Attendance Policy

February 2025

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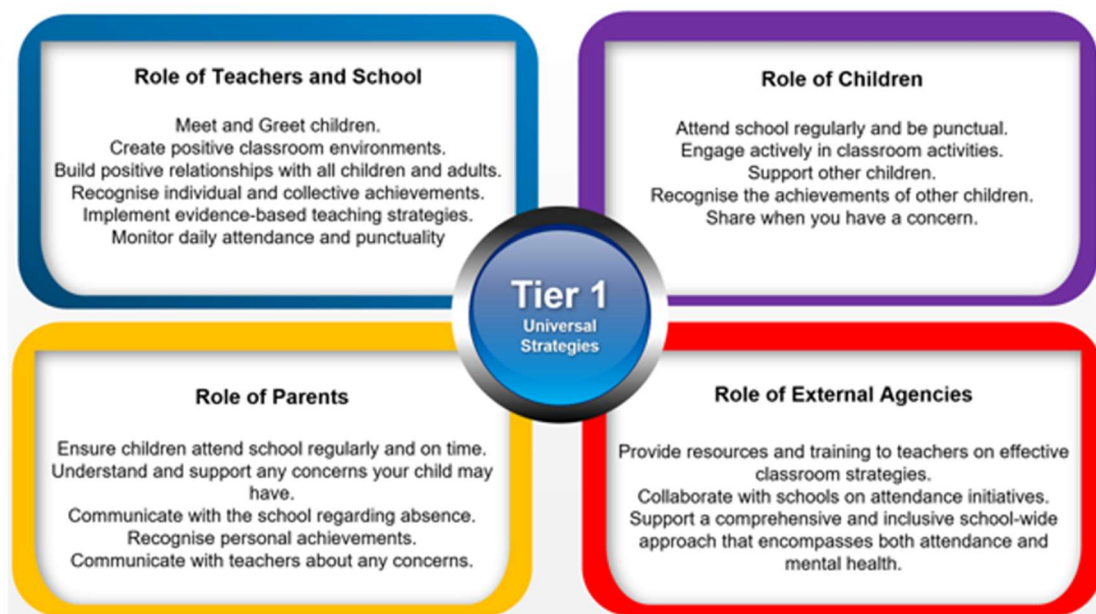
Aims and Rationale

School attendance is subject to various education laws and this school attendance policy is written to reflect these laws and the guidance produced by the Department for Education and Blackburn with Darwen Council. This attendance policy is also consistent with the following school policies:

• Admissions.

• Anti-bullying.

• Child protection.

• Safeguarding.

• Special educational needs.
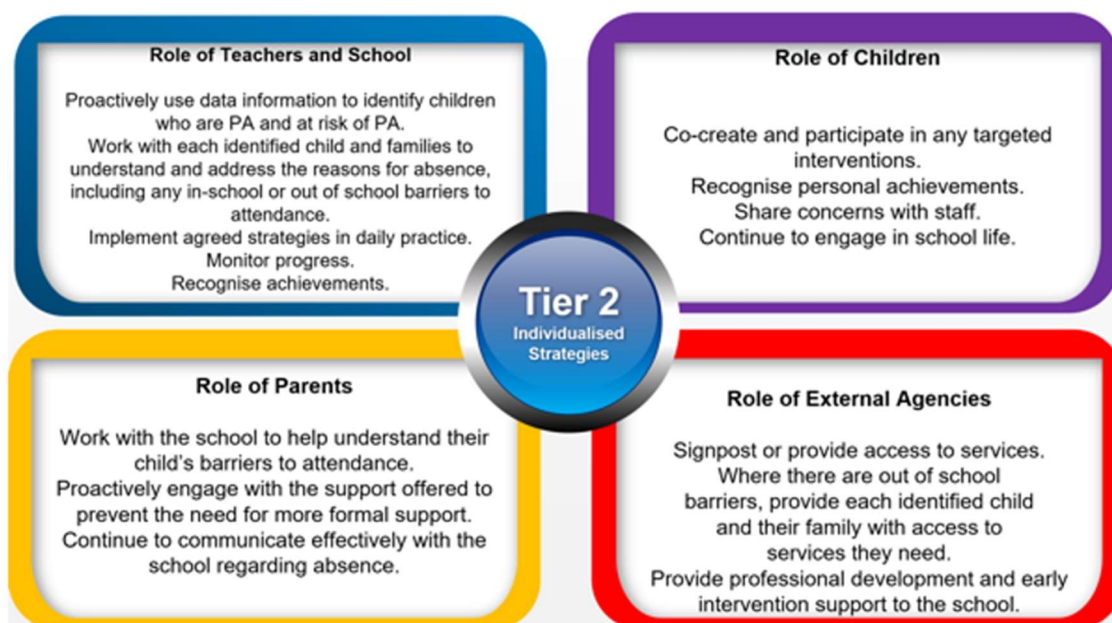
• Teaching and learning.

• Behaviour.

It is very important that all children attend school regularly and this policy sets out how together we will achieve this. This policy will be available in writing for all staff, parents and students via our school website.

To guarantee a comprehensive approach to attendance, BCHS implement a Multi-Tiered System of Support which involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.
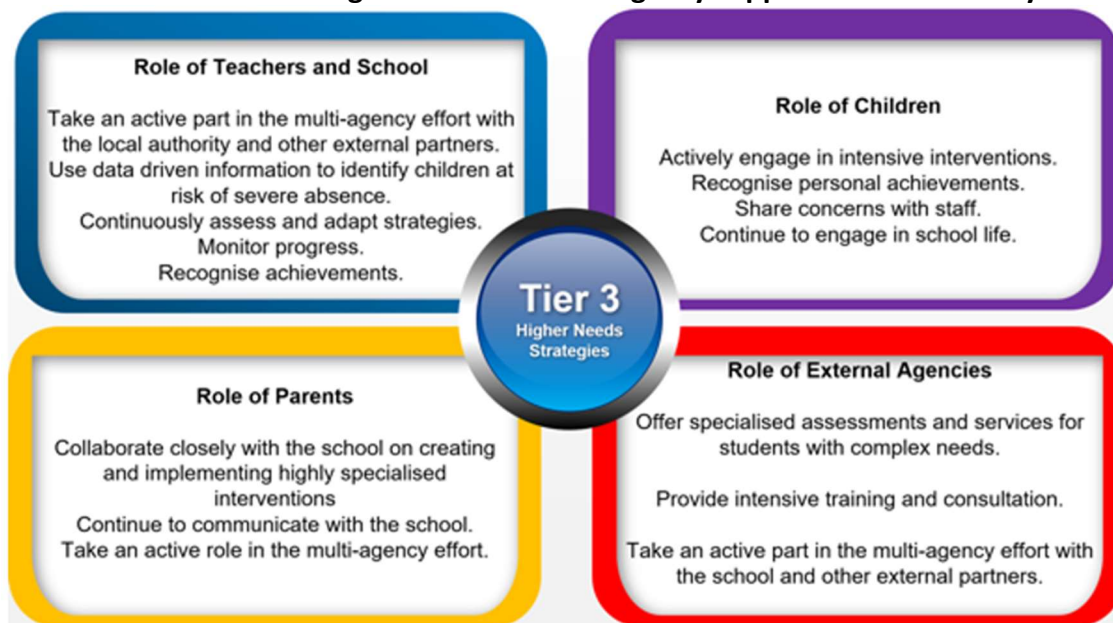
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.

Role of Teachers and School

Meet and Greet children.
Create positive classroom environments.
Build positive relationships with all children and adults.
Recognise individual and collective achievements.
Implement evidence-based teaching strategies.
Monitor daily attendance and punctuality

Role of Children

Attend school regularly and be punctual.
Engage actively in classroom activities.
Support other children.
Recognise the achievements of other children.
Share when you have a concern.

Tier 1
Universal Strategies

Role of Parents

Ensure children attend school regularly and on time.
Understand and support any concerns your child may have.
Communicate with the school regarding absence.
Recognise personal achievements.
Communicate with teachers about any concerns.

Role of External Agencies

Provide resources and training to teachers on effective classroom strategies.
Collaborate with schools on attendance initiatives.
Support a comprehensive and inclusive school-wide approach that encompasses both attendance and mental health.

Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.

Role of Teachers and School

Proactively use data information to identify children who are PA and at risk of PA.
Work with each identified child and families to understand and address the reasons for absence, including any in-school or out of school barriers to attendance.
Implement agreed strategies in daily practice.
Monitor progress.
Recognise achievements.

Role of Children

Co-create and participate in any targeted interventions.
Recognise personal achievements.
Share concerns with staff.
Continue to engage in school life.

Tier 2
Individualised Strategies

Role of Parents

Work with the school to help understand their child's barriers to attendance.
Proactively engage with the support offered to prevent the need for more formal support.
Continue to communicate effectively with the school regarding absence.

Role of External Agencies

Signpost or provide access to services.
Where there are out of school barriers, provide each identified child and their family with access to services they need.
Provide professional development and early intervention support to the school.

Tier 3 - Higher Needs Strategies Support: Including specialised support for students and families, including access to external agency support when necessary.

Role of Teachers and School

Take an active part in the multi-agency effort with the local authority and other external partners.
Use data driven information to identify children at risk of severe absence.
Continuously assess and adapt strategies.
Monitor progress.
Recognise achievements.

Role of Children

Actively engage in intensive interventions.
Recognise personal achievements.
Share concerns with staff.
Continue to engage in school life.

Tier 3
Higher Needs Strategies

Role of Parents

Collaborate closely with the school on creating and implementing highly specialised interventions
Continue to communicate with the school.
Take an active role in the multi-agency effort.

Role of External Agencies

Offer specialised assessments and services for students with complex needs.

Provide intensive training and consultation.

Take an active part in the multi-agency effort with the school and other external partners.

The Importance of School Attendance at BCHS

For a child to reach their full educational potential a high level of school attendance is essential. We are committed to providing an education of the highest quality for all our students and endeavour to provide an environment where all students feel safe, valued and welcome.
For our children to take full advantage of the educational opportunities offered it is vital that children are at school on time every day the school is open unless the reason for absence is unavoidable. The routines that children develop around attendance and punctuality at school are the same as the expectations of any future employer.

Regular attendance to school can have a significant impact on:

- *Academic Achievement:* Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Knowledge Acquisition:* School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- *Social Development:* School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- *Building Routine:* School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- *Teacher Interaction:* Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.

- *School Engagement:* Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- *Legal and Parental Responsibility:* Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.

Factors Influencing Attendance

There are many factors which can impact on a child attending school, if you have any concerns you should contact the school as soon as possible:

Health Issues: Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly. For further guidance, please refer to the Government Guidance "is my child too ill for school" on the BCHS website.

Family Circumstances: Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families. School will support families wherever possible.

Bullying and Safety Concerns: Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism. If you have any concerns, please contact the Pastoral Team in school.

Socioeconomic Factors: Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. If you have any concerns, please contact school as we may be able to assist you.

Engagement and Motivation: Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.

Academic Challenges: Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.

Peer Pressure and Social Factors: Influence from peers can impact attendance. Children may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school.

Promoting and Supporting Attendance at BCHS

Every opportunity will be used to convey to pupils, and their parents or carers, the importance of regular and punctual attendance, through phone calls, letters, emails, newsletters, posters, noticeboard and the web site. Attendance data is regularly shared with staff, students and parents/carers.

To address any identified attendance issues effectively, BCHS will implement a range of strategies such as early intervention & support and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions. Strategies include:

- Reward systems for positive behaviour.
- Discussion with parents and student.
- Early-Help referral options.
- Time limited part-time timetables.
- Additional learning support.
- Behaviour support.
- Inclusion resources.
- Reintegration support packages.
- Discussion with the Virtual School where the child is looked after/has a social worker.
- Working with attendance professionals, internal/external to the school.
- Emotional based school avoidance strategies (EBSA).

The school will support all students to return following a lengthy absence by offering a re-integration individual support plan. Students may be offered one or more of the following:
- A risk assessment (if physical or mental health related)
- A part time timetable
- Access to 'The Hive'
- One to one pastoral support
- Curriculum review

Where support is not successful, or is not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents.

Monitoring and analysing attendance

School will monitor attendance and absence data (including punctuality) daily, weekly, half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level. 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.

Specific pupil information will be shared with the DfE on request.
School must provide the details of any child that has had 15 days of absence due to illness.

School must provide the details of any child that has had 10 days of absence due to unauthorised 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 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. School will conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends. School will also look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.

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 and consider potential safeguarding issues and, where suspected or present, address them in line with 'Keeping Children Safe in Education 2024'.

Missing Children

Pupils will not be permitted to leave school premises during the school day unless they have permission from school. The following procedures will be taken in the event of a pupil going missing whilst at school:

- Once alerted, available staff will begin a search of school grounds and the area immediately outside of school premises
- If the pupil has not been found after **30 minutes**, then the parents of the pupil will be notified. School will attempt to contact parents using the emergency contact numbers provided.
- If the parents have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted.
- The missing pupil's pastoral team/safeguarding will fill in CPOMs, describing all circumstances leading up to the pupil going missing.
- When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well.
- Parents and any other agencies will be informed immediately when the pupil has been located.
- Appropriate disciplinary procedures will be followed in accordance with the Behavioural Policy.

Absence procedures

Any time away from school during term time (with reference to the timings below) is recorded as absence, regardless of whether this absence is authorised.

School Timings

- School is open to students from 8.00am for breakfast.
- Pupils must arrive in school by **8.30am.** on each school day
- The register for the first session will be taken from **8.30am** in Progress time.
- Students arriving after **8.33am** will be marked as present but arriving **late (L).** This late arrival will automatically trigger a P-point sanction.
- School registers will close at **9.00am** and students arriving after the close of register will be recorded as **late (U).** This will not be authorised and **will count as an absence** for that school session and statutory action may be taken where appropriate.
- On arrival after the close of register, students must immediately report to Reception and sign in, to ensure that we can be responsible for them whilst they are in school.
- The absence will only be authorised if a satisfactory explanation for the late arrival can be provided; for example, attendance at a medical appointment. The absence will be recorded as unauthorised if the student has arrived late without justifiable cause.
- The register for the second session will be taken **between 12.15pm and 1.15pm**

Lateness and punctuality

A pupil who arrives late:

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

Pupils who arrive late, without a justifiable reason will be issued with a 30 min detention. Follow up parental phone calls, meetings and punctuality reports may be put in place to support pupils with continued punctuality issues.

Unplanned absence

Parents or carers must notify School on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – as soon as practically possible.

Absence due to illness will be authorised unless BCHS has a genuine concern about the authenticity of the illness. If the authenticity of the illness is in doubt, BCHS may ask parents to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. If BCHS 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.

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.

Planned absence

Attending a medical or dental appointment will be recorded as authorised if the student's parent notifies the school in advance of the appointment.

BCHS 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.

Unexplained absence

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

- Call the pupil's parent/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 send an automated text message.
- 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 Education Welfare 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 school may issue a notice to improve, penalty notice, or other legal intervention (see 5.2 below), as appropriate.

Deletions from the Register
In accordance with the Education (Pupil Registration) (England) Regulations 2013, students can be deleted from the register when one of the following circumstances applies:
- The student has ceased to be of compulsory school age.
- Permanent exclusion has occurred and procedures have been completed.
- Transfer between schools.
- Pupil withdrawn to be educated outside BCHS system.
- Failure to return from an extended holiday after BCHS has tried to locate the student.
- A medical condition prevents attendance and return to BCHS before ending compulsory school-age.
- In custody for more than four months.
- 20 days continuous unauthorised absence and BCHS has tried to locate the pupil.
- Left BCHS but not known where he/she has gone after BCHS has tried to locate the student.
- Death of a student

Granting 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:
- 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. The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request following the submission of a written request form, available on line or from the Attendance office.

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,

Roles and responsibilities

School attendance is everyone's responsibility

The Governing Body will:

- Monitor the implementation of this policy and all relevant procedures
- Ensure that this policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handle complaints regarding this policy
- Have regard to 'Keeping children safe in education 2024' when making arrangements to safeguard and promote the welfare of children.
- Ensuring there is a Children Missing Education Policy in place and that this is regularly reviewed and updated.

The Headteacher will:

- Oversee the day-to-day implementation and management of this policy and all relevant procedures across BCHS
- Ensure all parents are aware of BCHS attendance expectations and procedures.
- Ensure that every pupil has access to full-time education and will act as early as possible to address patterns of absence.
- Ensure that there is a named senior manager to lead on attendance and allocate sufficient time and resource.

The Attendance Lead will:

Promote excellent attendance and punctuality for our pupils by:

- Develop and maintain a whole school culture that promotes the benefits of good attendance.
- Monitor BCHS's attendance and related issues through regular reporting.
- Ensure that attendance data is reported to the Local Authority or Department for Education as required.
- Ensure that BCHS has clear systems to report, record and monitor the attendance of all students, including those who are educated off-site.
- Ensure that attendance registers are accurately completed by teaching staff.
- Ensure that there are procedures for collecting and analysing attendance data frequently to identify causes and patterns of absence.
- Ensure that data is understood and used to devise solutions and to evaluate the effectiveness of interventions.
- Assist in meeting agreed targets and outcomes as defined by the school.
- Identify those children in need of support by reason of their absence from school.
- Assist in safeguarding students through working in partnership with other agencies.
- Arrange and attend meetings as appropriate.
- Monitor the implementation of the Attendance Policy and ensure that the policy is reviewed regularly.
- Ensure that staff are aware of the Attendance Policy and are able to address attendance issues.
- Ensure that the Registration Regulations, England, 2013 and other attendance related legislation is complied with.
- Ensure that all the above priorities are shared with and reinforced by all relevant school staff.
- Develop a multi-agency response to improve attendance and support students and their families.
- Use the standard documents to support a move to legal proceedings should that be necessary.
- Ensure that systems to report, record and monitor the attendance of all students, including those who are educated off-site are implemented.
- Ensure that daily attendance data is shared with the DFE under the guidance set out in DFE (2023) [Working together to improve school attendance - GOV.UK (www.gov.uk)](#) Effective from 19th August 2023.

The Attendance Officer will:

- Monitor attendance data at individual pupil level
- Report concerns about attendance to the Attendance Lead
- Work with Education Welfare Officer to tackle persistent absence
- Together with the Attendance Lead, arrange calls and meetings with parents to discuss attendance issues
- Advise the headteacher when to issue fixed-penalty notices i
- Conduct daily processes to follow up absence.
- The Attendance Officer is responsible for informing the LA of any pupil being deleted from the admission and attendance registers if they:

- o   Are being educated from home.
- o   No longer live within a reasonable distance of the registered school.
- o   Have an authorised medical note.
- o   Are in custody for a period of more than four months and the proprietor does not reasonably believe they will be returning.
- o   Have been permanently excluded.

The Pastoral Team will:
- Actively promote the importance and value of good attendance to students and their parents / carers.
- Form positive relationships with students and parents.
- Work with each identified pupil and their parents to understand and address the reasons for absence, including any in school barriers to attendance.
- Invite families for meeting or where necessary conduct a home visit to discuss attendance or punctuality.

Form Tutors will:
- Ensure students complete the attendance monitoring card on a weekly basis
- Reward and promote good attendance.

All Staff will:
- Follow this policy and ensuring pupils do so too.
- Ensure this policy is implemented fairly and consistently.
- Model good attendance behaviour.
- Use their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.
- Where designated, take the attendance register at the relevant times.
- Make pupils feel welcome on the return from absence. This should include ensuring that the pupil is helped to catch up on missed work and brought up to date on any information that has been passed to the other pupils.
- Be alert to the potential need to implement early help for a pupil who is frequently missing/goes missing from care or home.

Parents are responsible for:
- Contacting School if their child is absent to let them know the reason why and the expected date of return.
- Providing accurate and up-to-date contact details.
- Providing School with more than one emergency contact number.
- Updating School if their details change.
- The attendance of their children at school.
- Promoting good attendance with their children.
- avoiding unnecessary absences.
- Wherever possible making appointments for the doctors, dentists etc. outside of school hours.
- Asking School for help if their child is experiencing difficulties, as soon as they realise there may be an issue.

- Informing School of any change in circumstances that may impact on their child's attendance.
- Encouraging routine at home, for example, bed times, homework, preparing school bag and uniform the evening before.
- Not keep their child off school to go shopping, to help at home or to look after other members of the family.
- Avoiding taking their child out of school during term-time, where this is unavoidable, and only in exceptional circumstances send a written leave request to the Head in good time.

Pupils are responsible for:
- Attending their lessons and any agreed activities when at school.
- Arriving punctually to lessons when at school.
- Pupils will be expected to attend school every day and to attend lessons punctually.
- Pupils will be encouraged to communicate any concerns related to attendance and absence as soon as possible to the relevant member of staff.

Coding of Attendance

Attendance will be recorded using the DFE's statutory attendance codes, please refer to the appendix for coding.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

Absence Definitions

- Arrival at school after the register has closed.
- Not attending school for any reason.

Authorised Absence

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

Unauthorised Absence

• Parents keeping children off school unnecessarily or without reason.
• Truancy before or during the school day.
• Absences which have never been properly explained..
• Arrival at school after the register has closed.
• Absence due to shopping, looking after other children or birthdays.
• Absence due to day trips and holidays in term-time which have not been agreed.
• Leaving school for no reason during the day.

Appendix 1: Coding Attendance in line with DFE guidance 2024:

Code /\ (Present at the school):
- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):
- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):
- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.
- Schools must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):
- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

Code P (Participating in a sporting activity):
- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):
- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):
- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):
- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.

- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):

- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

Code S (Leave of absence for studying for a public examination):

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.

- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:
- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):
- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

Code R (Religious observance):
- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):
- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):
- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):
- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):
- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):
- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.

- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):
- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):
- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):
- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):
- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):
- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):
- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

Code N (Reason for absence not yet established):
- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

Code O (Absent in other or unknown circumstances):
- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

Code U (Arrived in school after registration closed):

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):

- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.