

# HURST GREEN PRIMARY SCHOOL



## Attendance Policy

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	√		
Teachers	√		
Teaching Assistants	√		
Administrative Staff	√		
Lunchtime Supervisors		√	
Site Manager		√	
Cleaners		√	
Governors	√		
Parents	√		
Website	√		
Local Authority		√	

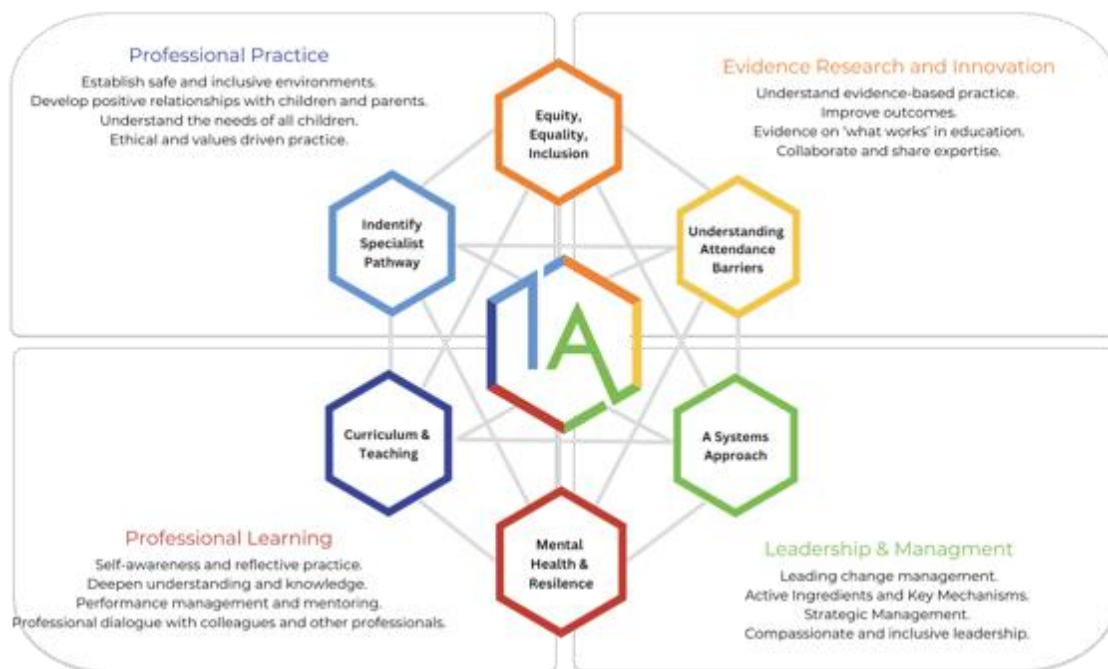
Responsibility of	School Improvement Committee
Review frequency	This is a live document and will be reviewed as often as necessary and no less than <b>annually</b> .
Previous version	05/02/2018; 03/02/2020; 17/10/2022; 09/10/2023
This version agreed	10 February 2025
Next review date	Spring 2026

## Introduction

Hurst Green Primary School is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance. The school's core values of respect, compassion, equity, aspiration, collaboration, and responsibility are integral to our approach of inclusive attendance.

### Inclusive Attendance Professional Development Model

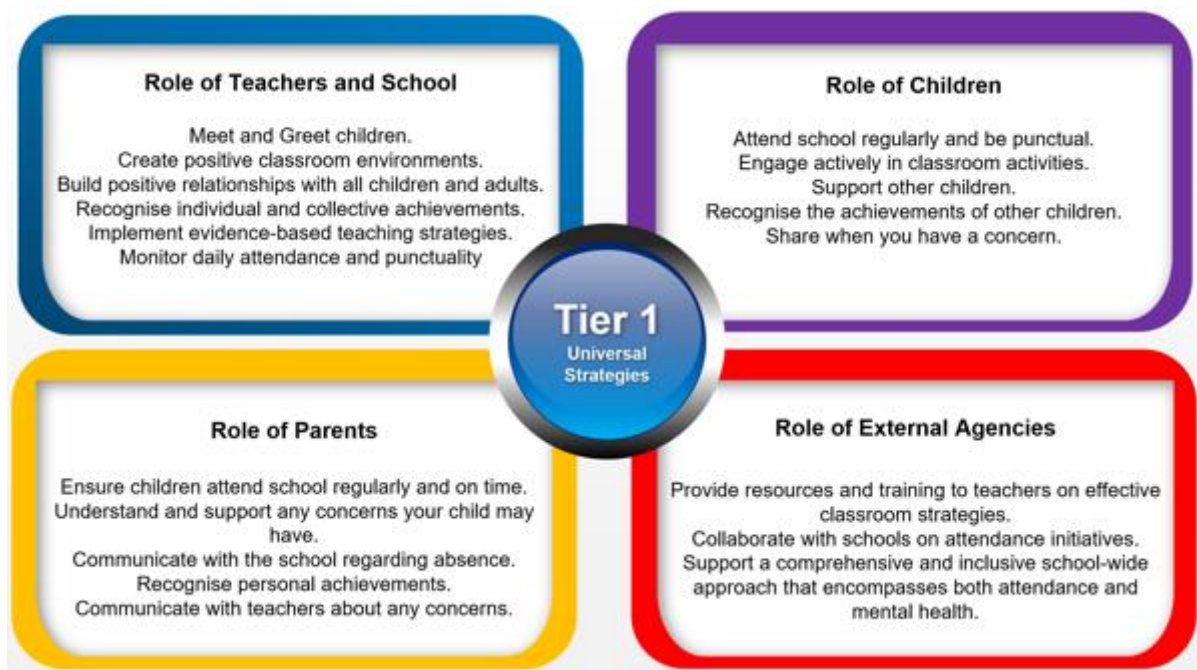
The Inclusive Attendance professional development model fundamentally guides our attendance approach. Comprising six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management to seamlessly integrate theory into practice.



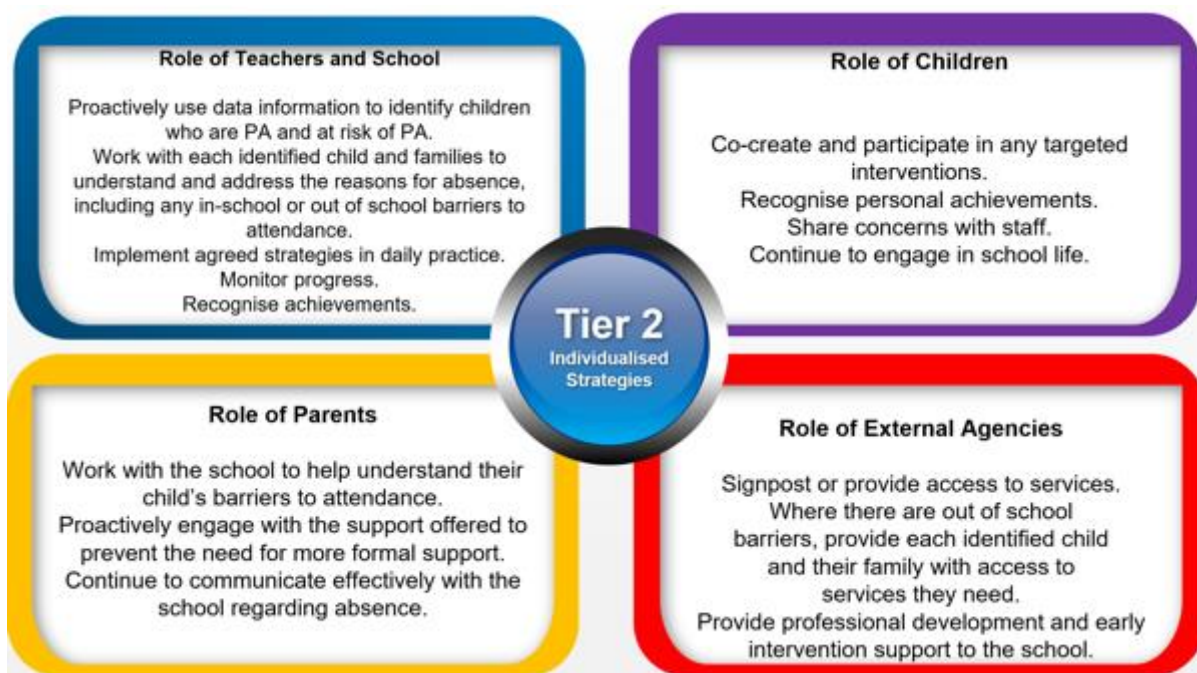
### A Multi-Tiered System of Support

To guarantee a comprehensive approach to attendance, Hurst Green Primary School implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.

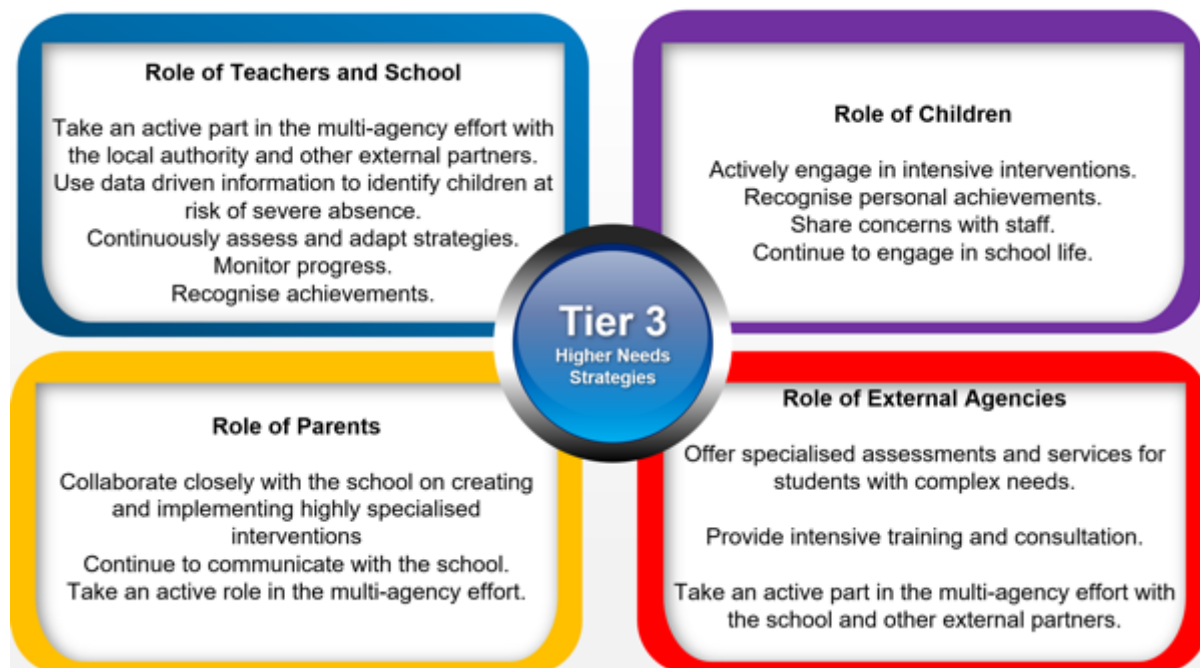
**Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.**



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



**Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.**



### **Hurst Green’s Recognition-Based Approach**

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

We celebrate class-based attendance in our fortnightly newsletter and on the website. Rather than celebrating 100% attendance, we look to recognise class and individual improvement, which is tailored to the differing needs of the children to ensure equity.

### **The Importance of School Attendance at Hurst Green Primary School**

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. 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.
- **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.
- **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.
- **Transportation Issues:** Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.
- **Socioeconomic Factors:** Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.
- **Special Educational Needs & Disabilities (SEND):** Students with special educational needs may require additional support and accommodations to attend school regularly.
- **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.
- **Cultural and Language Barriers:** Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.
- **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.
- **Parental Involvement:** Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

## Supporting Attendance at Hurst Green Primary School

To address any identified attendance issues effectively, Hurst Green will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, 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 and support systems to improve attendance outcomes. Please do not hesitate to contact school if you are experiencing any of the above difficulties which is impacting your child's attendance.

### Attendance and Punctuality Expectations at Hurst Green Primary School

We expect pupils to attend school every day, on time and ready to learn. If your child is unwell or unable to attend school, we expect parents/carers to follow the procedures detailed below.

### Details of School Staff at Hurst Green Primary School

Name of Staff Member	Roles and Responsibilities
Mrs N Webb	Attendance Champion
Miss K Wilson & Mrs N Webb	Safeguarding Leader (DSL)
Miss K. Wilson	Head Teacher
Mr A. Lander Mr A. South	Deputy Safeguarding leads

### Strategies for Using Data to Target Attendance Improvement Efforts at Hurst Green Primary School

Attendance data is constantly monitored at Hurst Green Primary School, including:

- The whole school cohort and Individual year groups.
- Individual pupils.
- Groups of pupils, e.g., pupils with SEND, LAC, and pupils eligible for FSM.
- Pupils who have an allocated social worker or are known to social care.
- A pupil who is absent for prolonged periods, or repeated occasions, which may indicate a safeguarding concern, such as CSE or CRE, particularly county lines.
- Pupils at risk of PA.
- Pupils at risk of SA.

### Strategy for Reducing Persistent and Severe Absence at Hurst Green Primary School

Parents are expected to contact school at an early stage and to work with the staff in resolving any problems together. This is nearly always successful. If difficulties cannot be resolved this way, the school may discuss matters with the Attendance lead, Mrs N. Webb and/or the headteacher, Miss K. Wilson. They will discuss matters and try to resolve the situation by agreement or may use one or more of the following strategies:

- Attendance analysis
- Phone call to discuss attendance concerns
- Home visit/safe and well check
- Parenting contract
- Improved Attendance certificates



- Celebration assemblies
- Interventions (mentor/meet and greet)
- Maintaining positive communication (school refuser/long term illness etc)
- First day absence contact
- Letters
- Attendance clinics
- Late gates
- LA referrals

### **Details of the National Framework for Penalty Notices at Hurst Green Primary School**

You may be aware of the changes to the law related to school attendance, in particular the new national penalty notice framework which came into force on the 19th August 2024. Penalty notice amounts have increased and there is now an escalation process for repeated offences. The Government has brought in the changes due to concerns about the decline in attendance linking to a deteriorating attainment and progress levels for children over the last few years. There is more information for parents here: <https://educationhub.blog.gov.uk/2024/08/19/fines-for-parents-for-taking-children-out-of-school-what-you-need-to-know/>

Schools and local authorities will try and provide support to help you improve your child's attendance first, but if this isn't effective, or the absence is for unauthorised term time holiday, parents may face paying a fine. Schools are now required to monitor attendance more closely and report any absences to local authorities more frequently. This will involve more regular checks and communications regarding your child's attendance record.

It's the responsibility of the local authority to decide when to issue fines to parents, meaning the process varies from council to council. However, under the national rules, all schools are required to consider a fine when a child has missed 10 or more sessions (5 days) for unauthorised reasons.

From August 2024, the fine for school absences across the country will be £80 if paid within 21 days, or £160 if paid within 28 days. This rate is in line with inflation and is the first increase since 2012. In the case of repeated fines, if a parent receives a second fine for the same child within any three-year period, this will be charged at the higher rate of £160.

Fines per parent will be capped to two fines within any three-year period. Once this limit has been reached, other action like a parenting order or prosecution will be considered. If you're prosecuted and attend court because your child hasn't been attending school, you could get a fine of up to £2,500.

Money raised via fines is only used by the local authority to cover the costs of administering the system, and to fund attendance support. Any extra money is returned to the government.

### **Removal from roll**

This refers to the process of a child's name being officially taken off the school's register, typically due to extended non-attendance or other circumstances. Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

### **Elective Home Education**

All parents and carers must ensure provision of suitable education for their children. Most parents/carers choose to educate their children at school however some people choose to teach their child at home, this is known as elective home education (EHE).

The Education Act 1996 Section 7 states that:

the parent of a child who is of compulsory school age has a legal duty to see that their child receives efficient full-time education, suitable to their age, ability, and aptitude, and to any special education needs they may have, either by regular attendance at school or otherwise.

It gives parents the right to educate their children "otherwise" than at school.

Being a home educator is a big decision, Dudley advise you think about why you are considering home education, what it will involve, the costs, time commitment, and if you have the energy and ability to provide the appropriate support, motivation, and resources for your child, or if you intend to employ a tutor/teacher.

Dudley Education Support Service also recommend that you speak to one of their education officers, the school, and your child. If it is that you are having problems with your child's school, teachers or you are considering home education in reaction to a particular situation such as bullying, they recommend you speak to the school, school's governing body or education officer and try to fix any problems. Often problems can be resolved in other ways and schools have many professionals on hand to help.

## **Day-to-Day Processes for Managing Attendance at Hurst Green Primary School**

### **First Day Calling and Safeguarding at Hurst Green Primary School**

If a child is unable to attend school, parents are expected to contact the school on the first day of absence before 8:55am. Parents can leave a message on the school absence line which is available 24/7. Please note if we have not been contacted by you, it is part of our school policy for a member of the Admin Team to contact parents on the first day of absence to enquire about your child's absence, which also ensures that your child is safe and has not set out to School and failed to arrive. If we are unable to contact anyone on the contact list for your child, we may make a home visit.

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide 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.

### **Following up unexplained absence**

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

- Call the pupil's parent/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 conduct a home visit, refer to social services, contact the child's social worker or contact the police.
- 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.
- 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 an education welfare officer.

### **School Times of the Day at Hurst Green Primary School**

- Pupils must arrive in school by 8.55am on each school day. Registers open at 8.55am and close 30 minutes after the start of the session.
- If a child arrives after the register has been taken (i.e., after 9.00am) but before the registers have closed, they are marked as late (code L).
- If a child arrives after the registers have closed with no relevant reason (e.g., doctors' appointment) they are marked as an unauthorised late (code U).
- Children arriving to school after the doors are closed must enter through the main entrance and be signed into school by a parent.
- The register for the second session will be taken at 12.40 (EYFS, KS1) or 1.40 (KS2).

### **Coding of Attendance**

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

### **Requesting Absence Leave**

Parents or carers must request leave of absence for their child in writing at least 7 school days in advance. Please collect a form from the school office to fill in and return. **Leave of absence during term time will only be authorised in exceptional circumstances.**

### **Holiday Request**

Holidays during term time will not be authorised unless there are very exceptional circumstances.

Holiday requests must be made in writing using the form from the school office, and a decision will be communicated to the parents or carers within 3 school days.

### **Definitions**

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

### **Persistent Absence (PA):**

**Definition:** Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

**Threshold:** In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

### **Risk of Persistent Absence:**

**Definition:** The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

**Threshold:** While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

### **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.

## **Policies and Practice**

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. Hurst Green Primary school adhere to the following key attendance acts in the UK:

*Education Act 1996:* The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

*Education (Pupil Registration) Regulations 2006:* These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

*Education (Pupil Registration) (England) (Amendment) Regulations 2013:* These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

*School Attendance Code of Practice:* The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

*Local Authority School Attendance Guidance:* Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

*Department for Education (DFE) Guidance:* The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

*Child Employment Legislation:* Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

*Children Missing Education (CME) Statutory Guidance:* This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

*Section 19 of the Education Act 1996 (England and Wales)* outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

### **Additional Policies aligned to the Attendance Policy at Hurst Green Primary School**

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Mental Health Policy
- SEND statement
- Pupil Premium Policy

## Roles and Responsibilities

### Parents:

Parents play a crucial role in supporting attendance in schools. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

- Establish a Routine: Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.
- Communicate with the School: Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.
- Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.
- Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.
- Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasise the importance of attending school regularly and on time.
- Be Involved in Homework: Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.
- Attend Parent-Teacher Meetings: Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.
- Monitor Progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.
- Address Bullying or Safety Concerns: If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.
- Promote a Love for Learning: Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.
- Lead by Example: Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.
- Stay Informed: Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.
- Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.
- Encourage Peer Relationships: Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.
- Celebrate Achievements: Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.
- Collaborate with the School: Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

**Children:** Children should recognise the value of education and commit to attending school regularly and being punctual. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future. Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.

**Teachers / Teaching Assistants:** School staff play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children. Teachers are responsible for monitoring the daily attendance of their children.

School staff should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom. School staff can identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the pupils' parents or guardians, and the attendance champion. Staff can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance. Staff should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions. Teamwork ensures a coordinated approach to supporting students.

#### **Senior Staff / Attendance Champion:**

The role of senior staff / Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. They set the tone for the school's attendance culture and oversee the implementation of policies and strategies to promote regular attendance. Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges. They recognise that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise. They may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services. They design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.

**Governors:** Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

### **Safeguarding Children and Attendance at Hurst Green Primary School**

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow *Keeping Children Safe In Education* guidance to ensure safe practices.

#### **Review**

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

#### **Data Protection**

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website.

## **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.