Bishop Chadwick
Catholic Education Trust

Attendance Policy 2026-27

Policy Owner	Leanne Barker CSO
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BCCET Attendance Policy

St Cuthbert's Catholic Primary School

Headteacher: Mrs Nicola Noble

Named personnel with designated responsibility for Attendance:

Name:	Role:
Nicola Noble	Headteacher
Elaine Parlett	Deputy Headteacher
Nicola Noble	Attendance Officer/Attendance Lead (where applicable)

Our School Attendance Aspiration is 100% Our School Attendance Target is 97%

"Attendance needs to be everyone's business, it's not just an abstract metric – and we must do everything we can – at national, local and school level – to make sure children are in school, every day, and ready to learn. Not just for their future, but for their wellbeing and safety too." Children's' Commissioner Rachel De Souza

The vision of Bishop Chadwick Catholic Education Trust is that "As a family of schools inspired by Christ, we aim to enable each individual to fulfil their God given potential. Excellence for everyone through learning, respect and partnership is the heart of our Trust." Underpinning this, is the Trust's mission of "Better Schools, Better Communities and Better Futures in Christ"

The Trust is committed to ensuring each school develops a robust attendance strategy that supports all learners in regular and punctual school attendance. Pupils need to attend school regularly if they are to take full advantage of the educational opportunities available to ensure their formation: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad, balanced and aspirational curriculum.

Our Attendance Policy considers the guidance set out in the DFE Document 'School Attendance; Guidance for maintained schools, academies, independent schools and local authorities August 2020'.

The applies to all children registered at this school and this policy is made available to all parents/carers of pupils who are registered at our school on our school website or available from reception for those without access to the internet.

This policy is underpinned by the following legislation and guidance:

- The Education Act 2002
- Keeping Children Safe in Education
- Working Together to Safeguard Children (2023)
- Working together to improve school attendance (2026)
- School Attendance (Pupil Registration) (England) Regulations 2024.
- Attendance guidance DfE (2022/23)
- The Education (Pupil Registration) (England) Regulations 2006 and latest amendment 2016

Although parents/carers have the legal responsibility for ensuring their child's good attendance, the Head teacher and Governors at our school, work together with other professionals and agencies to ensure that all pupils are encouraged and supported to develop good attendance habits. Procedures in this policy are followed to ensure this happens.

The impact of poor attendance on academic progress

Children who miss school on a regular basis, are damaging their future life choices. Nationally, it has been proven that children with poor attendance in primary school miss out on making the expected progress in vital literacy and numeracy skills and find it difficult to catch up. In secondary school, 19 days' absence correlates, on average, to a grade at GCSE in all subjects.

Scope and Purpose

This attendance policy ensures that all staff and governors in our schools are fully aware of, and are clear about, the actions necessary to promote good attendance.

At all phases of education, we will develop excellence in attendance and punctuality in all schools through ensuring:

- a whole school culture in which good attendance and punctuality are recognised as the norm and seen

to be valued by the school
- a positive and welcoming atmosphere in which pupils feel safe, secure, and valued, and encourage in pupils a sense of their own responsibility.
- a curriculum offer which incentives good attendance for all pupils
- robust school systems which provide timely, useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns.
- clear, fair and consistently applied systems and processes to improve, reward and incentive attendance and address absences; systems must be inclusive and appropriate for all pupils
- clear strategy for communication which raises awareness to parents, carers and pupils of the importance of uninterrupted attendance and punctuality at every stage of a child's education
- every member of staff knows and understands their responsibilities for attendance, receiving regular professional development and support to deploy attendance systems effectively
- a dedicated senior leader with clearly assigned responsibilities for attendance is identified within the attendance policy, escalation of procedures and school improvement plan
- governors have an accurate view of school attendance data benchmarked against national and similar schools and engage in escalation procedures where appropriate
- effective use of attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance
- work in partnership with pupils, parents, staff, identified partner agencies and Local Authority Attendance service to ensure that **all** pupils realise their potential, unhindered by unnecessary absence.

Roles and Responsibilities

Our schools will:

- accept that outstanding attendance is everyone's responsibility
- formally recognise good attendance and punctuality (above 97%)
- challenge attendance that is less than good and set targets for students to improve
- intervene when poor attendance / punctuality becomes a problem and before it becomes a habit
- follow up on any non-attendance with contact on the first day of absence with a phone call and / or home visit
- deal sympathetically with any problem a student may have which is causing attendance / punctuality to decline and always stay in regular contact with parents / carers
- act swiftly to reduce absence, in particular persistent absence, with a specific focus on immediate support for vulnerable learners
- work actively with children and families in Nursery and Reception classes to emphasise the benefits of high attendance; to instill and reinforce good habits of attendance from the start of their educational journey
- maintain appropriate registration processes.
- communicate clearly the attendance procedures and expectations to all staff, governors, parents and pupils.
- refer to the Attendance Officer/Responsible Person and/or the Local Authority or appropriate agencies of any child whose attendance causes concern and where parents/carers have not responded to school initiatives to improve.
- report attendance statistics to the Local Authority and the DfE where requested.
- ensure every child of statutory school age has access to full-time education
- not grant extended leave during term time and will automatically refer to the Local Authority to fine
- involve other external agencies if we believe there could be wider safeguarding issues surrounding the child

The Head teacher will:

- ensure effective monitoring of school attendance, including the use of Trust data dashboards to identify trends in authorised and unauthorised absence
- ensure a dedicated senior leader with clearly assigned responsibilities for attendance is identified within the attendance policy, escalation of procedures and school improvement plan
- monitor and interrogate local and national data, feedback from schools and intelligence from partner agencies to develop strategies to improve attendance
- make and supporting referrals to the Local Authority
- liaise with the Attendance Officer/Responsible Person to monitor attendance and implement strategies for improvement on a whole school and individual basis.
- liaise with other professionals to determine potential sources of difficulties and reasons for absence.
- work alongside those responsible for BCCET Mental Health Co-ordination and Counselling Service
- keep up to date with DFE changes

Class teachers will:

- maintain class registers, completing them accurately in accordance with school policy
- where poor attendance occurs ensuring appropriate school staff are informed
- emphasis with their classes the importance of good attendance and promptness
- ensure appropriate school staff are informed of additional information provided by the child so it can be recorded in line with school policy
- discuss attendance issues at parent evenings where necessary
- celebrate good and improved attendance

Staff in the School Office will:

- collate and record registration and attendance information.
- complete First Day Response: Contacting home if no reason for absence is received (phone call or text message)
- take and record messages from parents regarding absence
- record details of children who arrive late or go home early via Arbor
- send out standard letters regarding attendance regularly and consistently

Pastoral staff will:

- Receive regular training and support.
- arrange home visits and attend meetings with the parent/carer(s)
- meet regularly with identified pupils to discuss attendance related issues
- identify early with parent/carer(s) the reason for poor attendance, working in partnership with parent/carer(s) to achieve improved attendance
- work with the Senior Leader with responsibility for attendance, LA and Attendance Officer, where appropriate, to monitor attendance levels, identify patterns of absence and create strategies to improve attendance
- work alongside the Senior Leadership Team with referrals to outside agencies for additional support for families including School Health, CYPS, Attendance Service, Police, Youth Offending Team & Social Care, where necessary
- support school leaders with the production of appropriate attendance plans; monitoring and

evaluating the effectiveness and impact of plan regularly.
- LGCs will receive up to date attendance information using the Trust Dashboards.

Families will:

- encourage their child to attend school daily, be punctual and inform the school immediately if their child is absent
- inform the school of any hospital appointment in advance unavoidably scheduled during school time. For the absence to be recorded as a medical absence we do require evidence from the doctor or dentist. (appointment card/letter).
- contacting the school office on the first morning of absence.
- inform the school of any problems which might affect their child's attendance so that problems can be quickly identified and intervention plans implemented
- cooperate with the academy if their child's attendance / punctuality is unsatisfactory
- working in partnership with school to promote exceptional attendance with their child

Students will:

- always attend school unless prevented by a specific illness or unavoidable circumstances
- always arrive to school and lessons on time
- remain positive and resilient even in the hardest of times.
- speak to a member of staff if support is needed.

Procedures:

"Tenacity is very important when schools are trying to improve attendance. As one leader put it: It's about parents knowing that we are not going to let go" DfE May 2022 Improving School Attendance

At all phases of education, schools will undertake the following procedures to support exceptional attendance by:

- monitoring and interrogating local and national data, feedback from schools and intelligence from partner agencies to develop strategies to improve attendance and monitor impact (including join up with early help, children's social care and other LA services)
- maintaining regular communication with leaders across our Trust Schools and through local networks and forums, to share local and national data, disseminate best practice and respond to intelligence from school leaders
- utilising fully intelligence gathered from across Trust schools via the Trust attendance survey, ensuring good practice is shared and embedded.
- engaging partners from virtual school, early help and social care teams to ensure that they understand attendance expectations and ensure that the vulnerable cohort they serve are supported to sustain good levels of attendance
- working closely with local health services and school nursing teams to ensure practitioners understand attendance requirements/responsibilities and work collaboratively with them to link families into the right support
- weekly analysis of attendance data (register inspections, code analysis, cohort and group monitoring, punctuality, lesson attendance across subjects and benchmarking) to ensure that appropriate intervention is delivered quickly to address absence
- weekly reports to staff across the school from attendance leaders to enable them to track the attendance of pupils and to implement attendance procedures effectively

- establishing a range of evidence-based interventions to address barriers to attendance
- creating action plans in partnership with families and other agencies that may be supporting families, for example, children's social care and early help services. Commission or deliver interventions to improve attendance
- ensuring additional targeted support in place to remove any barriers for pupils where absence becomes persistent. Where necessary this includes working with partners
- ensuring join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed
- intensifying support through statutory children's social care where safeguarding concerns exist see appendix
- ensuring attendance leaders monitor the impact of any intervention, adjusting if necessary and using findings to inform future strategy. *Where interventions fail to address attendance issues, identify the reasons why and, where appropriate, change or adjust the intervention*
- establishing robust escalation procedures which are initiated before absence becomes a problem:
    - sending letters to parents and carers
    - first day response and phone calls to parents
    - weekly tutor review
    - creating attendance clinics
    - home visits where appropriate
    - engaging with the Trust CSOs.
    - engaging with local authority attendance teams and/or independent attendance organisations
    - using fixed penalty notices as outlined by the DfE
    - engaging with children's social care staff, including Virtual School Heads and social workers where appropriate
- monitoring the implementation and quality of escalation procedures (and intervention), for example, sampling of case files by senior leader with responsibility for attendance
- evaluating the impact of escalation procedures half termly with School Attendance Officer/LA/Responsible Person, seeking robust evidence of the escalation procedures that work and that reflect the school context best
- following local authority codes of conduct, policies and procedures and make referrals for statutory intervention when interventions have not resulted in improved attendance and relevant triggers / thresholds are met
- engaging governors in attendance panels to reinforce messages and outline relevance in terms of training and employment
- providing a termly attendance report to stakeholders
- clearly communicating to staff, parents and pupils our expectations using the following traffic banding system:

BAND	Attendance Band	Description	Impact on Primary Learning
1	BAND 1(A)100% – 97%	Excellent Attendance	Full engagement with the curriculum. Children are likely to achieve academic success.
1	BAND 1(B) 96.9% – 95%	Good Attendance	Some gaps in knowledge may occur. Children can usually **keep up with support.**
2	BAND 2: 94.9% – 90%	Possible cause Concern	Up to 4 weeks of missed school per year. Gaps may develop; students drop on average 1 GCSE grade per subject with attendance below 92% compared to those with 97%+ attendance
3	BAND 3 89.9-85%	Persistent Absenteeism	Risk of **long-term learning delays**, especially in key skills. May struggle to catch up.
5	BAND 4 84.9 – 80%	Major attendance concerns	Students in this cohort are unlikely to keep up with their peer's attainment levels.
5-10	BANDS 5-10 – 79.9-50%	Poor attendance	Students within this cohort are in the bottom 10% of attendees nationally. They are much less likely to achieve academic success compared to a child of similar ability who attends 97-100% of the time.
11	BAND 11 – BELOW 50%	Severely Absent	Lowest 5% of attendance Nationally. Student gaps in knowledge **WILL** directly impact their academic success

As part of attendance monitoring and support offer; letters will be issued across all age groups detailing their current attendance and their attendance banding in line with the table listed above; These will be issued for the pervious half term; in a timely manner to all parents of carers at least 5 times per academic year.

Monitoring Attendance

School office staff have the responsibility for ensuring that all of the attendance data is accurately recorded on the School Information Management System. Regular meetings are held with the Head teacher and the Attendance Officer/Responsible Person/Leader to discuss all attendance concerns and appropriate actions are taken following these meetings, such as letters sent to parents or meetings arranged to discuss attendance concerns with parents.

Absences

Parents/carers should contact the school on the first day of their child's absence. When parents/carers notify us of their child's absence it is important that they provide us with full and accurate details of the reason for their absence and expected date of return. This information is used to determine whether the absence is authorised or unauthorised. The Head teacher has the responsibility to determine whether absences are authorised or unauthorised.

Where we have not received reasons for a child's absence, then we send a letter requesting these details to parents/carers to complete. If this letter is not completed and returned by the specified date then the absence will be recorded as an unauthorised absence (Attendance Code O)

First Day Response

Where a child is absent from school and we have not received any verbal or written communication from the parent, then we initiate a first day contact process. Office staff check all of the registers from 8.50am to 9.15am on a daily basis, to identify those pupils who are absent. There are occasions when we are unaware why the child is absent, and we will attempt to contact the parent to check the reasons for the child's absence.

Illness

When children have an illness that means they will be away from school long term, the school will do all it can to send material home and operate remotely, where appropriate, so that they can keep up with their schoolwork. Remote education is the last resort and could form part of a reintegration plan with parents to encourage children to attend school.

If the absence is likely to continue for an extended period, or be a repetitive absence, the school will contact the support services at Durham Attendance Team to see if arrangements can be made for the child to be given some home tuition outside school.

Where over the course of an academic year, a child has repeated periods of illness, the school may write to parents to ask them to provide medical evidence for each future period of illness-related absence. This evidence could be a doctor's note, appointment card/letter or copy of a prescription. We may seek written permission from you for the school to make their own enquiries. Alternatively, we may make a referral to the School Health Advisor to offer support.

Parental Request for Absence from School for Holiday

With effect from September 2013, the government abolished the right of Head Teachers to authorise absence specifically for holidays of up to 10 days per year if special circumstances exist. Instead, Head Teachers will only be allowed to grant leave of absence for any reason if they are satisfied exceptional circumstances exist. Parents are encouraged to keep open lines of communication with school over absence as persistent absence can be considered a safeguarding matter.

Any term time holiday which meets threshold via the National Framework from August 2024 will be referred to the Local Authority for consideration of a Fixed Penalty Notice; for further details please refer to the 'Addressing Attendance' concerns section of the policy

Authorised absence

An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent or carer. For example, if a child has been unwell and the parent telephones the school to explain the absence.

Only the school can make absences authorised. Parents do not have this authority. Consequently, not all absences supported by parents will be classified as authorised.

Unauthorised absence

An absence is classified as unauthorised when a child is away from school without the permission of the school.

Therefore, the absence is unauthorised if a child is away from school without good reason, even with the support of a parent.

Registers

- Registers are legal documents and will be marked twice a day (am/pm)
- Parents must always give reasons for absence to the school.
- Schools are to determine whether absence is authorised or unauthorised in exceptional circumstances, considering factors such as frequency, duration, attendance patterns, i.e. within reason. Staff must be observant of situations where absence is continually condoned by parents.

The guidelines below clarify possible actions

Authorised Absence	Unauthorised Absence
Illness	Absence without a valid reason
Medical Appointment / Dental (For the time of appointment including travelling)	Latecomers beyond 30 minutes after the session has started
Family Bereavement	Persistent lateness within the first 30 minutes of the day
Religious Observance	Babysitting children including siblings.
Interview / Work Experience	Shopping during school time.
Excluded Children	Special occasions, e.g. birthday.
Sports / Music / Exams	Holidays
Agreed other educational activity at the discretion of the Head teacher	Weather conditions

Reintegrating Long Term Absentees

Following a prolonged absence, a child may feel vulnerable when returning to school. To support a successful reintegration, staff should consider measures such as a phased return, the allocation of a key worker, and whether additional Special Educational Needs (SEN) support may be required. All relevant staff should be informed of the child's circumstances, and a designated member of staff should monitor their wellbeing and progress during the transition back into school. It is important that every child feels welcomed, supported, and knows who they can turn to for help if needed.

Process for Ensuring the Wellbeing of Students with Prolonged Absences

To safeguard and support the wellbeing of all students, the following process will be followed for any student with a prolonged absence, regardless of the reason:

1. **Regular Contact**:
   School staff will attempt to maintain regular contact with both families of students absent from school, throughout the period of absence.
2. **Home Visit or In-School Meeting**:
   If a student is absent for **5 days or more**, a **home visit** or **in-school meeting** will be arranged to check on the student's wellbeing and discuss any support needed.
3. **Student Availability**:
   It is expected that the student will be made available for this contact. Ensuring the student is seen is an essential part of our safeguarding responsibilities. In addition, the students voice is needed to detail the support needed to facilitate a return to school.

4. Escalation if Contact Fails:
   If attempts to see or speak with the student are unsuccessful, the matter will be escalated to the Designated Safeguarding Lead (DSL).
5. External Support and Advice:
   The DSL will seek advice and support from appropriate external agencies (e.g., Children's Services, Early Help, Education Welfare) to ensure contact with the student is made and their welfare confirmed
6. Young Carers:
   Recognised as a key cohort within the school community and will be identified, monitored, and supported to ensure they can access appropriate pastoral, academic, and wellbeing provision.

Registration

All school doors open at 8.35am until 8.55am. This time is sufficient for all pupils to come into their classroom.

Each class teacher has the responsibility for keeping an accurate record of attendance. Any pupil who is absent must be recorded at the beginning of the morning and afternoon session. The attendance register must be completed by the class teacher by 9.00am and by 1.05pm (KS1) and 1.20pm (KS2).

All attendance records are documented using the School Management Information System. Attendance registers are legal documents, and these must be kept secure and preserved for a period of three years after the date they were last used.

Lateness

Repeated absence at the beginning of a school session can amount to failure to attend regularly for the purpose of the 1996 Education Act. The school seeks to improve general punctuality and to improve attitude of persistent offenders by: -

- informing parents of our expectations and offer ways of helping combat lateness.
- parents of persistent offenders must be contacted and reported to the Attendance Officer/Responsible Person if no improvement.
- praise and acknowledge latecomers who improve.
- ensure that staff set a good example by arriving punctually for lessons.
- all children and parents must understand that lateness is actively discouraged, although sensitivity may be appropriate in some cases.

Schools may use other incentives to improve levels of punctuality

Once the doors are closed at 8.55am the only way to get into school is via the school office. Any pupil who comes into school this way from 8.55am will be marked as late in the attendance record. Records are kept of those pupils who are late, this is documented on the electronic register for each pupil (Attendance code L). Any child who arrives for school later than 9.20am will be marked as having an unauthorised absence for the morning. (Attendance code U).

Children who have attended a dentist or doctor's appointment and subsequently come to school later than 9.05am will have the absence recorded as a medical absence (Attendance code M).

Children who are persistently late miss a significant amount of learning, often the most important aspect, as the beginning of the day is where the teacher explains the learning and what each child is expected to achieve.

Where there have been persistent incidents of lateness parents/carers will receive a letter advising them of the concerns and the school will provide opportunities for parents/carers to seek support and advice to

address these issues.

Addressing Attendance Concerns

The school expects attendance of at least 97%.

It is important for children to establish good attendance habits early on in their primary school career. It is the responsibility of the Head Teacher and the Governors to support good attendance and to identify and address attendance concerns promptly. In our school, parents are to ensure their child attends school regularly and punctually. If we become concerned about your child's attendance, we will inform parents/carers of our concerns. Initially concerns about attendance are raised with parents/carers via letters which are sent home. In some cases, parents/carers may be offered a parent contract. A parent contract is an agreement / action plan which looks at ways to work together to improve attendance. There will be opportunities for the parent/carer to discuss reasons for absence and support to be given by the school with the aim of improving attendance. It is common practice that this may be escalated to the Attendance Officer/Responsible Person.

Where all other avenues have been exhausted and support is not having the desired impact and/or engagement is low, schools, in line with national guidance, will enforce attendance through statutory intervention: the Attendance Service will look at each case and may issue fixed penalty notice in line with the National Framework or prosecution commenced to protect the pupil's right to an education.

All Trust schools will make use of the full range of potential sanctions when all supportive measures have been exhausted – 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 authorised person) makes the decision on a case-by-case basis whether to authorise absence; where unauthorised absence meets the criteria within the National Framework the matter is referred to the local authority who 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 issuing a penalty notice, the school will consider the individual case, including:

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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice.

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

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

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

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

Notices to improve

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

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

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance does not 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

The LA Attendance Service working jointly with Legal Services may also consider:

- Applying for a parenting order
- Applying for an education supervision order
- School Attendance Order (If parent has not registered their child in a school)
- Community Order

The LA Attendance Officer can remotely check and monitor attendance levels. The LA Attendance Officer regularly carries out register checks to identify children with low attendance.

Our success in fully embedding and implementing these Guiding Principles will be measured by our Key Performance Indicator: "Pupil attendance rates compare favourably with national comparators. Particularly for those pupils that are disadvantaged or have Special Educational Needs".

The greatest impact of high rates of attendance:

- Pupils' physical, moral and intellectual God given talents: enabling all pupils to flourish as a whole and complete person, preparing them fully to enter the world as active citizens.
- Values, motivation, aspirations and the moral imperatives that inform their choices and actions.
- The development of knowledge: Exceptional attendance allows **progress in knowing more and remembering more**.
- Pupils' understanding of how well they are doing and what they have to do to improve.

- Pupils' knowledge of where they are in their learning journey and can articulate it.
- The removal of barriers to enable exceptional attendance
- Swift intervention when attendance falls below exceptional
- Strong relationships with parents/carers to ensure communications are timely and effective
- Pupils develop exceptional routines and habits in relation to punctuality and attendance.
- Pupils being ready to succeed in their next phase of their journey

Appendix 1: Attendance Codes and descriptions

On site code	Description
/	The session is a morning session, and the pupil is present at the school when the attendance register begins to be taken.
\	The session is an afternoon session, and the pupil is present at the school when the attendance register begins to be taken.
L	The pupil is absent from the school when the attendance register begins to be taken but attends before the taking of the register has ended.
Absent from site	**Description**
B	Child is at a supervised off-site educational activity approved by the School
C	Child has been granted a leave of absence due to exceptional circumstances
C1	The pupil is absent with leave for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
C2	The pupil is of compulsory school age and is absent with leave because, in accordance with an agreement between a parent who they normally live with and the proprietor that the pupil should temporarily be educated on a part-time basis, their timetable does not require them to attend.
D	The pupil is absent with leave for the purpose of attending another school at which they are a registered pupil.
E	The pupil is excluded from the school for any other reason.
I	The pupil is unable to attend because of sickness.
J1	The pupil is absent with leave for the purpose of attending an interview for employment or for admission to another educational institution.
M	The pupil is absent with leave for the purpose of attending a medical or dental appointment.
N	The circumstances of the pupil's absence have not yet been established.
O	Unauthorised absence
P	The pupil is attending a place for an approved educational activity that is a sporting activity.
R	The day is exclusively set apart for religious observance by the religious body to which a parent of the pupil belongs.
S	The pupil is absent with leave for the purpose of studying for a public examination.
T	The pupil is a mobile child, their parent is travelling in the course of their trade or business, and the pupil is travelling with that parent.
U	Late (30 minutes after register closes)

Q	The pupil is unable to attend because of a lack of access arrangements for them.
W	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 proprietor as part of the pupil's education.
K	Attending education provision arranged by the Local Authority
X	Non-compulsory school age absence / not required to attend
V	Educational visit or trip (school-arranged)
Y1	Unable to attend due to transport normally provided not being available
Y2	The pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency.
Y3	Part of the school premises is unavoidably out of use, and the pupil is one of those who the proprietor thinks cannot practicably be accommodated in those parts of the premises that remain in use.
Y5	The pupil is unable to attend because they are in criminal justice detention.
Y6	The pupil's travel to or attendance at the school would be—
	(a)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 anybody or authority exercising equivalent functions in relation to Scotland, Wales or Northern Ireland; or
	(b)prohibited by any enactment relating to the incidence or transmission of infection or disease or any instrument made under such an enactment.
Y7	The pupil is unable to attend because of any other unavoidable cause