

Title and Description	Attendance Policy
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Date of last review	February 2026
Approved by	Local Governing Board
To be reviewed by	Local Governing Board
Responsibility	Assistant Headteacher
Review period	Annually
Date of next review	February 2027

Below is an AI generated summary of the full policy, produced to help make this document more accessible. The summary has been checked for accuracy, but the full policy remains the only completely accurate version.

Purpose

The policy outlines how the school promotes, monitors, and supports good attendance in line with statutory DfE guidance (*Working Together to Improve School Attendance, 2024*).

Key Aims

- **Promote the benefits of excellent attendance.**
 - **Reduce overall, persistent (10%+), and severe (50%+) absence.**
 - **Act early to address absence patterns.**
 - **Build strong relationships with families to ensure each student is "known and valued."**
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Why Attendance Matters

- **Ensures students reach their academic potential.**
 - **Supports social development and friendships.**
 - **Builds routines for life and work.**
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Strategies to Maximise Attendance

- **Celebrations and rewards for good attendance.**
- **First-day calling and home visits by day three.**
- **Regular mentoring and meetings with students.**
- **Parental meetings and support via Year Teams.**
- **Involvement of Family Liaison Manager & Emotional Wellbeing Worker.**
- **External referrals (e.g., CAMHS) where appropriate.**
- **Escalation to the Local Authority Attendance Improvement Team if needed.**

Roles & Responsibilities

Governing Board

Sets expectations, monitors data, ensures statutory duties are met.

Headteacher

Implements policy, reports to governors, issues penalty notices where required.

Senior Attendance Leader (Attendance Champion)

Leads attendance strategy, oversees data analysis, trains staff.

Attendance Improvement Coordinator

Monitors attendance, contacts parents, reports concerns, liaises with the LA.

Family Liaison Manager

Works closely with families, delivers interventions, supports SEND adjustments.

Teachers & Tutors

Take registers, use correct codes, celebrate attendance.

Parents

Ensure daily punctual attendance, report absence by 8:30am, provide multiple contacts, work with the school to remove barriers.

Students

Attend all sessions on time and strive for high attendance.

Recording Attendance

- Registers taken twice daily at 8:30am and 12:00pm.
- Registers close at 9:00am and 12:30pm.
- Late arrivals:
 - Before 9:00am → Late (L)
 - After 9:00am → Unauthorised (U) (unless reasonable adjustments apply)

- **All entries kept for 6 years.**
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! Absence Procedures

Unplanned Absence

- **Parent must call by 8:30am.**
- **Illness authorised unless authenticity is in doubt.**
- **Medical evidence may be required for longer absences.**

Planned Absence

- **Medical/dental appointments authorised with advance notice.**
 - **Other term-time absences must follow DfE regulations and be requested in advance.**
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Authorised vs Unauthorised Absence

Authorised Examples

- **Illness or medical appointments.**
- **Religious observance.**
- **Approved performances/employment.**
- **Exceptional circumstances (Headteacher's discretion).**

Unauthorised Examples

- **Holidays not approved.**
- **Absence without explanation.**
- **Arriving after registers close without valid reason.**

Full DfE attendance codes included in Appendix 1.

Sanctions

The school may use:

- **Penalty Notices (fines) based on national thresholds:**
 - **£80 if paid in 21 days; £160 if paid in 28 days (first notice).**

- **Notices to Improve if support is offered but parents do not engage.**
 - **Other legal interventions where appropriate.**
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Attendance Monitoring

- **Data analysed half-termly, termly, and annually.**
 - **Trends reviewed at school, year group, and student level.**
 - **Data shared with DfE and the governing board.**
 - **Targeted interventions for persistent or severe absence.**
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Links to Other Policies

- **Child Protection & Safeguarding**
 - **Behaviour Policy**
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The Policy

Values and Ethos

Like all good schools, we're driven by our values above all else. We define these as:

Excellence - Everyone in our community will know and experience success

The most for those that need the most - We will meet the needs of all our learners

Known and valued - Everyone here will be celebrated for who they are and what they do

Collective endeavour - We will achieve success together

Joy - Everyone will know and create joy

These five values determine all that we do, and every part of the school flows from them. They set the direction and act as a compass to ensure we continue to grow and develop as a school in the way that we feel best supports all our students.

1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's)

statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that seeks to maximise attendance for all with a focus on SEND and disadvantaged:

- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Acting early to address patterns of absence
- Building strong relationships with families to ensure that every child is known and valued

1.1 Why maximising attendance is important

The values underpinning our approach to attendance are:

- Attendance is crucial to ensure all students can fulfil their potential
- School is pivotal in enabling students to develop friendships and skills for life
- Attendance helps students develop good routines from an early age and prepare them for the world of work

1.2 Strategies used by the school to maximise the attendance of our students

- Celebration of strong attendance through tutor group, assemblies and half termly prize draws
- Promotion of the benefits of maximising attendance through various forums
- Parental contact home on first day of absence
- Home visits on the third day of absence
- Communications with the Year Team to discuss support to maximise attendance
- Mentoring meetings with students to discuss barriers to attendance and set goals to maximise attendance
- Parental meetings to discuss ways to support both students and parents
- Support from the Family Liaison Manager to explore barriers to learning
- Support from the Emotional Wellbeing Worker for students who may be struggling with anxiety
- Discussion about referral to external agencies such as CAMHS for additional support
- Involvement of the local authority Attendance Improvement Team when required

2. Legislation and Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

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

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a student's attendance: guidance for schools](#)

3. Roles and Responsibilities

3.1 The Governing Board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, students and parents/carers
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate

- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Holding the headteacher to account for the implementation of this policy

Role of the link governor for attendance

- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance

3.2 The Headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the Attendance Improvement Coordinator to be able to do so
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents/carers through all available channels

3.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school

- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific students, where appropriate
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff

3.4 The Attendance Support Officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data
- Contacting parents and carers if no reason provided for absence
- Benchmarking attendance data to identify areas of focus for improvement
- Supporting staff with monitoring the attendance of individual students
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a student's name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of students who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days

- Providing the local authority with the details of students who the school believes will miss 15 days consecutively or cumulatively because of sickness
- Working with the Attendance Improvement Team to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

3.5 The Family Liaison Manager

- Liaising with students, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues including home visits
- Creating intervention or reintegration plans in partnership with students and their parents/carers and the senior leader responsible for attendance
- Delivering targeted intervention and support to students and families
- Working with the parents/carers of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND.
- Provision of transport support when students face exceptional barriers in their travel to school.
- Working with Year Teams and senior leaders to develop plans suitable for students requiring reasonable adjustments to their school provision.

3.6 Year group tutors and class teachers

Year group tutors are responsible for recording attendance for the morning session and class teachers on afternoon sessions on a daily basis, using the correct codes (see Appendix 1) using the school system. They will celebrate and reward good attendance on a half termly basis.

3.7 School administration staff

School administration staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the pastoral Year Team where appropriate, in order to provide them with more detailed support on attendance

3.8 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 8.30am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Work closely with the school to discuss any barriers to attendance and seek positive solutions to ensure their children can attend every day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the pastoral Year Team who can be contacted via 0191386 6628

3.9 Students

Students are expected to:

- Maximise their attendance to help maximise their potential
- Attend every timetabled session, on time

4. Recording Attendance

4.1 Attendance register

We will keep an electronic attendance register and place all students onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national

attendance and absence codes from the School Attendance (Student Registration) (England) Regulations 2024, whether every student is:

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

Any amendment to the attendance register will include:

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

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a student is attending an approved educational activity
- The nature of circumstances, where a student is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8.30am and ends at 2.55pm.

Students must arrive in school by 8.30am on each school day.

The register for the first session will be taken at 8.30am and will be kept open until 9am. Those arriving after this time will be issued a U code with reasonable adjustments made linked to context. The register for the second session will be taken at 12pm and will be kept open until 12.30pm.

4.2 Unplanned absence

The student's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30am, or as soon as practically possible, by calling the school staff, who can be contacted via 0191 386 6628 or Class Charts.

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

Where the absence is longer than [e.g. 5] days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will have been notified of this in advance.

It is the school which decides whether an absence can or cannot be authorised.

4.3 Planned absence

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

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

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

4.4 Lateness and punctuality

A student who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed at 9am will be marked as absent, using the appropriate code

The school will make a judgement on the use of the U code (see Appendix 1) for unauthorised absence based on the circumstances of the student. Students who are late to school or lesson will attend a lunchtime detention every time they accumulate three late marks.

4.5 Following up unexplained absence

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

- Contact the student's parent on the first day of unexplained absence to ascertain the reason.
- Identify whether the absence is approved or not.

- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the student was absent
- Contact the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues into a third day the school will initiate a home visit whenever this is practicably possible.
- Where appropriate, offer support to the student and/or their parents to improve attendance
- Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals

4.6 Reporting to parents

The school will regularly inform parents (see definition of ‘parent’, as used in this policy, in section 3.7 above) about their child’s attendance and absence levels. This is done through the use of Class Charts but also more formally where concerns have been raised or a mentoring approach is being adopted.

5. Authorised and Unauthorised Absence

5.1 Approval for term-time absence

The headteacher will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a student during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher’s discretion, including the length of time the student is authorised to be absent for.

Leave of absence will not be granted for a student to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least four weeks before the absence, and in accordance with any leave of absence request form, accessible *via* <https://framdurham.com/attendance> or from student reception. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- *Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)*
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student’s parent(s) belong(s). If necessary, the school will seek advice from the parent’s religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the student is attending educational provision
- If the student is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a student to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the student is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience

- If there is any other unavoidable cause for the student not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

Before referral for a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that student
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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

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

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

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

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

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

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

Notices to improve

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

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the student attends school.

They will include:

- Details of the student's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

6. Attendance monitoring

Explain how your school monitors attendance and absence data (including punctuality data), and systematically and regularly analyses it.

6.1 Monitoring attendance

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

Specific student information will be shared with the DfE on request. The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

6.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify students, groups or cohorts that need additional support with their attendance, and
- Identify students whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

6.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families
- Provide regular attendance reports to school leaders (including special educational needs co-ordinators, designated safeguarding leads and student premium leads)

- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

6.4 Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education which may include working collaboratively with external agencies
- Provide mentoring meetings with students to discuss attendance and potential barriers
- Hold regular meetings with the parents of students who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

7. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum once a year by the Attendance Champion. At every review, the policy will be approved by the full governing board.

8. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Student is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Student is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Student is participating in a supervised sporting activity approved by the school
W	Attending work experience	Student is on an approved work experience placement
B	Attending any other approved educational activity	Student is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Student is attending a session at another setting where they are also registered
Absent – leave of absence		

C1	Participating in a regulated performance or undertaking regulated employment abroad	Student is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Student is at a medical or dental appointment
J1	Interview	Student has an interview with a prospective employer/educational establishment
S	Study leave	Student has been granted leave of absence to study for a public examination
X	Not required to be in school	Student of non-compulsory school age is not required to attend
C2	Part-time timetable	Student is not in school due to having a part-time timetable
C	Exceptional circumstances	Student has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Student is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Student is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Student is unable to attend due to illness (either related to physical or mental health)

E	Suspended or excluded	Student has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Student is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Student is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every student absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Student is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention

Y6	Public health guidance or law	Student's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Student is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Student has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective student not on admission register	Student has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays