

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		√	

Review frequency	This is a live document and will be reviewed as often as necessary and no less than annually .
Previous version	05/02/2018; 03/02/2020; 17/10/2022; 09/10/2023; 10/02/2025
This version agreed	17 March 2026
Next review date	Spring 2027
Statutory	Yes

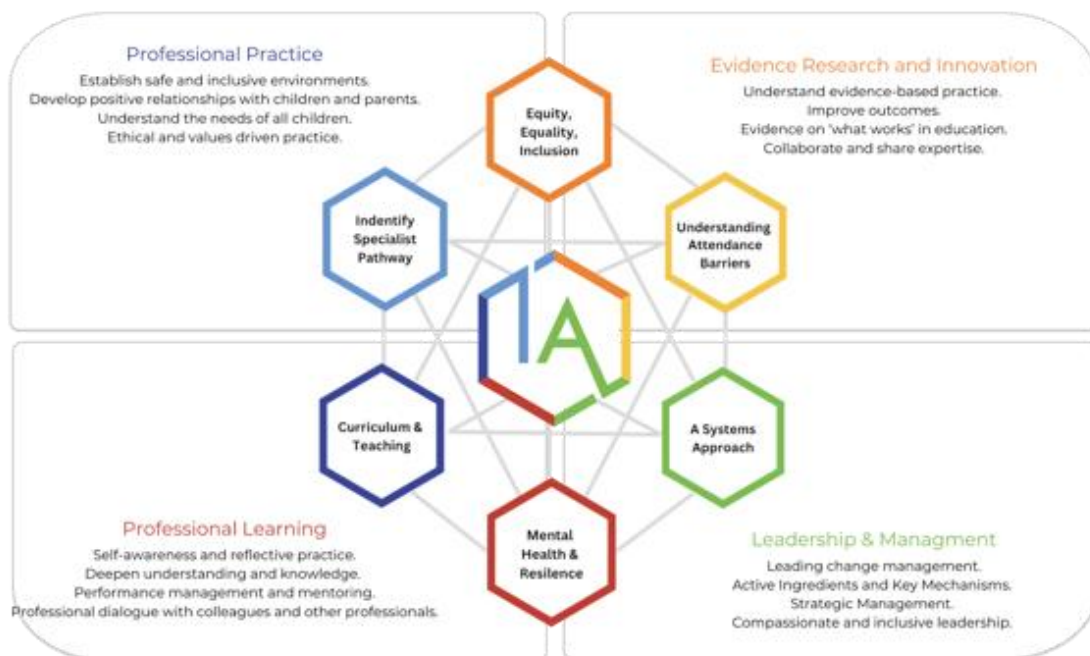
Introduction

Hurst Green Primary School is proudly recognised as an Inclusive Attendance school. Our approach is rooted in evidence-informed practice, a shared understanding of roles and responsibilities, and a commitment to supporting every child to attend regularly.

Our attendance culture is underpinned by “*We’re here. We belong.*” We expect pupils to attend when they are well and ready to learn, working in partnership with families to remove barriers. This reflects EEF guidance on belonging and attendance.

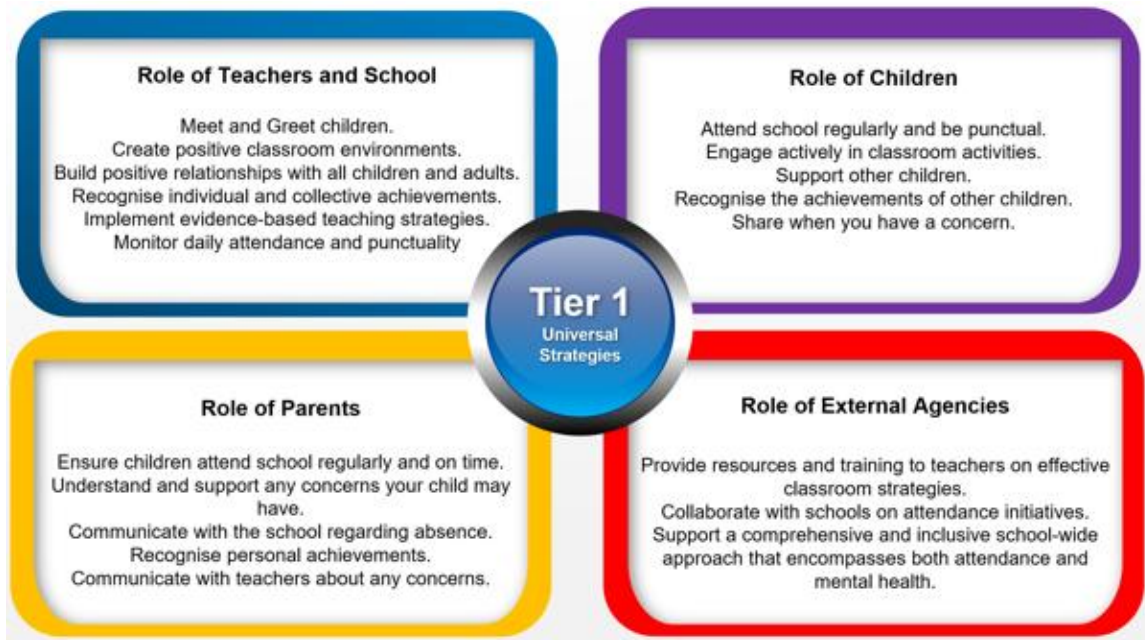
Inclusive Attendance Professional Development Model

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.

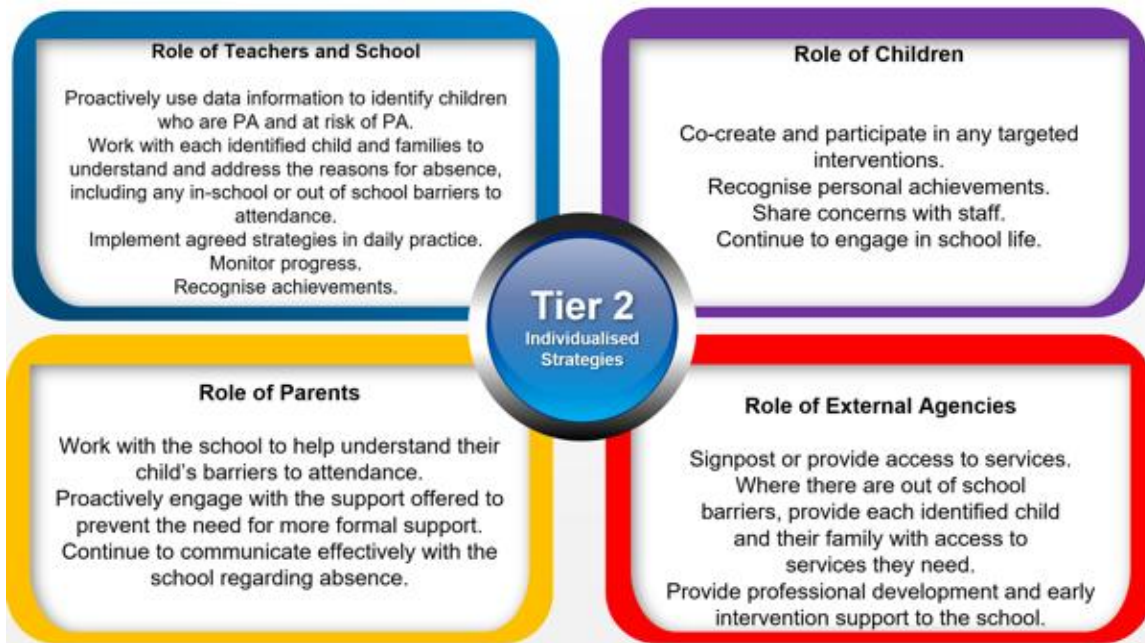


A Multi-Tiered System of Support

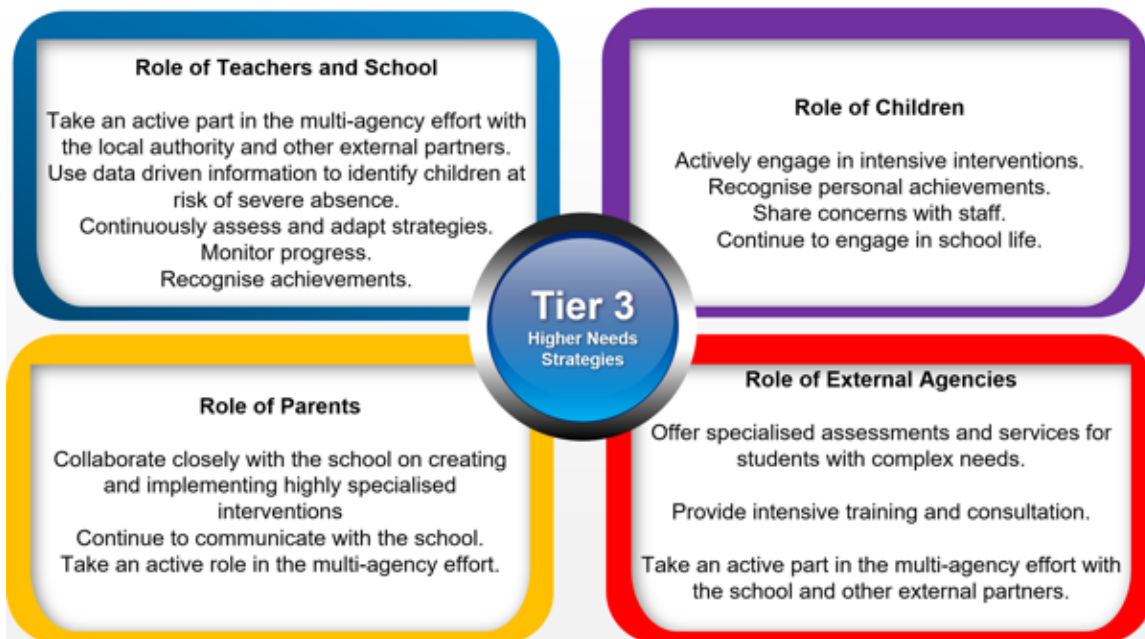
To guarantee a comprehensive approach to attendance, Hurst Green Primary School implements a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) ensures a graduated response to attendance, involving school staff, families and external agencies, including the Local Authority. The system 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.



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 values both personal and collective achievement. 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 recognise behaviours that support learning and belonging, including:

- Consistency when well
- Improvement over time
- Positive return after absence
- Readiness to learn

The Importance of School Attendance at Hurst Green Primary School

Regular school attendance is essential for children's learning, wellbeing and future success. Children attend best when they feel safe, supported and that they belong within the school community. We expect all pupils to attend school when they are well enough to do so, arrive on time, and be ready to learn.

Attending school regularly when well helps children to:

- **Achieve and make progress**
Regular attendance supports learning, helping children to keep up with the curriculum and reach their potential
- **Develop knowledge and skills**
Each day in school builds understanding and avoids gaps that can make learning more difficult over time
- **Build relationships and a sense of belonging**
Being in school supports friendships, confidence and connection to the school community
- **Establish positive routines**
Regular attendance and punctuality help children develop independence, responsibility and readiness to learn

- **Access support and opportunities**

Being in school allows teachers to provide timely support and ensures children can take part in the wider life of the school

Parents have a legal responsibility to ensure their child attends school regularly. We work in partnership with families to support good attendance and address any barriers early.

Factors Influencing Attendance

We recognise that attendance is affected by a range of factors and that children may face different barriers to attending school regularly. These may include:

- Health and wellbeing (including physical and mental health)
- Family circumstances (such as bereavement or caring responsibilities)
- Experiences in school (including friendships, bullying or anxiety)
- Additional needs (including SEND or other support needs)
- Practical or environmental factors (such as routines, transport or financial pressures)

We are committed to working in partnership with families to understand and address any barriers to attendance. If you have any concerns, please contact the school so we can offer support.

Supporting Attendance at Hurst Green Primary School

We take a supportive, early intervention approach to attendance. Our aim is to understand and address any barriers so that all children can attend regularly when they are well and feel that they belong in school.

We do this by:

- Identifying concerns early through regular monitoring of attendance
- Working in partnership with families to understand individual circumstances
- Providing appropriate support and intervention, including early help and external agency involvement where needed
- Creating a positive and inclusive school environment where children feel safe, supported and ready to learn

If you are experiencing any difficulties that may affect your child's attendance, please contact the school so we can work together to support you.

Details of School Staff at Hurst Green Primary School

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

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.
- Pupils with prolonged or repeated absence, including where there may be safeguarding concerns
- 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 the school at an early stage and work in partnership with staff to resolve any attendance concerns. In most cases, this early support is effective.

Where concerns persist, the school may involve the Attendance Champion and/or Headteacher to agree next steps. A range of strategies may be used, including:

- Attendance monitoring and analysis
- Communication with parents/carers (phone calls, meetings, letters)

- First day absence procedures
- Pastoral and reintegration support, including meet and greet or mentoring
- Recognition of improvement and positive attendance behaviours
- Attendance clinics and targeted meetings
- Home visits or safe and well checks
- Formal support processes, including parenting contracts
- Referral to external agencies or the Local Authority where appropriate

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. These changes reflect national concerns about declining attendance and its impact on attainment and outcomes for children. There is more information for parents here:

[Information for parents re fines](#)

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. If we have not been contacted, a member of staff will make contact on the first day of absence to ensure your child is safe. If we are unable to reach any contacts, a home visit may be carried out.

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 12.45 (EYFS, KS1) or 1.00pm (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): 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. 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: 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. 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. The school identifies 10 days or more of absence as a risk indicator and will follow internal procedures, including communication with parents.

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

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

Parents play a crucial role in supporting their child's attendance. We ask parents to:

- **Establish strong routines**
Ensure your child attends school regularly, arrives on time, and is ready to learn.
- **Communicate with school**
Inform us promptly about absences and share any concerns that may affect attendance so we can support early.
- **Promote health and wellbeing**
Support good sleep, nutrition and emotional wellbeing to help your child attend when they are well.
- **Value education and attendance**
Encourage a positive attitude towards school and reinforce the importance of attending regularly.
- **Work in partnership with the school**
Engage with meetings, seek support when needed, and collaborate with us to address any barriers to attendance.

Children are encouraged to take pride in their attendance and to:

- **Attend school regularly when they are well** and arrive on time
- **Be ready to learn** and make the most of their time in school
- **Talk to a trusted adult** if something is worrying them or making it difficult to attend
- **Look after their wellbeing**, including getting enough rest to be ready for school

Teachers / Teaching Assistants

School staff play a vital role in promoting good attendance through consistent, supportive practice. Staff are expected to:

- **Promote a culture of belonging**
Welcome pupils positively, particularly after absence, and reinforce that they are valued members of the school community
- **Monitor and respond to attendance**
Check daily attendance, identify patterns of absence or lateness, and raise concerns promptly
- **Encourage strong routines**
Support pupils to arrive on time and be ready to learn, helping to establish calm and purposeful starts to the day
- **Communicate and work in partnership**
Liaise with parents/carers, the Attendance Champion and wider staff to address attendance concerns early
- **Identify and remove barriers**
Be alert to factors affecting attendance (e.g. wellbeing, SEND, family circumstances) and act quickly to support pupils
- **Provide support and consistency**
Offer appropriate academic and emotional support and contribute to a coordinated whole-school approach

Senior Staff / Attendance Champion

Senior leaders and the Attendance Champion play a key role in setting the culture and strategic direction for attendance across the school. They are responsible for:

- **Leading a culture of belonging and high expectations**
Establish and sustain a whole-school approach where attendance is valued and every child feels they belong
- **Monitoring and analysing attendance data**
Regularly review whole-school, group and individual data to identify trends, patterns and areas of concern
- **Identifying need and acting early**
Ensure early identification of pupils at risk of persistent or severe absence and coordinate timely support
- **Coordinating support and intervention**
Work with staff, families and external agencies to remove barriers to attendance and provide appropriate support

- **Ensuring consistency and accountability**
Oversee the implementation of attendance procedures and ensure a consistent approach across the school
- **Promoting inclusive recognition**
Develop approaches that recognise attendance-supporting behaviours, improvement over time and positive return to school

Governors

Governors provide strategic oversight of attendance and are responsible for:

- **Ensuring statutory compliance**
Monitor that the school meets its legal responsibilities in relation to attendance
- **Providing challenge and support**
Review attendance data and hold leaders to account for improving outcomes
- **Overseeing policy and strategy**
Approve and review the attendance policy and ensure it reflects current guidance and effective practice
- **Promoting a culture of high expectations**
Support the school in maintaining a consistent, inclusive approach to 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. Attendance is a key safeguarding indicator.

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.