary Academy

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Introduction

Our **vision** for our Trust is we exist to:

Help every child achieve their God-given potential

Our **aims** are clear. We aim to be a Trust in which:

Developing the whole child means pupils achieve and maximise their potential

Continued development of staff is valued and improves education for young people

All schools are improving and perform above national expectations

The distinct Christian identity of each academy develops and is celebrated

Our work as a Trust is underpinned by shared **values**. They are taken from the Church of England's vision for Education and guide the work of Trust Centre team. They are:

Aspiration

I can do all things through Christ who strengthens me
(Philippians 4 vs 13).

Wisdom

Listen to advice and accept discipline, and at the end you will be counted among the wise
(Proverbs 19 vs 20)

Respect

So in everything do to others what you would have them do to you
(Matthew 7 vs 12)

Our vision of helping every child achieve their God-given potential is aligned with the Church of England's vision for education and is underpinned by the Bible verse from John: *I have come that they may have life, and have it to the full.*

Our Vision at St. James'

Learning as a family in Jesus, through Love, Hope and Forgiveness.

Let the children come to me, do not hinder them, for the Kingdom of Heaven belongs to such as these.' Matthew 19:14

The St. James' family is a welcoming, thriving, innovative community; loving and inspiring, forgiving and challenging. Together we can, and will, enrich the world.

Our Purpose

Our purpose is to provide an engaging, relevant education within a Christian environment, where everyone flourishes academically, socially, physically, morally, emotionally and spiritually.

Our three fundamentals for every child are:

- To have felt loved
- To have belief in their unlimited potential
- To be 'equipped' for the next stage in their journey.

1. Policy 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:

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

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:

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

It also refers to:

- o [School census guidance](#)
- o [Keeping Children Safe in Education](#)
- o [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- o [Ofsted's 2025 framework toolkit](#)
- o

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

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

- o Making sure school leaders fulfil expectations and statutory duties, including:
 - o Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - o Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- o Recognising and promoting the importance of school attendance across the school's policies and ethos
- o 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
- o Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- o Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- o Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- o 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
- o Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- o Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - o The importance of good attendance
 - o That absence is almost always a symptom of wider issues
 - o The school's legal requirements for keeping registers
 - o 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
- o Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- o Sharing effective practice on attendance management and improvement across schools]
- o Holding the headteacher to account for the implementation of this policy

3.2 The headteacher

The headteacher (Mr Alastair Brown) is responsible for:

- o Implementation of this policy at the school
- o Monitoring school-level absence data and reporting it to governors
- o Supporting staff with monitoring the attendance of individual pupils
- o Monitoring the impact of any implemented attendance strategies
- o Issuing fixed-penalty notices, where necessary
- o 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
- o 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
- o 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/attendance champion responsible for attendance

The designated senior leader is responsible for:

- o Leading, championing and improving attendance across the school

- o Offering a clear vision for attendance improvement and maintaining attendance
- o Evaluating and monitoring expectations and processes
- o Having an oversight of data analysis
- o Regularly monitoring and evaluating progress in attendance
- o Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- o Liaising with pupils, parents/carers and external agencies, where needed
- o Building relationships with parents/carers to discuss and tackle attendance issues
- o Creating intervention reintegration plans in partnership with pupils and their parents/carers
- o Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Mrs Beth Dodd and can be contacted via 01202 426696 or bdodd@stjames.academy. The attendance champion is supported by the attendance officer and attendance team – Kelly Leslie (family support worker) and Simon Walden (school business manager)

3.4 The attendance team

The school attendance team are responsible for:

- o Monitoring and analysing attendance data (see section 7)
- o Benchmarking attendance data to identify areas of focus for improvement
- o Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- o Working with education welfare officers to tackle persistent absence
- o Advising the headteacher (authorised by the headteacher) when to issue fixed-penalty notices

The attendance team are Beth Dodd, Kelly Leslie, Simon Walden and Rahel Hartley (admin support).

3.5 Class Teachers

Class teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office by 8.50am and by 1.15pm.

Class teachers are also expected to:

- provide an engaging and inspiring environment which encourages attendance
- Monitor latecomers and implement tasks and rewards to encourage prompt arrival
- Work with the attendance team to support pupils who may be struggling to come into school
- Monitor class attendance and raise any individual issues with the school attendance team

3.6 School admin staff

School admin staff will:

- o Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- o Check for answerphone messages, messages on Arbor and email after registers have closed
- o Send a text message to parents of absent children and, when necessary, follow up with a call to parents and/or emergency contacts
- o Inform the Safeguarding Team of any children who have an unauthorised absence or who are vulnerable.
- o Provide a daily absence update to the attendance team

3.7 Parents/carers

Parents/carers are expected to:

- o Make sure their child attends every day on time
- o Report their child's absence before 9am on the day of the absence by phone, email or Arbor and advise when they are expected to return
- o Provide the school with more than 1 emergency contact number for their child
- o Ensure that, where possible, appointments for their child are made outside of the school day
- o Keep to any attendance contracts that they make with the school and/or BCP local authority
- o Seek support, where necessary, for maintaining good attendance, by contacting the family support worker, Kelly Leslie, who can be contacted via email on kleslie@stjames.academy or calling the office on 01202426696

3.8 Pupils

Pupils are expected to:

- o Attend school every day on time

4. Recording attendance

4.1 Attendance register

We will keep an 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:

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

Any amendment to the attendance register will include:

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

See appendix 1 for the DfE attendance codes.

We will also record:

- o Whether the absence is authorised or not
- o The nature of the activity if a pupil is attending an approved educational activity
- o 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 3 years after the date on which the entry was made.

Pupils should arrive in school by **8:40am** on each school day.

The register will be kept open until 9am

4.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by **9:00am** or as soon as practically possible by calling the school, emailing or using Arbor.

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.

In the event of an unplanned absence, if there are concerns about a child's welfare we may instigate a welfare check.

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/carers will be notified of this in advance.

If the child is a persistent absentee and on a Fast Track contract, the school may require medical evidence for all absences or the absence will be marked as unauthorised.

4.3 Planned absence

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

Parents should notify the school office via letter, email or Arbor to request a leave of absence for medical reasons.

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

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

4.4 Lateness and punctuality

A pupil who arrives late:

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

Where children are persistently late, parents may receive a letter or a phone call from the school to offer support and remind parents of the importance of punctuality. Persistent late attendance will be unauthorised and therefore 10 lates in any 10 week period may be liable for a penalty fine.

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:

- o Text and then call the pupil's parent/carer 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 children's services or the local police if there is any concern around the child's welfare.
- o Identify whether the absence is approved or not

- o 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
- o Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving BCP children’s services
- o Where appropriate, offer support to the pupil and/or their parents to improve attendance
- o Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- o Where support is not appropriate, not successful, or not engaged with: [issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate]
- o For vulnerable pupils, any unexplained absence will be followed up by a home visit from the safeguarding team where there is any concern for welfare. As necessary, a police welfare check may be called.

o 4.6 Reporting to parents/carers

The school will regularly inform parents/carers about their child’s attendance and absence levels through information on Arbor and written 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:

- o Taking part in a regulated performance, or regulated employment abroad
- o Attending an interview
- o A temporary, time-limited part-time timetable
- o 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.

‘Exceptional circumstances’ are **very** rare and holidays are not usually considered. The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 6 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office or the website. The headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- o Illness (including mental illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- o Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil’s parents/carers belong. If necessary, the school will seek advice from the parents’/carers’ religious body to confirm whether the day is set apart
- o Parents 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

- o 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):
 - o Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
 - o Attending another school at which the pupil is also registered (dual registration)
 - o Attending provision arranged by the local authority
 - o 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 Legal 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 BCP 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:

- o 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**)
- o Whether a penalty notice is the best available tool to improve attendance for that pupil
- o Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- o Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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

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

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

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

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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

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

Notices to improve

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

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school. These notices to improve may form part of a Fast Track to attendance contract.

They will include:

- o Details of the pupil's attendance record and of the offences
- o The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- o Details of the support provided so far
- o Opportunities for further support, or to access previously provided support that was not engaged with
- o 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
- o A clear timeframe of between 3 and 6 weeks for the improvement period
- o The grounds on which a penalty notice may be issued before the end of the improvement period

In instances of persistent absence, St. James' Primary Academy usually works in line with BCP council in using the Fast Track to Attendance contract system over a 12 week period in an attempt to allow parents to rectify poor attendance before legal proceedings take place.

6. Strategies for promoting attendance

- Our first and, foremost strategy is to make school an exciting and engaging environment for children to learn in. We have built an ambitious curriculum which encompasses learning both within and beyond the National Curriculum.
- We aim to create a family culture where every child can feel loved and valued. Children should want to attend school to learn and be accepted.
- Our reward system of working together to earn Gold Token treats and House points is built around children being present to earn rewards.
- Teachers are welcoming and positive to students and create positive learning environments.
- Our Family Support Worker and nurture team work with children and parents to support attendance at school. This can include support on the gate, spaces for children who may be anxious, a listening ear for parents, parenting courses and support with accessing other resources.
- Our newsletter and website promote attendance at school on a regular basis in order to prompt parents into maintaining good attendance for pupils
- Individual incentives for improved attendance may be offered to pupils and parents who may be struggling with attendance

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

St. James' will always strive to be a welcoming and loving environment to all pupils. The Inclusion Lead and SEND team, alongside the Family Support Worker will work to provide support for both pupil and family, including strategies such as:

- Personal greeting on the gate
- Staggered arrival times
- Daily check ins with a nurture TA
- Lego therapy
- TIS sessions

- Parenting courses
- Personalised and inspiring morning tasks
- Nurture groups
- Social and Emotional support
- ELSA
- Forest School intervention
- Fast Track contracts for parents
- Plan, Assess, Review to support improved attendance and lateness

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

St. James' will always strive to be a welcoming and loving environment to all pupils. The Inclusion Lead and SEND team, alongside the Family Support Worker will work to provide support for both pupil and family, including strategies such as:

- Personal greeting on the gate
- Staggered arrival times
- Daily check ins with a nurture TA
- Lego therapy
- TIS sessions
- Parenting courses
- Personalised and inspiring morning tasks
- Nurture groups
- Social and Emotional support
- Signposting to mental health resources such as NSPCC
- Identified trusted adults
- Short term part time timetable
- Forest School intervention
- ELSA
- Plan, Assess, Review to support improved attendance and lateness

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.

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

See above.

8. Attendance monitoring

8.1 Monitoring attendance

St. James' Primary Academy will:

- o Monitor attendance and absence data weekly with full analysis at least once every DCAT term across the school, for key groups and at an individual pupil level
- o Identify whether or not there are particular groups of children whose absences may be a cause for concern

Specific pupil information will be shared with the DfE on request. Pupil-level absence 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 compare attendance data to the national average and similar schools reports, and share this with the governing board.

8.2 Analysing attendance

Through a specific Attendance Strategy, St. James' Primary Academy will:

- o Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- o Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- o Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence

8.3 Using data to improve attendance

St. James' Primary Academy will:

- o Provide regular attendance reports to SLT and the Family Support Worker, alongside other school leaders, to facilitate discussions with pupils and families
- o Always seek to offer support to families in the first instance to enable improved attendance
- o We will contact parents, in writing, when we note a trend or decline in attendance at key points in the year to prevent a pattern of declining attendance and to remind parents of the essential nature of attendance and offering support. We may set up a meeting with the Family Support Worker if it could be beneficial.
- o Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- o 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)
- o Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

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.

The school will:

- o Use attendance data to find patterns and trends of persistent and severe absence
- o Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education (2024)
- o Write to parents whose children are on the edge of becoming a persistent absentee in order to remind parents of expectations and offer support to get the child into school
- o Hold regular meetings with the parents/carers of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school. The meeting will be an opportunity to:
 - o Discuss attendance and engagement at school
 - o Listen, and understand barriers to attendance
 - o Explain the help that is available
 - o Explain the potential consequences of, and sanctions for, persistent and severe absence
 - o Review any existing actions or interventions

- o Provide access to wider support services to remove the barriers to attendance including a referral to Early Help
 - o Where a child is deemed to be a persistent absentee, we may instigate a 'Fast Track to Attendance' contract over a period of 12 weeks to enable rapid improvement in attendance.
 - o This will include:
 - o An initial Fast Track meeting where a contract will be drawn up, specifying any additional support required in school
 - o An interim Fast Track meeting to monitor the impact and allow for any additional adaptations
 - o A concluding meeting which will analyse the impact of the improvement
 - o In the event of a failure to improve, a letter will be sent to parents, laying out the procedure for legal proceedings
- During the Fast Track contract period, absence will be recorded as unauthorised unless medical evidence can be provided as a reason for absence. This could include a letter or email from a GP or evidence of hospital treatment.
- o Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring arrangements

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

- o Child protection and safeguarding policy
- o 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 travel	Pupil is unable to attend because of 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 practically 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