ENDEAVOUR
LEARNING TRUST

ATTENDANCE STRATEGY

PEOPLE CENTRED BELONGING INDIVIDUALITY TOGETHERNESS TRANSFORMATIONAL

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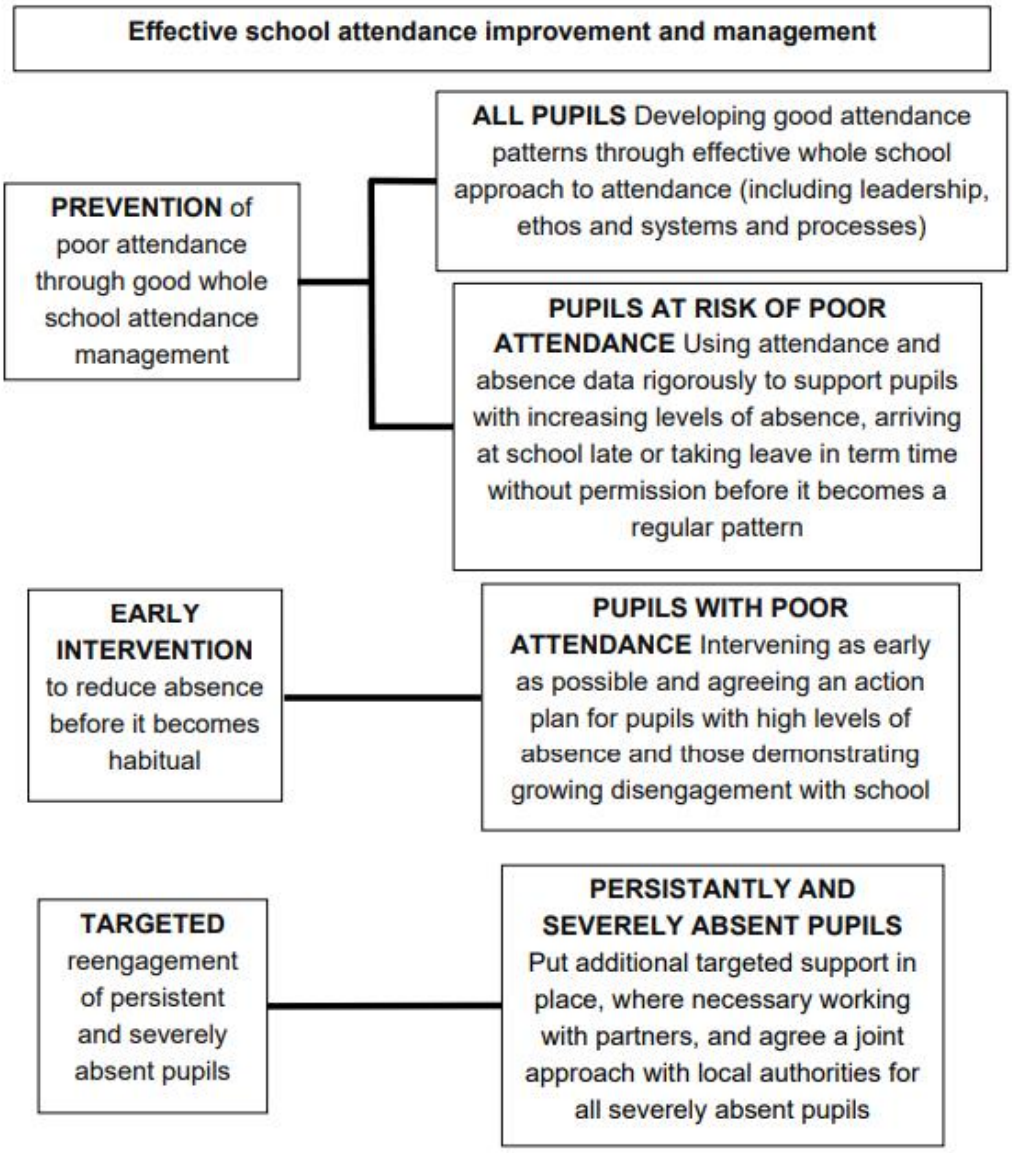
1. Aims

At Endeavour Learning Trust we believe in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve and we never put a ceiling on potential. We recognise that for students to achieve their potential they must have excellent attendance and punctuality and we aspire for all students to have 100% attendance.

We recognise that the curriculum, the liveliness and quality of teaching, the quality of relationships and of the school as a community, all directly affect students' willingness to come to school. Each of these areas will continue to be developed through the School Improvement Strategy.

We are committed to generating an ethos that encourages students to be positive in all aspects of school life and have excellent attendance. We will listen, understand, empathise and support pupils and families to secure the best possible attendance, working together to overcome any barriers that may exist. We use a holistic approach to securing the best possible attendance for all our pupils, based on the following model.

Effective Holistic Absence Management



At Endeavour Learning Trust, positive attitudes towards good attendance will be encouraged through:

- Having high expectations for every pupil's attendance at school.
- Communicating these expectations clearly, strongly and consistently to parents and to pupils including sharing student attendance data.
- Targeting poor attendance through a staged approach.
- Raising awareness of expectations with both staff and students via assemblies, pastoral meetings, tutor group discussion.
- Ensuring every student has access to full-time education to which they are entitled.
- Acting early to address patterns of absence, including regular communications to parents and carers stressing the importance of good attendance and our expectations regarding attendance for students not meeting the overall target (See appendices 2, 3 and 4).
- Creating a safe and supportive environment where all students can thrive.
- Working with external agencies, parents/carers and students in order to address barriers to attendance and overcome them.
- Understanding that good attendance does not happen in isolation – there is an interrelationship between attendance and the quality of the school's curriculum, ethos, behaviour and inclusivity.
- Continually pushing for whole-school improvement once attendance reaches the national average.
- See the process of securing good attendance for all pupils as an ongoing process, never something that is 'finished'.
- Celebrating good attendance wherever possible. Point 7 highlights some of the great ways we celebrate attendance at Endeavour Learning Trust.

2. The Importance of School Attendance

The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7% (9 days), compared to 3.5% (6.5 days) among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% - 9 days) compared to 2.7% -5 days). At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8% (17 days), compared to 5.2% (10 days) among those achieving grades 4 to 1. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% -17 days) compared to (3.7% - 7 days).

For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study).

The tables below highlight the impact that days of absence/minutes of learning missed will have on the % attendance for each student. This is useful when looking at the absence/punctuality rates for a student across a term.

% Attendance	Days Missed
100%	0
99%	1.9
98%	3.8
97%	5.7
96%	7.6
95%	9.5
94%	11.4
93%	13.3
92%	15.2
91%	17.1
90%	19
85%	28.5
80%	38

If your child misses....	That Equals...	Which is...	Over 13 years of schooling that is.....
10 minutes a Day	50 minutes a Week	1.5 Weeks per Year	Nearly **1/2 Year** of lost learning
20 minutes a Day	1 hour 40 minutes a Week	2.5 Weeks per year	Nearly **1 Year** of lost learning
30 minutes a day	1/2 a Day a Week	4 Weeks per year	Nearly **1.5 Years** of lost learning
1 hour a Day	1 day a Week	8 Weeks per year	Nearly **2.5 Years** of lost learning

3. The Most Effective Schools/Trusts

In building a culture of good school attendance, all schools need to:

- Develop and maintain a whole school culture that promotes the benefits of high attendance. Good attendance is a learned behaviour, and the most effective schools recognise the importance of developing good patterns of attendance from the outset. Schools that have good attendance recognise that it is not a discrete piece of work but rather it is an integral part of the school's ethos and culture.
- Recognise the importance of good attendance and, alongside good behaviour, make it a central part of the school's vision, values, ethos, and day to day life.
- Recognise the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students (including use of pupil premium).
- Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school. Responsibilities should include offering a clear vision for attendance improvement, evaluating and monitoring expectations and processes, oversight of data analysis, and communicating messages to pupils and parents.
- Make sure all teaching and non-teaching staff know the importance of good attendance, are consistent in their communication with pupils and parents, and receive the training and professional development they need.
- Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. Where possible this should include attendance or pastoral support staff (either school based or contracted) who can work with families, conduct home visits and work in partnership with school leaders, the local authority's School Attendance Support Team and other partners.
- Set high expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents through all available channels. In doing so, schools should help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development. It should also include clarity on the short and long term consequences of poor attendance.
- Visibly demonstrate the benefits of good attendance throughout school life. This may include in displays, assemblies or in registration periods. Where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class/form and individual level.
- Recognise that attendance is never 'solved' and is a continuous process by regularly reviewing and updating messages, processes, and strategies.
- Recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, and all forms of child exploitation.
- Develop strong and productive relationships with parents to ensure that the attendance of their child is of the highest priority.

4. Managing And Improving Attendance

In order to secure the highest attendance rates possible, all schools need to:

- Engage in data and strategies in relation to attendance and absence shared by the DFE, e.g. scrutinising attendance bandings and analysing transition data (primary to secondary) to ensure that proactive strategies are adopted from the earliest opportunity.
- Review DFE attendance comparison reports to ensure that our attendance is the best it can be in relation to the national average, but also those schools with similar demographics and characteristics.
- Work together to ensure that pupils are as well supported as possible during transition periods by holding summer transition school events and scrutinising primary attendance data (See section 5)
- Engage in Trust attendance reviews and develop comprehensive action plans that will be reviewed termly.
- Develop and maintain a whole school culture that promotes the benefits of high attendance
- Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school. Responsibilities should include offering a clear vision for attendance improvement, evaluating and monitoring expectations and processes,
- Have a clear school attendance policy which all staff, pupils and parents understand – this will be published on the schools' websites and shared with parents at the start of each academic year, and throughout as required.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- Monitor the impact of any intervention(s) and make adjustments where necessary in discussion with the pupil, parents and any team around the family. Where interventions are failing, work together to identify the reasons why and either adjust or change the approach.
- Have a clear escalation process for absence and illnesses.
- Build strong relationships with families, listen to, and understand barriers to attendance and work with families to remove them.
- Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.
- In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for our schools to implement a temporary part-time timetable to meet student's individual needs. A part-time timetable will not be used to manage a pupil's behaviour. It will only be in place for the shortest time necessary and not be treated as a long-term solution.
- There is a need for schools to ensure that colleagues are in receipt of regular training in order to understand both the local and national context regarding attendance.
- Carefully analyse patterns of absence to ensure that 'contagious absence' is addressed at the earliest opportunity.

5. Transition

3/5ths of pupils who miss a day in week one of secondary school become persistently absent by the end of the year and the key times that attendance drops in secondary schools are half term 2 and 3 in Year 7. Research clearly shows the impact that well planned, supportive transition programmes can have on minimising absence and securing strong attendance. At Endeavour Learning Trust we therefore place the greatest possible emphasis on transition. This includes on entry into our schools and also at internal transition points such as between key stages and year groups. In order to support our pupils most effectively, the following approaches are used:

- Undertake transition visits where pupils spend time in their new settings (Enhanced transition will be available for pupils who may feel/be identified as more vulnerable.

- Undertake home visits to meet pupils and their families in order to ensure a holistic understanding of pupils prior to starting in their new setting.
- Analyse Year 6/primary school attendance data so that resources can be directed appropriately where the absence is likely to be an issue in Year 7.
- Operate transition mental health awareness sessions in our Year 6 cohorts to ensure pupils are fully aware of the attributes and attitude to thrive on secondary school.
- Deliver summer schools in our secondary schools to ensure that all pupils transitioning from Year 6-7 are comfortable and confident in their new setting.
- Survey pupils during the Autumn term to ensure that pupils are feeling confident and settled in their new setting and ensure that pupil requiring support are identified early.
- Contact previous settings to discuss any concerns that may have previously arisen in relation to attendance.
- Undertake positive transition programmes at the end of every year for all year groups in order to help break down barriers at the start of the following academic year.

6. Legislation And Guidance

This strategy considers the legal requirements of the school attendance guidance from the Department for Education (DfE) and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- The Education Act 1996
- The Education Act 2002
- The Education and Inspections Act 2006, Page 4 of 13
- The Education (Student Registration) (England) Regulations 2006
- The Equality Act 2010
- The Education (Student Registration) (England) (Amendment) Regulations 2010
- The Education (Student Registration) (England) (Amendment) Regulations 2011
- The Education (Student Registration) (England) (Amendment) Regulations 2013
- The Education (Student Registration) (England) (Amendment) Regulations 2016
- The Education (Student registration) (England) (Amendment) Regulations 2024
- Working Together to Improve School Attendance 2024

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have.

It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. **This means their child must attend every day that the school is open**, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school. This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances.

7. Definitions

Definitions of Absences
All students, parents and carers should be aware of the statutory obligations relating to attendance and punctuality. It is important to understand the difference between authorised, unauthorised and persistent absence.

Authorised absence
Morning or afternoon sessions away from school for a good reason such as illness or medical appointment that is unable to be outside of school time. Where our schools have agreed to a pupil being absent from school for part of the week or day, we will treat this absence as authorised (e.g., Reintegration timetable).

Unauthorised absence
Those which the school does not consider reasonable and for which no 'leave' has been given e.g., truancy, unexplained absence, students kept off school unnecessarily. This type of absence can lead to the involvement of the Local Authority.

Persistence absence
An absence authorised or unauthorised which exceeds 10% or more schooling across the school year. Absence at this level is doing considerable damage to any child's educational prospects. Parents may be invited to attend a meeting with relevant staff around intervention and support.

Severe absence
Severe absence is when a pupil enrolment's overall absence equates to 50% or more of their possible sessions.

8. The Attendance Register

The attendance register will be taken at the start of the first session of each academy day and once during the second session. The law requires the register to be taken twice a day at the start of the morning session and once in the afternoon session. See appendix 1 for the DfE attendance codes. On each occasion we must record whether every pupil is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstances.

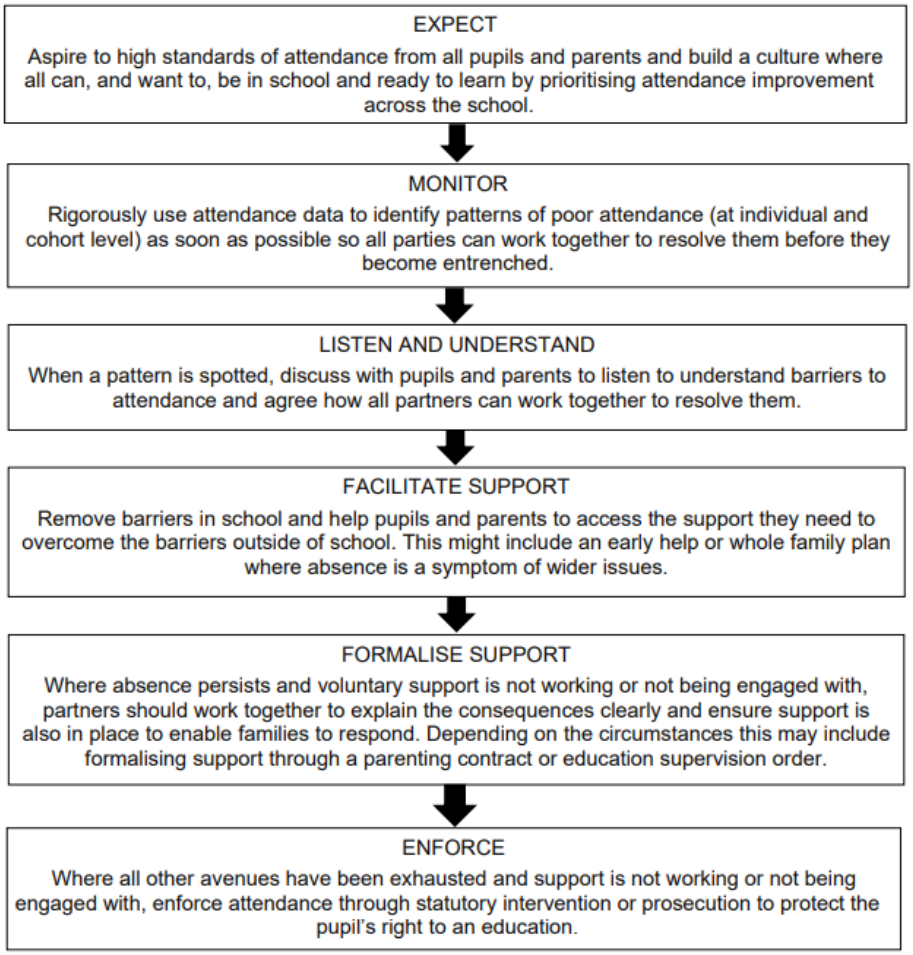
Our schools will proactively manage lateness and set out in their attendance policy the length of time the register will be open, after which a pupil will be marked as absent. This will be the same for every session and no longer than 30 minutes after the session begins.

After this period students who arrive late will be logged on the register using the code 'U' - Late and arrived after the register closed, this is classed as an unauthorised absence.

Our academies PM register will be taken at the start of Lesson 4 by the class teacher. The beginning of the afternoon session is marked by the class teacher during lesson 4 and recorded on the MIS system. Irregularities will be followed up by a parental phone call as soon as possible.

9. Working Together To Improve Attendance

The following table summarises Endeavour Learning Trust's approach to securing the highest levels of attendance.



10. If A Child Is Too Ill To Attend School

In order to make informed decisions about their child's fitness for attending, parents and carers are encouraged to refer to the NHS guidance; Is My Child Too Ill for School? https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/.

Where attendance is of a serious concern, we may require medical evidence to authorise any further periods of absence through illness. This will be determined on an individual basis and parents/carers will be notified of this.

Telephone calls and handwritten notes from a parent will not be accepted as medical evidence when attendance is a serious concern.

For the purpose of this strategy, 'serious concern' may be defined as: repeated unexplained/unauthorised absences or 3 x separate illnesses within a half term where no medical condition or underlying health issues have been identified.

If your child suffers from an underling health issue or medical condition that may affect their attendance, the intervention and/or support strategies put in place may be different to the traditional interventions in place at the school.

11. Monitoring and Reviewing Attendance

We recognise that early intervention can prevent poor attendance. We monitor attendance and punctuality throughout the year at both Trust and school level. We recognise that certain groups of pupils may be more at risk of poor attendance and will provide support and assistance wherever possible. We will be analytical about what is stopping individuals from attending and where persistent absence appears to be intransigent, we know there are often complex factors at play – our schools will work with you to help break down barriers and offer support.

Monitoring of attendance and absence will happen through;

- Interrogating attendance data rigorously, robustly and regularly, at all levels, in all schools.
- Setting challenging attendance targets for whole academy attendance and aspiring for all students to have 100% attendance.
- Pupil-level absence data is collected each term and published at national and local authority level through the DfE's school absence national statistics releases. We compare our attendance data to the national average and share this with our local academy committee members.
- Specific measures are taken to monitor attendance at an academy and Trust wide level. These processes are embedded and regularly checked to ensure the effective safeguarding of all pupils through specific tailored interventions.
- School and Trust level attendance data is shared weekly with all school leaders to support the improvements in attendance across the Trust. Key analysis will look at:
- Attendance and absence – year to date, weekly and compared to the same time in the previous academic year.
- Correct and consistent use of codes, including absence and late codes.
- Trends in reasons for absence for example -use of the C code, leave of absence and exclusions
- Trends in particular groups (SEN, PP, vulnerable, ethnic groups, gender, year groups)

Attendance data informs action planning and supports the identification of key priorities in our academies development plan and future revisions of this strategy.

12. Roles and Responsibilities

Endeavour Learning Trust regularly reviews the curriculum to ensure it meets the needs of all students of all abilities. In addition, each Academy will be supported in strategies for promoting attendance across our schools and having the highest expectations for our students.

The Trust will provide regular opportunities to bring together staff from different schools to learn from each other's attendance expertise and share effective interventions.

The schools will commit to, where reasonably possible, holding more than one emergency contact number for each pupil or student. This goes beyond the legal minimum and the school will try to make contact with a responsible adult when a child missing from education is also identified as a welfare and/or safeguarding concern

The school will take the following actions to ensure absence is challenged and to ensure student wellbeing. All actions taken and any necessary escalation will be in line with the child protection and safeguarding policy at each school.

Day 1 to 3 Absence: Phone call home daily to obtain reason for absence and wellbeing check. Contact is expected daily to confirm when the student is due back to school.

If contact is not made with a parent/carer during day 1, schools will call names logged as emergency contacts to ascertain reason for absence/make contact with parents/carers. Where this is not successful, eyes on the student will be expected immediately in the form of a home visit. If this is unsuccessful then escalation will be made where necessary. In extenuating circumstances, even

after contact has been made with home, school may still undertake a home visit to check on a child's welfare.

Depending on the reason for absence and the history of absence, if a student has not been seen for 5 consecutive days, a wellbeing check will be considered in the form of a home visit. If this is unsuccessful then escalation will be made where necessary.

If contact has been made between school and the parent/carer but the student still has not returned for 8 consecutive school days, another home visit wellbeing check will take place. If this visit is unsuccessful this may be escalated in a referral to the Police, to ensure the welfare of the student.

The strategic leads for attendance in our academies have specific responsibility to oversee and monitor whole school attendance and punctuality through liaison with the Trust leaders, Heads of Year (HOY), Attendance and Family Welfare Teams, and the Local Authority.

The Attendance and Family Welfare Teams are responsible for maintaining an accurate attendance register via the SIMS Attendance Module and for providing attendance data as required.

HOY and the Attendance and Family Welfare Team are responsible for monitoring and improving individual student attendance through liaison with Trust leaders, Form Tutors and the Local Authority.

Form Tutors are responsible for marking registers during tutor/registration time and informing students of weekly attendance figures as well as updating tutor notice boards where relevant.

The class teacher is responsible for taking a register during the first 10 minutes of each lesson.

Where individual attendance is a cause for concern - frequent or long-term or unexplained absence - follow-up action with parents will be taken by the Attendance and Family Welfare Team or HOY. This might include offering support through an Early Help Assessment or a referral to Children's Services where required.

Every effort will be made to encourage students with poor attendance records to return to school and when appropriate short-term re-integration programmes will be tailored to individual needs.

When a student's attendance fails to improve, despite the support offered through our school staff, the academies monitoring and intervention programmes and agencies that work with us, it is likely that the student and his/her parents or carers will be referred to the Local Authority and placed on 'Fast Track' attendance process which can lead to court prosecution (where this is an available option from the Local Authority).

13. Celebrating Attendance

Across all our schools we believe in rewarding good attendance and punctuality to engage and motivate our students. We have many creative and impactful initiatives and strategies to support and celebrate attendance and punctuality.

Below are just some of the ways we celebrate attendance across the Trust;

- Here Everyday Ready Ontime (Hero) culture promoted and celebrated
- Individual Attendance Certificates – weekly/half termly, termly and yearly
- Attendance Leagues to create competition between form groups
- 100% attendance badges/rewards
- Improved attendance badges/rewards
- Queue jump/early lunch passes
- Praise/Achievement points for weekly 100%/improved attendance
- Friday Campaigns to reduce absences on Fridays – positive praise for improvements week on week/nudge text messages to parents/carers
- 100% club – Students with 100% Attendance/improved attendance, over a set period of time, are included in a raffle
- Positive praise posters around the school
- Draw for £100 voucher for pupils with high attendance across the term, rolling term on term
- Prom incentives
- Wheel of fortune - all students in school for one full week are entered into the wheel of fortune with one winner per tutor group
- 'Hot Chocolate with the Head'
- Buddy/peer mentor system
- Rewards for individual recognition where there are extenuating circumstances.

At Endeavour Learning Trust, we understand that there are, on occasions, extenuating circumstances e.g. long term illness, that can affect attendance through no fault of the pupil. We will ensure that pupils who are identified as being unable to attend due to such extenuating circumstances are not excluded from these initiatives.

14. Punctuality

In line with our HERO culture, we expect all students to have excellent punctuality to support their life choices after school.

If a student arrives after the start of the academy day, they will be classed as late. If registers are closed (30 minutes after the start of registration) this session will be marked as a 'U'. This is classed as an unauthorised absence.

What are the benefits of being on time?

- It gets the day off to a good start and puts students in a positive frame of mind, so that they can make the most of their learning opportunities.
- Form time is very important. Lots of information about the school day is given out first thing in a morning and students may miss key information if they are late.
- It sets positive patterns for the future. Punctuality is fundamental in the world of employment.
- It leads to better achievement as students attend for the entirety of each lesson.
- It helps students develop a sense of responsibility for themselves and towards others and is a sign of good character.
- It is respectful to teachers and to peers and builds good habits for later in life

What happens if a child is late?

If a child is going to be late for school, where possible we encourage parents and carers to contact the school office to advise us of the reason for a child's lateness. If there is a justifiable reason for their lateness and there is not a pattern of lateness, the office/administration team/Attendance Officer will make a note of it and will ensure that a child is not given a 'late detention'.

If a child has a medical appointment that will cause them to be late, parents need to let us know in advance by either calling the office or sending the child in with a note/appointment card so that we can mark it on our registers. For emergency appointments a phone call in the morning is much appreciated.

If your child is late, they **must** sign in Student Services or Reception.

The Heads of Year and Attendance Officer closely monitor punctuality and parents/carers of any students who are late on a regular basis will be contacted and asked to come in for a meeting to discuss the effects of their child's poor punctuality and work with parents/carers to try and improve it by putting appropriate interventions in place.

After the registers close any students that arrive after this time (without a legitimate reason) will be given a 'U' code on the registers. This is classed as an unauthorised absence. The school can apply to the Local Authority for a fixed penalty notice for any student that receives 10 or more 'U' codes for lateness in a term or 14 'U' codes for lateness across two terms. This may result in parents/carers receiving a fine of up to £160 per parent/per child.

15. Holidays

Family holidays are discouraged and are not authorised by the school. The Headteacher will not grant any leave of absence during term time unless they consider that there are exceptional circumstances relating to the application. Any application for leave must establish that there are exceptional circumstances and the Headteacher must be satisfied that the circumstances warrant the granting of leave.

Where the school does not agree on an absence or where the parent/carer keeps the child away from school in excess of the period agreed, that time will be treated as unauthorised absence.

Applications for leave of absence which are made in advance and are refused or parents/carers who take their child on holiday without seeking school's approval will result in the absence being unauthorised, and will result in legal action against the parent/ carer in the form of a Fixed Penalty Notice.

16. Children Missing in Education

All children, regardless of their circumstances, are entitled to an efficient, full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have.
Children missing education are children of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise than at a school.

Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Our academies must enter students on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the student will attend the school. If a student fails to attend on the agreed or notified date, the school will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.

Schools will monitor attendance closely and address poor or irregular attendance. It is important that students' poor attendance is referred to the local authority.

Where a student has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the student can be removed from the admission register when the school and local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child.

This only applies if the school does not have reasonable grounds to believe that the student is unable to attend because of sickness or unavoidable cause.

17. Pupils With Medical Conditions or Special Educational Needs and Disabilities

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as they are for any other pupil. That said, in working with their parents to improve attendance, schools should be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education.

This should include:

- Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed.
- Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
- Working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed.

18. Part-Time Timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where there is a medical reason or it is highlighted in an EHCP, there may be a need for a temporary part-time timetable to meet their individual needs. Where a medical condition prevents a pupil from attending full-time education, a part-time timetable is considered as part of a re-integration package.

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend fulltime, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a parttime timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

19. Alternative Provision

On occasion, it is necessary for a child to attend Alternative Provision. The rationale for this must be very strong and the decision made must be beneficial to the young person involved. The Endeavour Learning Trust School assumes full responsibility for the safety, welfare and progress of that child in provision. Regular monitoring checks are to be completed and documented by the school and the decision must be constantly under review.

20. Appendix 1 – Attendance Codes

(School attendance: guidance for schools - GOV.UK (www.gov.uk)**)**

On each occasion the register is taken the appropriate national attendance and absence code must be entered for every pupil (of both compulsory and non-compulsory school age) whose name is listed in the admission register at the time (with the exception of a pupil who is a boarder).

The codes enable schools to record and monitor attendance and absence in a consistent way and are used to collect statistics. The data helps schools, local authorities, and the government gain a greater understanding of the delivery of education and the level of, and reason for, absence.

The codes are set out in regulation 10(2) Table 1, 10(3) Table 2 and 10(4) Table 3, 10(8) and 10(10) of the regulations and summarised below:

Code	Definition
Code / \	Present at the school / = morning session \ = afternoon session
Code L	Late arrival before the register is closed
Code K	Attending education provision arranged by the local authority
Code V	Attending an educational visit or trip
Code P	Participating in a sporting activity
Code W	Attending work experience
Code B	Attending any other approved educational activity
Code D	Dual registered at another school
Code C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad
Code M	Leave of absence for the purpose of attending a medical or dental appointment
Code J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
Code S	Leave of absence for the purpose of studying for a public examination
Code X	Non-compulsory school age pupil not required to attend school
Code C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
Code C	Leave of absence for exceptional circumstance
Code T	Parent travelling for occupational purposes
Code R	Religious observance
Code I	Illness (not medical or dental appointment)
Code E	Suspended or permanently excluded and no alternative provision made
Code Q	Unable to attend the school because of a lack of

	access arrangements
Code Y1	Unable to attend due to transport normally provided not being available
Code Y2	Unable to attend due to widespread disruption to travel
Code Y3	Unable to attend due to part of the school premises being closed
Code Y4	Unable to attend due to the whole school site being unexpectedly closed
Code Y5	Unable to attend as pupil is in criminal justice detention
Code Y6	Unable to attend in accordance with public health guidance or law
Code Y7	Unable to attend because of any other unavoidable cause
Code G	Holiday not granted by the school
Code N	Reason for absence not yet established
Code O	Absent in other or unknown circumstances
Code U	Arrived in school after registration closed
Code Z	Prospective pupil not on admission register
Code #	Planned whole school closure

More detailed guidance in relation to each of the codes is given below:

Attending the school

Code / \: Present at the school / = morning session \ = afternoon session

Pupils must not be recorded as present if they are not in school during registration.
If a pupil were to leave the school premises after registration, they will still be counted as attending for statistical purposes.

This code is classified for statistical purposes as attending.

Code L: Late arrival before the register is closed

The pupil was absent when the register started being taken but arrives before the register is closed. Schools should actively discourage late arrival and be alert to patterns of late arrival. All schools are expected to set out in their attendance policy the length of time the register will be open, after which a pupil will be marked as absent. This should be the same for every session and not longer than 30 minutes. If a pupil is marked N but arrives later in the session after the register has closed, the attendance register must be amended to mark them as absent using code U or another absence code that is more appropriate.

This code is classified for statistical purposes as attending.

Attending a place other than the school

Code K: Attending education provision arranged by the local authority

The pupil is attending a place, other than the school or any other school at which

they are a registered pupil, for educational provision arranged by a local authority under section 19(1) of the Education Act 1996 (exceptional provision of education), section 42(2), or 61(1) of the Children and Families Act 2014 (special educational provision off site). **A pupil attending provision arranged by the school rather than the local authority must be recorded using Codes P or B instead.**

Schools must also record the nature of the provision (regulation 10(5)), examples are:
• attending courses at college;
• attending unregistered alternative provision such as, home tutoring.

Schools should ensure that the arrangements are in place whereby the provider notifies the school of any absence by the pupil. The school must record the pupil's absence using the relevant absence code.

This code is classified for statistical purposes as attending an approved educational activity.

Code V: Attending an educational visit or trip

The pupil is attending a place, other than the school or any other school at which they are a registered pupil, for an educational visit or trip arranged by or on behalf of the school and supervised by a member of school staff. The visit or trip must take place during the session for which it is recorded.

If the pupil does not attend the visit or trip the school must record the pupil's absence using the relevant absence code.

This code is classified for statistical purposes as attending an approved educational activity.

Code P: Participating in a sporting activity

The pupil is attending a place for an approved educational activity that is a sporting activity. The sporting activity must take place during the session for which it is recorded.

A pupil can only be recorded as attending a place for an approved educational activity if:

• the place is somewhere other than the school, another school where the pupil is registered, or a place where educational provision has been arranged for the pupil by a local authority under section 19(1) of the Education Act 1996 or sections 42(2) or 61(1) of the Children and Families Act 2014;
• the activity is of an educational nature;
• the school has approved the pupil's attendance at the place for the activity; and
• the activity is supervised by a person considered by the school to have the appropriate skills, training, experience and knowledge to ensure that the activity takes place safely and fulfils the educational purpose for which the pupil's attendance has been approved.

If schools have concerns about the appropriateness of an activity, they can seek advice from the sports' national governing body. The final decision on approving the activity, however, rests with the school and they should take the effect on the pupil's general education into account.

Schools have responsibilities for the safeguarding and welfare of pupils attending an approved educational activity. The school will need to be satisfied that appropriate measures have been taken to safeguard the pupil. Schools should ensure that they have in place arrangements whereby the provider of the sporting activity notifies the school of any absence by the pupil. The school must record the pupil's absence using the relevant absence code.

This code is classified for statistical purposes as attending an approved educational activity.

Code W: Attending work experience

The pupil is attending a place for an approved educational activity that is work experience provided under arrangements made by a local authority or the school as part of the pupil's education. The work experience must take place during the session for which it is recorded.

A pupil can only be recorded as attending a place for an approved educational activity if:
• the place is somewhere other than the school, another school where the pupil is registered, or a place where educational provision has been arranged for the pupil by a local authority under section 19(1) of the Education Act 1996 or sections 42(2) or 61(1) of the Children and Families Act 2014;
• the activity is of an educational nature;
• the school has approved the pupil's attendance at the place for the activity; and
• the activity is supervised by a person considered by the school to have the appropriate skills, training, experience and knowledge to ensure that the activity takes place safely and fulfils the educational purpose for which the pupil's attendance has been approved.

Schools have responsibilities for the safeguarding and welfare of pupils attending an approved educational activity. The school will need to be satisfied that appropriate measures have been taken to safeguard the pupil. Schools should ensure that they have in place arrangements whereby the provider of the work experience notifies the school of any absence by the pupil. The school must record the pupil's absence using the relevant absence code.

This code is classified for statistical purposes as attending an approved educational activity.

Code B: Attending any other approved educational activity

The pupil is attending a place for an approved educational activity that is not a sporting activity or work experience. The educational activity must take place during the session for which it is recorded.

A pupil can only be recorded as attending a place for an approved educational activity if:
• the place is somewhere other than the school, another school where the pupil is registered, or a place where educational provision has been arranged for the pupil by a local authority under section 19(1) of the Education Act 1996 or sections 42(2) or 61(1) of the Children and Families Act 2014;
• the activity is of an educational nature;
• the school has approved the pupil's attendance at the place for the activity; and
• the activity is supervised by a person considered by the school to have the appropriate skills, training, experience and knowledge to ensure that the activity takes place safely and fulfils the educational purpose for which the pupil's attendance has been approved.

Schools must also record the nature of the approved educational activity (regulation 10(5)), examples are:
• attending taster days at other schools;
• attending courses at college;
• attending unregistered alternative provision arranged by the school.

Schools have responsibilities for the safeguarding and welfare of pupils attending

an approved educational activity. The school will need to be satisfied that appropriate measures have been taken to safeguard the pupil. Schools should ensure that they have in place arrangements whereby the provider of the educational activity notifies the school of any absences by the pupil. The school must record the pupil's absence using the relevant absence code.

As set out in the DfE's guidance on 'Providing remote education'. pupils who are absent from school and receiving remote education still need to be recorded as absent using the most appropriate absence code. Schools should keep a record of, and monitor pupil's engagement with remote education, but this is not formally tracked in the attendance register.

This code is classified for statistical purposes as attending an approved educational activity.

Code D: Dual registered at another school

Relevant regulation 10(4) Table 3

The law allows a pupil to be registered at more than one school. This code is used to indicate that the pupil is absent with leave to attend the other school at which they are registered. The main examples of dual registration are pupils who are attending a pupil referral unit, a hospital school or a special school on a temporary basis.

The school at which the pupil is scheduled to attend must record the pupil's attendance and absence with the relevant code. Code D may only be used by either school for a session where the pupil is scheduled to attend the other school at which they are registered. Schools should ensure that they have in place arrangements whereby all unexpected and unexplained absences are promptly followed up.

This code is classified for statistical purposes as not a possible attendance to avoid double counting.

Absent - leave of absence

Relevant regulation 10(4) Table 3

All schools must use the following codes to record the reason for a pupil being absent with leave:

Code C1: Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad

All schools can grant leaves of absence for pupils to undertake employment (paid or unpaid) during school hours. Schools maintained by a local authority and special schools not maintained by a local authority can only do so in the following circumstances (under regulation 11(2)):

- Where the local authority have granted a licence for the pupil to take part in a performance regulated by section 37(2) of the Children and Young Persons Act 1963.
- Where a pupil does not need a licence for such a performance because an exception applies under section 37(3) of the Children and Young Persons Act 1963, including where a Body of Persons Approval (BOPA) covering the pupil has been issued by the local authority in whose area the performance will take place or the Secretary of State.
- Where a Justice of the Peace has given the pupil a licence to go abroad for a performance or other regulated purpose under section 25(2) of the Children and Young Persons Act 1933.

Schools should be sympathetic to requests for leave of absence that are supported

by a licence issued by a local authority or a BOPA; as long as the school remains satisfied that this will not have a negative effect on a pupil's education. Where a local authority licence specifies the dates that a pupil is to be away from school to perform, the school should record the absence for those days as if a leave of absence had been applied for and granted. Where the terms of the local authority licence do not specify dates, however, or where a BOPA or other exemption or licence from a Justice of the Peace applies, it is at the discretion of the school to grant leave of absence.

Schools that are not required to follow regulation 11, must still use this code to record a pupil who is absent with leave for the purpose of participating in a regulated performance or work abroad under a licence or exemption as described above.

This code is classified for statistical purposes as authorised absence.

Code M: Leave of absence for the purpose of attending a medical or dental Appointment

Schools should encourage parents to make appointments out of school hours. Where this is not possible, they should get the school's agreement in advance and the pupil should only be out of school for the minimum amount of time necessary for the appointment.

Schools maintained by a local authority and special schools not maintained by a local authority can only grant leave of absence for this under regulation 11(11), where an application is made in advance by a parent the pupil normally lives with (or the pupil if they will be over compulsory school age by the time of the absence), and the school is satisfied that, based on the individual facts of the case, there are exceptional circumstances which justify the leave.

Schools that are not required to follow regulation 11, must still use this code to record a leave of absence has been granted for the purpose of attending a medical or dental appointment.

If a pupil is present at registration but then leaves the school to attend a medical or dental appointment during the session in question, no absence needs be recorded for that session.

This code is classified for statistical purposes as authorised absence.

Code J1: Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution

Schools maintained by a local authority and special schools not maintained by a local authority can grant leave of absence, under regulation 11(4), where an application has been made in advance by the parent who the pupil normally lives with (or the pupil if they will be over compulsory school age by the time of the absence) and the leave is to enable the pupil to attend an interview for employment or admission to another educational institution.

Schools that are not required to follow regulation 11, must still use this code to record a leave of absence has been granted for the purpose of attending an interview for employment or for admission to another educational establishment.

This interview must take place during the session for which it is recorded.

This code is classified for statistical purposes as authorised absence.

Code S: Leave of absence for the purpose of studying for a public examination

Schools maintained by a local authority and special schools not maintained by a

local authority can grant leave of absence, under regulation 11(5), for a pupil to study for a public examination and the leave has been agreed in advance with a parent who the pupil normally lives with (or the pupil if they will be over compulsory school age by the time of the absence).

Study leave should not be granted by default once tuition of the exam syllabus is complete and should be used sparingly. If schools do decide to grant study leave, provision must still be made available for those pupils who want to continue to come into school to revise.

Schools that are not required to follow regulation 11, must still use this code to record when a pupil is absent with leave that has been granted for the purpose of studying for a public examination.

This code is classified for statistical purposes as authorised absence.

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

Schools maintained by a local authority and special schools not maintained by a local authority can grant a leave of absence, under regulation 11(7) or (8) for a pupil not of compulsory school age to attend school part-time.

Schools that are not required to follow regulation 11, must still use this code to record when a pupil is absent with leave because their timetable does not require them to attend.

Where the pupil is absent when timetabled to attend the school, the absence must be recorded using the appropriate absence code, not code X.

This code is classified for statistical purposes as not a possible attendance.

Under compulsory school age

In cases where a parent wishes their child to begin school on a part-time basis in line with the school admissions code, schools maintained by a local authority and special schools not maintained by a local authority may give leave of absence for sessions the pupil is not expected to attend. This must be agreed between the school and the parent they normally live with and must end at the point at which the pupil reaches compulsory school age. The times and dates when the pupil is expected to attend the school must be agreed by the school and the parent with whom the pupil normally lives with.

Over compulsory school age

Where a sixth form pupil's timetable does not require them to be on site for every session of the week, a school maintained by a local authority or a special school not maintained by a local authority may give leave of absence The times and dates when the pupil is expected to attend the school must be agreed with the parent with whom the pupil normally lives with or the pupil.

Code C2: Leave of absence for a compulsory school age pupil subject to a part-time Timetable

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs in line with paragraphs 67 – 70.

Schools maintained by a local authority and special schools not maintained by a local authority can grant a leave of absence, under regulation 11(6) to temporarily reduce the timetable of a pupil of compulsory school age to part-time, if the school and a parent

who the pupil normally lives with have agreed that, exceptionally, the pupil should temporarily be educated only part-time and have agreed the times and dates when the pupil will, during the period of temporary part-time education, be expected to attend the school.

Schools that are not required to follow regulation 11, must still use this code to record when a pupil is absent with leave because they are subject to a part-time timetable in line with an agreement between the school and a parent the pupil normally lives with that the pupil should temporarily be educated part-time.

Where a pupil is receiving a full-time education, but only part-time at the school in question (e.g. dual registration, part-time unregistered alternative provision or flexischooling) this code must not be used and the appropriate code for why the pupil is not in school for that session should be used.

Code C: Leave of absence for exceptional circumstance

All schools are able to grant a leave of absence at their discretion. A leave of absence should not, and from school maintained by a local authority or a special school not maintained by a local authority, must not be granted unless there are exceptional circumstances.

Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request. Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school. A leave of absence is granted entirely at the school's discretion.

Schools maintained by a local authority and special schools not maintained by a local authority can only grant such a leave of absence under regulation 11(11), where an application is made in advance by a parent the pupil normally lives with (or the pupil if they will be over compulsory school age by the time of the absence).

Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.

Schools that are not required to follow regulation 11, must still use this code to record where a pupil is absent with leave for a reason that is not covered by another leave of absence code.

This code is classified for statistical purposes as authorised absence.

Pregnant pupils

350. Leave for maternity is treated like any other leave of absence in exceptional circumstances. Schools are expected to act reasonably and grant a sufficient period of leave from school, taking into consideration the specific facts and circumstances of each case. Ultimately, it is at the school's discretion how much leave to grant.

Absent - other authorised reasons

Code T: Parent travelling for occupational purposes

The pupil is a mobile child and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place.

Schools should not unnecessarily ask for proof that the parent is travelling for occupational purposes, this should only happen when there are genuine and reasonable doubt about the authenticity of the reason for absence given. If there is doubt over the reason given, the school may ask for proof that the family are required to travel for

occupational purposes during the period of absence.

To help ensure continuity of education for pupils, when their parent(s) is travelling for occupational purposes in England, it is expected that the pupil should attend a school where their parent(s) is travelling and be dual registered at that school and their main school.

This code is classified for statistical purposes as authorised absence.

Whilst for statistical purposes this is counted as authorised absence, if a pupil's attendance was to fall below an acceptable level consideration may be given to attendance enforcement.

Defence in the law

Parents can in some circumstances, present a defence against prosecution, under section 444(6) of the Education Act 1996. This defence applies where the child has no fixed abode, and the parent can prove that they are engaged in a trade or business that requires them to travel from place to place and that the child has been attending school as regularly as the trade or business permits. If the child is aged 6 or older, the parent must also prove that the child has attended school for at least 200 sessions in the preceding 12 months. This is in addition to the requirement to prove that the child has attended as regularly as the trade or business permits, which means that if the trade or business permits the child to attend for more than 200, they should do so.

Code R: Religious observance

The pupil is absent on a day that is exclusively set apart for religious observance by the religious body the parent(s) belong to (not the parents themselves).

As a general rule, 'a day exclusively set apart for religious observance' is a day when the pupil's parents would be expected by the religious body to which they belong to stay away from their employment in order to mark the occasion. If in doubt, schools should seek advice from the parent's religious body about whether it has set the day apart for religious observance.

If a religious body sets apart a single day for a religious observance and the parent applies for more than one day, the school may only record one day using this code; the rest of the time would need a leave of absence, and this is granted at the school's discretion as set out under Code C.

Schools and local authorities may seek to minimise the adverse effects of religious observance on a pupil's attendance and attainment by considering approaches such as:
• Setting term dates around days for religious observance;
• Working with local faith groups to develop guidance on absence for religious observance;
• Taking INSET days that coincide with religious observance days; and
• Providing individual support for pupils who miss sessions on days exclusively set apart for religious observance.

This code is classified for statistical purposes as authorised absence.

Code I: Illness (not medical or dental appointment)

The pupil is unable to attend due to illness (both physical and mental health related). Schools should advise parents to notify them on the first day the child is unable to attend due to illness.

Schools are not expected to routinely request that parents provide medical evidence to support illness absences. Schools should only request reasonable medical

evidence in cases where they need clarification to accurately record absence in the attendance register – i.e. making a decision that code I is the absence code that accurately describes the reason the pupil is not in school for the session in question. In the majority of cases a parent's notification that their child is too ill to attend school will be that evidence and can be accepted without question or concern. Only where the school has genuine and reasonable doubt about the authenticity of the illness should medical evidence be requested to support the absence.

Where medical evidence is deemed necessary, school should not be rigid about the form of evidence requested and should speak to the family about what evidence is available. Schools should be mindful that requesting additional medical evidence unnecessarily places pressure on health professionals, their staff and their appointment system, particularly if the illness is one that does not require treatment by a health professional. Where a parent cannot provide evidence in the form requested but can provide other evidence, schools should take this into account. Where a parent cannot provide any written evidence the school should have a conversation with the parent and pupil, if appropriate, which may in itself serve as the necessary evidence to record the absence.

This code is classified for statistical purposes as authorised absence.

Code E: Suspended or permanently excluded and no alternative provision made

The pupil is suspended from school or permanently excluded from school, but their name is still entered in the admission register, and no alternative provision has been made for the pupil to continue their education.

When a pupil of compulsory school age is suspended or permanently excluded on disciplinary grounds from a maintained school, pupil referral unit, academy, city technology college, or city college for the technology of the arts, alternative provision must be arranged from the sixth consecutive school day of any suspension or permanent exclusion. Where alternative provision is made for the session in question and the pupil is attending it, schools should record this using the appropriate attendance code in regulation 10(3) Table 2 or if the pupil is attending another school at which they are a registered pupil, schools should record this using code D (dual registered at another school).

This code is classified for statistical purposes as authorised absence.

Absent - unable to attend school because of unavoidable cause

Code Q: Unable to attend the school because of a lack of access arrangements

The pupil is unable to attend the school because a local authority has a duty set out in regulation 10(12) or (13) to make access arrangements to enable the pupil's attendance at school and have failed to do so.
This code is classified for statistical purposes as not a possible attendance.

Code Y1: Unable to attend due to transport normally provided not being available

The pupil is unable to attend because the school is not within walking distance of their home and the transport to and from the school that is normally provided for the pupil by the school or local authority is not available.

Walking distance in relation to a child under the age of 8, means 2 miles, and for a child of 8 or above, means 3 miles. In each case measured by the nearest available route.

This code is classified for statistical purposes as not a possible attendance.

Code Y2: Unable to attend due to widespread disruption to travel

The pupil is unable to attend the school because of widespread disruption to travel caused by a local, national, or international emergency.

This code is classified for statistical purposes as not a possible attendance.

Code Y3: Unable to attend due to part of the school premises being closed

Part of the school premises is unavoidably out of use and the pupil is one of those that the school considers cannot practicably be accommodated in those part of the premises that remain in use.

This code is classified for statistical purposes as not a possible attendance.

Code Y4: Unable to attend due to the whole school site being unexpectedly closed

Relevant regulation 10(10)

Where a school was planned to be open for a session, but the school is closed unexpectedly (e.g. due to adverse weather), the attendance register is not taken as usual because there is no school session. Instead, every pupil listed in the admission register at the time must be marked with code Y4 to record the fact that the school is closed.

This code may not be used for any planned closure such as weekends or holidays.

This code is classified for statistical purposes as not a possible attendance.

Code Y5: Unable to attend as pupil is in criminal justice detention

Relevant regulation 10(14)

The pupil is unable to attend the school because they are:
• in police detention,
• remanded to youth detention, awaiting trial or sentencing, or
• detained under a sentence of detention.

If a pupil is remanded to local authority accommodation, they should attend school as normal where possible and where it is not possible any absence should be recorded using the appropriate code.

A pupil's absence should be recorded under code Y7 (Unable to attend because of any other unavoidable cause) if they are unable to attend because they are serving a community based (i.e. non-detained) part of a sentence of detention, referral order, or youth rehabilitation order that requires them to be absent during the school day.

Schools are expected to communicate with the pupil's Youth Offending Team worker while the pupil is in custody and remains on the school roll to discuss the pupil's educational needs, progress and return to the school upon their release where appropriate. Education is a key part of effective resettlement, therefore it is important that schools maintain contact with the Youth Offending Team throughout the sentence to support the child's resettlement where appropriate.

This code is classified for statistical purposes as not a possible attendance.

Code Y6: Unable to attend in accordance with public health guidance or law

The pupil's travel to or attendance at the school would be:
• contrary to any guidance relating to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care (or the equivalent in Scotland, Wales and Northern Ireland), or
• prohibited by any legislation relating to the incidence or transmission of infection or

disease.

Code Y7: Unable to attend because of any other unavoidable cause

An unavoidable cause, that is not covered by one of the other ‘unable to attend’ codes detailed above, is preventing the pupil from attending the school.

This code should be used only where something in the nature of an emergency has prevented the pupil from attending the session in question. The unavoidable cause must be something that affects the pupil, not the parent. The fact that a parent has done all they can to secure the attendance of the pupil at school does not, in itself, mean the pupil has been prevented by unavoidable cause.

Schools must also record the nature of the unavoidable cause (regulation 10(6)).

This code is classified for statistical purposes as not a possible attendance.

Absent - unauthorised absence

Code G: Holiday not granted by the school

The school has not granted a leave of absence and the pupil is absent for the purpose of a holiday.

A school cannot grant a leave of absence retrospectively. If the parent did not apply in advance, leave of absence should not be granted.

This code is classified for statistical purposes as unauthorised absence.

Code N: Reason for absence not yet established

Schools must follow up all unexplained and unexpected absence in a timely manner. Every effort should be made to establish the reason for a pupil’s absence. When the reason for absence has not yet been established before the register closes, the absence must be recorded with code N.

Where absence is recorded as code N (reason not yet established) in the attendance register, the correct absence code should be entered as soon as the reason is ascertained, but no more than 5 school days after the session (regulation 10(7) to (9)). Code N must not therefore be left on the pupil’s attendance record indefinitely; if a reason for absence cannot be established within 5 school days, schools must amend the pupil’s record to Code O.

This code is classified for statistical purposes as unauthorised absence.

Code O: Absent in other or unknown circumstances

Where no reason for absence is established or the school is not satisfied that the reason given is one that would be recorded using one of the codes statistically classified as authorised.

This code is classified for statistical purposes as unauthorised absence.

Code U: Arrived in school after registration closed

Relevant regulation 10 (7) and (8)

Where a pupil has arrived late after the register has closed but before the end of session.

Schools should actively discourage late arrival, be alert to patterns of late arrival and seek an explanation from the parent. All schools are expected to set out in their attendance policy the length of time the register will be open, after which a pupil will be marked as absent. This should be the same for every session and not longer than 30 minutes.

This code is classified for statistical purposes as unauthorised absence.

Administrative codes

Code Z: Prospective pupil not on admission register

To enable schools to set up registers in advance of pupils joining the school to ease administration burdens.

Most school admissions involve the school or admission authority offering a place to the parent of the prospective pupil (or, in the case of admission to sixth form, the prospective pupil). An offer of a place is not an agreement. Before a pupil can be registered at a school the parent (or prospective pupil) must have accepted the offer, either by agreeing the starting day in advance or by the fact of the pupil attending the school on that day. In the normal admissions round, when parents have accepted the school place and starting day offered, the local authority can communicate that agreement to schools on behalf of the parent. This can also be the case where the local authority coordinate in-year applications for school places.

Schools must enter pupils' names on the admission register on the first day that the school and a person with control of the pupil's attendance have agreed that the pupil will attend the school. If no date has been agreed or notified, the pupil's name must be entered on the first day they attend the school. Names must be added before the beginning of the first session on that day.

If a pupil fails to attend on the agreed starting day, the school must follow this up and try to establish the reason for absence.

This code is not collected for statistical purposes.

Code #: Planned whole school closure

Whole school closures that are known and planned in advance such as:
• days between terms;
• half terms;
• occasional days (for example, bank holidays);
• weekends (where it is required by the management information system);
• up to 5 non-educational days; and
• use of the whole school as a polling station.

This code is not collected for statistical purpose.

21. Appendix 2 – Attendance Graduated Response

Endeavour Learning Trust - Attendance Graduated Response

Expect	• Our school is a place where every child belongs • We create a welcoming culture and environment that allows all children to gain a sense of belonging and ultimately achieve their potential through good and regular school attendance	**Absence**
Monitor	• Concerning levels of child absence • Use attendance data to identify patterns of poor attendance • **Stage 1 letter sent to parents** • Early intervention considered as preventative measure • Early help considered and offered	**4 days**
Listen and Understand	• Serious concerns regarding attendance • **Stage 2 letter sent to parents** • Meeting with Attendance lead • Explore barriers and implement a plan to remove them • Early help offered or reviewed	**7 days**
Facilitate Support	• High risk of Persistent Absence • **Stage 3 letter sent to parents** • Meeting with Attendance Lead • Review of Early Help and intervention plan • Consider the support of external services	**10 days**
Formalise Support	• Serious risk of Persistent Absence • **Stage letter 4 sent to parents** • Continued internal and external plan of support • Parenting contract considered at this stage • A multi-disciplinary approach to be considered and offered	**13 days**
Formalise Support	• Attendance enforced through statutory intervention or prosecution to protect the child's right to an education • EWO takes the lead • Lack of engagement in support or support exhausted • Consider parenting contract or education supervision order • All support, and offers of support, to be reviewed and continue	**16 days**
Enforce	• The child is now considered a persistently absent child • Safeguarding referrals can be made at this stage • Statutory intervention or prosecution to protect the pupils' right to education – when other options have been exhausted • Continuing child and family support • All support, and offers of support, to be reviewed regularly	**19 days**

22. Appendix 3 – Stage 1-4 Letters to Parents

ATTENDANCE LETTER 1:

Dear _____

RE: ATTENDANCE CONCERN

At _____ School/Academy, we are eager for all of our pupils to receive the very best possible education. To ensure that this is the case, pupils need to attend school regularly, helping them to develop a true sense of belonging. As a school we have high expectations for attendance. Good attendance at school is vital because even short periods of absence can mean that a child's ability to keep up with schoolwork may be significantly reduced. Pupils can lose touch with social groups and miss out on opportunities that are beneficial for their development.

As part of monitoring pupil progress, we review the attendance of all our pupils at least once every half term. Our latest register check revealed that <name of pupil>'s attendance is of concern. Whilst we appreciate that these absences may be due to illness, or other reasons authorised by school, we ask that you consider <name of pupil>'s current attendance level before further school days are missed as this level of absence means that <name of pupil> has missed a significant amount of school.

Our key priority as a school is to ensure that all children are attending frequently. When issues arise, we want to communicate with our families to explore the barriers to attendance and what support can be put into place.

It is for this reason that we are highlighting our concerns around attendance and asking for your support. If you would like to discuss your child's attendance in more detail or require any support, please contact (name of relevant staff member).

Thank you for your support,

Yours sincerely

ATTENDANCE LETTER 2:

Dear _____

RE: ATTENDANCE CONCERN – RISK OF PERSISTENT ABSENCE

Regular attendance at school allows for continuous learning but also fosters a sense of community and belonging in the school environment. Pupils whose attendance falls below 90% are classed as being persistently absent, potentially leading to significant underachievement and limiting your child's opportunities to reach their full potential.

As part of monitoring pupil progress, we review the attendance of all our pupils at least once every half term. It was noted that your child's attendance currently stands at .... %. Research shows that pupils who are frequently absent can often fail to meet their full potential as the absences from school disrupt their learning and impact on their relationships within school. Every day which is missed from school means your child loses around 5 hours of learning.

To avoid your child becoming persistently absent, it is important that there is an improvement in their attendance levels. Whilst we can appreciate that some of <name of child>'s absences this year may have been due to unavoidable circumstances, we would appreciate your co-operation in making an improvement.

Under certain circumstances, school is required to notify the Local Authority of low levels of attendance. However, in most circumstances schools can work with parents and pupils to make improvements without having to consider this option.

Therefore, we would ask for your support in reaching an improved level of attendance. If there is any way in which you feel school can support you, or if you have any queries about the content of this letter, please contact school and arrange an appointment to see (name of relevant staff member).

Thank you for your support,

Yours sincerely

ATTENDANCE LETTER 3:

Dear _____

RE: ATTENDANCE CONCERN – BELOW 90% PERSISTENT ABSENCE

School attendance is crucial for a child's academic and social development. Attendance is given high priority by school and by both local and central government. High attendance rates are linked to better academic performance and stronger social relationships. Recognising this, school actively monitors attendance patterns and implements strategies to minimise absenteeism. Persistent absenteeism, defined as attendance below 90%, is a particular focus, with efforts aimed at understanding and addressing the underlying causes to support students in maintaining consistent school attendance.

A recent check has shown that <name of child>'s attendance is currently ___%. This means that they are now persistently absent. When attendance falls into this category it is likely that it will need to be brought to the attention of our Local Authority School Attendance Support Worker. Furthermore, persistent absence data is reported to the Department for Education, which means that <name of child>'s attendance record will be included in this data.

You are invited to attend a meeting in school with (name of relevant staff member) on - _____ at _____. It would also be useful for *(pupil's name)* **to attend this meeting with you.** During this meeting we hope to discuss your child's attendance in more detail, to identify any barriers to attendance and whether you require any support.

If the date or time of this meeting is not convenient, please contact school as soon as possible and we will endeavour to rearrange it. Please note that failure to attend this meeting, or to contact school to rearrange, is likely to result in school discussing this case with the local authority attendance team. You are reminded that as a parent/carer it is your legal responsibility to ensure that your child attends school regularly and punctually. Failure to do so could result in legal action being taken against you.

Thank you for your support,

Yours sincerely

ATTENDANCE LETTER 4:

Dear _____

RE: ATTENDANCE CONCERN – REFERRAL TO LOCAL AUTHORITY ATTENDANCE TEAM

It is of concern that your child's attendance level has fallen to number % during this academic year. A copy of <name of child>'s attendance record is enclosed. Good attendance at school is vital because even short periods of absence can mean that a student's ability to keep up with schoolwork may be significantly reduced. Friendship groups can also be affected by time away from school and this can be upsetting for some students.

We value <name of child>'s attendance at school and wish them to receive the best opportunities available to them.

You are invited to attend a meeting in school on _____ at _____with (name of relevant staff member). It would also be useful for *(pupil's name)* **to attend this meeting with you.** During this meeting we hope to discuss your child's attendance in more detail, to identify any barriers to attendance and whether you require any support. If the date or time of this meeting is not convenient, please contact school as soon as possible and we will endeavour to rearrange it.

We will also be discussing your child's absence with our LA School Attendance Support Worker to gain further advice on how to proceed with this matter.

As a parent/carer of a child who is a registered pupil at this school, you hold legal responsibility for ensuring your child attends school regularly. All Lancashire schools share the government's determination to raise levels of pupils' attendance and attainment to ensure the best possible start in life for our children.

If there is no improvement in your child's attendance, we may submit a referral to the Local Authority School Attendance Legal Team. The School Attendance Legal Team may decide to either issue a penalty notice or prosecute you, where the legal threshold is met. Penalty notices are currently charged at £160 per parent, per child. Failure to pay a penalty notice can result in prosecution and a criminal record.

From August 2024, if you have previously received two penalty notices for the same offence within a rolling 3-year period, the Local Authority cannot issue a further penalty notice and must consider alternative action which may be a prosecution.

The Local Authority will also consider other factors when determining whether a penalty notice should be issued, or a prosecution should be brought against you. These factors include any previous legal action that has been taken against you for school non-attendance, your level of engagement with school, and the level and severity of your child's current absence.
Thank you for your support,

Yours sincerely

23. Appendix 4 – Additional Supportive Letters to Secure Improved Attendance

Dear _____

RE: ABSENCE DUE TO ILLNESS

We value <name of child>'s attendance at school and wish them to receive the best educational opportunities available to them. We expect <name of child> to be at school on time every day, unless they are too ill to attend.

I am writing because <name of child>'s attendance is of concern and currently stands at <attendance %>.

You have given illness and/or medical reasons for many/most/all of <name of child>'s absences.

If you believe that your child has ongoing or unresolved health issues then, if you have not already done so, we would ask that you make an appointment with your GP as soon as possible, so that any underlying medical conditions may be identified and treated.

We would also like to meet with you to discuss any support which may benefit your child. We may be able to help you access support from the school nursing service / Mental Health in Schools Team / Child and Family Wellbeing Service (amend as appropriate). We may also be able to offer additional support within school.

Could you please contact <name of staff member> to arrange a meeting as soon as possible.
Thank you for your support,

Yours sincerely

Dear _____

RE: ONGOING ABSENCE DUE TO ILLNESS

We wrote to you on <date> to ask that you contact school to arrange a meeting so we could discuss <name of child>'s absence.

We haven't heard back from you and <name of child>'s absence has continued to rise so we would like to invite you in to meet with us on <date> at <time>.

We value <name of child>'s attendance at school and wish them to receive the best educational opportunities available to them.

Because you have said that the majority/all of <name of child>'s were caused by illness, could you please provide us with more information regarding any medical issues your child may be experiencing. Suitable physical evidence could be:

- an appointment card for your GP
- an appointment card or letter for the hospital, clinic, etc
- a prescription for medication for the illness
- sight of prescribed medication
- sight of medical notes
- a letter from a medical professional such as a specialist or consultant
- school's medical evidence slip, authorised by a pharmacist, doctor, receptionist, etc which indicates that you have sought medical advice.

If you do not have any information of this nature, then we can discuss <name of child>'s illness during the meeting. With your consent we can contact the School Nursing service with an information sharing request.

Please note that GPs do not issue 'sick notes' for children, so please do not request this from your GP

Having more information about the nature of <name of child>'s illness will help us ensure that, as a school, we are able to offer them support and to put appropriate plans in place.
We are keen to support both you and <Name of child>, but, in order to do so, we do need to meet with you to gather more information and to understand the nature of the medical issues <Name of child> is experiencing. We may be able to help you access support from the school nursing service, Mental Health in Schools Team / Child and Family Wellbeing Service (adapt as appropriate), or we may be able to offer additional support in school to help with specific issues.

If you wish to discuss the contents of this letter or are unable to attend the meeting on <date> at <time>, please contact me as soon as possible.

Thank you for your support,

Yours sincerely

Dear _____

RE: REQUEST FOR MEDICAL EVIDENCE

We wrote to you on <date> to invite you into school for a meeting on <date> at <time>. Unfortunately, you did not attend that meeting and did not contact school to rearrange.

<Name of child>'s attendance is now at <number>%. Since September, they have missed <number> of days of school, which means they have missed approximately <hours>* of learning *(* multiply the number of days by 5 to gain approximate figure)*.

This level of absence is likely to impact on <Name of child>'s progress in school and may cause them to experience difficulties in terms of friendships within school.

As discussed in previous communication, we need to have some evidence re the medical issues <name of child> is experiencing. Without this information, we will not be able to support <name of child> appropriately within school.

Furthermore, we will not be able to mark absences as authorised due to illness beyond <date> as we do not have enough information to confidently use this code.

As a parent/carer of a child of statutory school age, you have a legal duty to ensure they receive a full-time education suitable to their age, ability and aptitude and any special educational needs they may have, either by regular attendance at school or otherwise (Education Act 1996 Section 444). Failure to ensure your child attends school regularly, and failure to engage with school to put support plans in place means that legal interventions such as the issuing of a penalty notice, or a prosecution, may be unavoidable.

We would like to meet with you on <date> at <time>, to discuss the content of this letter and to put plans with place with you to best support your child.

Please contact me as soon as possible to confirm that you can attend this meeting.

Thank you for your support,

Yours sincerely

Dear _____

RE: UNAUTHORISED ABSENCE

It has been noted that <child's name> has been absent from school for several days. As the school has not been contacted with a reason for <child's name>'s absence, we have attempted to contact you without success. We would be grateful if you could contact us to let us know why your child has been away from school as soon as possible.

We aim to support families with attendance wherever we can. However, we remind you that following 5 days of unauthorised absence over a rolling ten week period, we will refer to the Local Authority School Attendance Legal Team. This may result in a fixed penalty notice being issued or prosecution.

The dates of the unexplained absences are: <dates>.

You can contact a member of our team through the school office to provide a reason or to talk to us about how we can support you.

Thank you for your support,

Yours sincerely

Dear _____

RE: PERSISTENT LATENESS AND MISSED CURRICULUM

A recent register check and discussions with school staff have highlighted that since the beginning of term/the school year, <name of child> has been late for school <number> times. Furthermore, our records show that this lateness has resulted in <name of child> missing a total of <number> minutes/hours of school. This is the same as <name of child> missing <number> of lessons/days of school. This is of great concern as it is likely to mean that <name of child> will struggle to keep up with and understand work set by the teachers. It could potentially cause disruption within their friendship groups and cause them to feel unsettled in school.

Some of the late marks have been recorded as Code U. This shows that <name of child> arrived very late for school, arriving after the registers had closed. Therefore, this code is classed as an unauthorised absence. Like any other unauthorised absence an accumulation of U codes is likely to lead to advice being sought from our LA School Attendance Support Worker. You are reminded that as a parent/carer it is your legal responsibility to ensure that your child attends school regularly and punctually. Failure to do so could result in legal action being taken against you.

A report is attached to this letter detailing how many minutes your child has missed from school due to lateness over the past month, half term, term.

If you feel you would like any support with improving your child's punctuality do not hesitate to contact either myself of the class teacher, as we are here to help.

Thank you for your support,

Yours sincerely

Document Control

Approved for Operation Within	All Endeavour Learning Trust Organisations		
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