Policy	The Mast Academy Trust Attendance Policy
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Objective of Policy

Our school 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 values good attendance.

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Sign off requirements	
	Position
Education & People Committee	Trust Board
Reviewers	Position
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1. **Attendance policy**

2026/7

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1.0 Aims

Our school 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: July 2026 through our whole-school culture and ethos that values good attendance, including:

1. Setting high expectations for the attendance and punctuality of all pupils
2. Promoting good attendance and the benefits of good attendance
3. Reducing absence, including persistent and severe absence
4. Ensuring every pupil has access to the full-time education to which they are entitled
5. Acting early to address patterns of absence
6. Building strong relationships with families to make sure pupils have the support in place to attend school.

We will also support parents to perform their legal duty to ensure their children of compulsory school age attend regularly and will promote and support punctuality in attending lessons.

At The Mast Academy Trust, we believe that regular attendance at school is crucial in ensuring that every student can reach their full potential. Good attendance helps to build good habits of reliability and timekeeping needed for future study and employment. We want all students to make the most of school by attending regularly, enjoying and achieving.

The minimum expectation for attendance is 96%. Absence below 90% is classed as persistent absence and parents could be at risk of prosecution. 90% attendance over 1 school year is a total of 4 weeks missed learning or 120 lessons. All the time, we aim for 100%.

2.0 Legislation and guidance

This policy is based on the Department for Education's statutory guidance, *Working Together to Improve School Attendance* (July 2026). The Trust, its schools, trustees, governors and staff will have regard to this guidance when carrying out their duties relating to attendance and absence. The policy also reflects the Education Act 1996, the Equality Act 2010 and all associated attendance regulations and guidance.
Working together to improve school attendance: July 2026

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- https://www.legislation.gov.uk/uksi/2006/1751/contentsThe Education (Penalty Notices) (England) (Amendment) Regulations 2013

https://www.legislation.gov.uk/uksi/2013/757/regulation/2/made

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

3.0 Roles and responsibilities

Supporting Vulnerable Pupils

The Trust recognises that some pupils face additional barriers that may affect their attendance. Attendance data will be analysed regularly to identify vulnerable pupils and groups, including pupils with special educational needs and disabilities (SEND), pupils with social workers, disadvantaged pupils, young carers, pupils with medical needs and those experiencing emotional wellbeing or mental health difficulties.

Where attendance concerns arise, schools will seek to understand the underlying causes of absence and work collaboratively with pupils, parents, carers and external agencies to remove barriers and promote regular attendance. Supportive intervention will always be prioritised before enforcement measures are considered unless safeguarding concerns require immediate action. [assets.pub...ice.gov.uk], [gov.uk]

3.1 Senior Leadership

The Headteacher/Executive Headteacher is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- 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 pupils, 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 pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils 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 pupils' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - That absence is almost always a symptom of wider issues
  - The importance of good attendance
  - 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 pupils, where appropriate

- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the designated attendance leads to account for the implementation of this policy
- Link Governor, to elect and have one identified link governor who will provide feedback to the governing body on their roles around attendance (within the Pastoral remit of the delegation)

The headteacher, or delegated member of leadership is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the Assistant Headteacher and Attendance Officer to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

3.2 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a clear overview and understanding of attendance data and oversight of attendance data analysis.
- Reporting back to the wider Senior Leadership team regularly around attendance in school
- Reporting attendance trends and school response to absence rates to the Trust Inclusion lead.
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

3.3 Class teachers/Form Tutors

Class Teachers and Form Tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1 new codes from September 2024, all of

these codes will not be accessible to all staff), and submitting this information on the relevant system in a timely manner. In addition, both Middle Schools will record attendance every lesson, following each transition period.

School Administration/Office staff

School administration and office 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 relevant member of staff for further guidance and support where appropriate, in order to provide them with more detailed support on attendance

3.4 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 and is on time every day.
- Call the school to report their child's absence before 8.45am 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
- May be asked to provide evidence of appointments to school.
- May be asked to provide supporting evidence from a medical practitioner with regards to repeat absence on medical/mental health grounds.
- Seek support, where necessary, for maintaining good attendance, by contacting the relevant person in school; this may be the class/form teacher, attendance team or pastoral team.

3.5 Pupils

Pupils are expected to:

- Attend school every day, on time and attend every timetabled session, on time in school
- Follow the guidelines and attend school so attendance is at over 96% and not drop below the PA figure of 90%.
- If on an attendance contract agree to it and ensure they follow the guidelines

Trustees and Local Governing Bodies will:

- Promote a culture in which attendance is valued as a key component of safeguarding, inclusion and educational success.
- Receive and review attendance information regularly, including analysis of vulnerable cohorts.
- Hold school leaders to account for attendance outcomes and improvement strategies.
- Ensure that appropriate attendance training is provided for staff.
- Support the sharing of effective attendance practice across the Trust.

Attendance will form part of the Trust's wider safeguarding, inclusion and school improvement framework.

4.0 Recording attendance

4.1 Attendance register

We will keep an electronic attendance register and place all pupils 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. Middle Schools will mark attendance following each transition throughout the school day. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil 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 (New from September 2024)

We will also record:

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

4.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8.45am or as soon as practically possible, by calling the school main office and relevant staff.

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

The Trust will not routinely require medical evidence for short-term illness. Schools may request reasonable evidence where there is a genuine and reasonable concern regarding the authenticity of an illness, where absences become frequent or prolonged, or where the information will assist in identifying appropriate support or reasonable adjustments. Any requests for evidence will be proportionate and sensitive to family circumstances.

4.3 Planned absence

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

We require you to contact the school before the appointment to provide information and evidence, such as an appointment card or appointment text confirmation.

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

The pupil'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 pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code
- Pupils arriving late as a result of public transport/bus routes will not be penalised.
- Where persistent lateness occurs, without reason, sanctions will be applied.

4.5 Following up unexplained absence

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

- Text the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school will follow up by;
  - Completing a phone call home.
  - Making Contact with other members of the family, as listed in the school contact details
  - Complete a home visit
  - Request support from external agencies such as the Police where there are immediate safeguarding concerns.
- 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.
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider home visits especially on day three if no contact has been made
- Where relevant, report the unexplained absence to the pupil's linked external agencies.
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve penalty notice or other legal intervention (see section 5.2below).
- We will also notify and work with the LA and Police should we feel further support is required

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 via half termly reports and relevant letters that are sent out with information around attendance.

5.0 Authorised and unauthorised absences

5.1 Approval for term-time absence

Leave of absence during term time will only be granted where exceptional circumstances apply and where authorised by the Headteacher in accordance with statutory guidance. No category of leave will be granted automatically. Each request will be considered individually, taking account of the specific circumstances presented and the potential impact on the pupil's education and attendance.
The headteacher will only grant a leave of absence to a pupil 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 leaves
- 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 pupil is authorised to be absent for.

We define 'exceptional circumstances' as incidents that are short term, arise unexpectedly and are beyond your control. It's something that happens to you that negatively impacts your ability to study, prepare or complete an assessment or exam or attend school.

As a leave of absence will only be granted in exceptional circumstances, it is highly 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 and whether or not this identifies exceptional circumstances.

Any request should be submitted as soon as it is possible and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school reception or on the school website. 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 diagnosed 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 pupil'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. Numbers of days will be agreed and shared by the school before any event.
- 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 pupil is attending educational provision
- If the pupil is currently suspended or excluded from school.

Other reasons the school may allow a pupil 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 pupil is also registered (dual registration)
- If there is any other unavoidable cause for the pupil 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 schools 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 the headteacher), 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.

If the school issues a penalty notice, it will check with the local authority before doing so and send it a copy of any penalty notice issued.

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

- 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, 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 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 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

6.0 Strategies for promoting attendance

We will encourage and reward positive attendance to those pupils that have excellent attendance (97% and above) or to those students that show a significant improvement over a period of time or via an agreed attendance contract. We will also record pupils' achievements on school newsletters. We will celebrate pupils' successes in assemblies as well as rewards assemblies and in rewards evenings. We will also try to offer additional rewards for pupils during the school year. Rewards will be decided upon by the individual school.

7.0 Supporting pupils who are absent or returning to school

The Mast Academy Trust is committed to ensuring that support is provided before sanctions wherever possible. We recognise that attendance difficulties are often linked to safeguarding concerns, unmet need, SEND, mental health, family circumstances or wider vulnerability. Our first response will always be to listen, understand and work with families to improve attendance.

7.1 Pupils absent due to complex barriers to attendance

Pupils will receive additional support and we will work with families and the relevant support networks and external agencies to ensure that all the help and support required is in place. We will highlight through contracts the agreed support as well as let the relevant staff know in school. Reasonable adjustments are made to support pupils with complex needs in order to improve attendance and this should be discussed directly with the most appropriate member of staff in the individual school.

7.2 Pupils absent due to mental or physical ill health or SEND

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority. We will also ensure that through meetings with the relevant support staff, linked staff and attached agencies that plans are in place to support attendance to school and the pupils' timetables all based around the school day and how we can help the pupil ensure that they attend school and receive

the help required in being in school. Further support with the SEND department will be in place as well as follow up meetings and reviews. Pupils unable to attend school as a result of medical need, can be referred for external support, providing there is sufficient supporting evidence from a medical practitioner.

7.3 Children who are young carers

The Trust recognises that pupils who are young carers may experience additional responsibilities which can impact on attendance, punctuality and engagement with school. Schools will identify young carers where appropriate, monitor their attendance carefully and work with families and partner agencies to provide support and remove barriers to learning. Attendance expectations will remain high, whilst ensuring appropriate support and reasonable flexibility is provided where required.

7.4 Attendance, SEND and Medical needs

The Trust acknowledges that attendance difficulties may sometimes arise as a consequence of a pupil's special educational needs, disability, physical health condition or mental health needs. Schools will comply with their duties under the Equality Act 2010 and will consider whether reasonable adjustments are required to support attendance and participation.

Attendance concerns for pupils with SEND will be considered alongside existing SEND support plans, Education Health and Care Plans (EHCPs), Individual Healthcare Plans and safeguarding plans where appropriate. Schools will work in partnership with parents, carers and relevant professionals to identify strategies that support successful attendance and engagement.

Where appropriate, schools may implement a time-limited and carefully planned reintegration programme to support a pupil's return to full-time education. Any phased return arrangements will be based on individual need, regularly reviewed and designed to support full reintegration at the earliest appropriate opportunity.

7.5 Pupils returning to school after a lengthy or unavoidable period of absence

Pupils that have returned will have meetings prior to their return to look at and support the reasons as to why they haven't attended, this will involve all key stakeholders. The times of attendance and lessons may be amended as well as use of nurture provisions where available.

8.0 Attendance monitoring

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) weekly and will communicate at least half-termly with families.
The school will benchmark its attendance data at whole school, year group and cohort specific level against local, regional, and national levels to identify areas of focus for improvement and share this with the governing board.

8.2 Analysing attendance The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance and identify pupils 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

8.3 Using data to improve attendance

The school will use data to:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to relevant staff to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil 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 pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil 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
- Hold regular meetings with the parents of pupils 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 pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)
- We will support our pupils and families through texts, calls, letters home of varying levels, home visits and parental meetings that will link to next steps. We will record all intervention and where needed share with the LA for further sanctions and interventions. This could lead to work with the support agencies or further fines and sanctions.

9.0 Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum yearly in preparation for a new academic year.

10.0 Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Other policies and information can be found on the school website.

APPENDIX 1: Attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
	Attending a place other than the school	
K	Attending education provision arranged by the local authority	Pupil 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	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil 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	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend

Code	Definition	Scenario
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)

E	Suspended or excluded	Pupil 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	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil 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	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil 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 pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Code	Definition	Scenario
Y6	Public health guidance or law	Pupil'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	Pupil 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	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		

Z	Prospective pupil not on admission register	Pupil 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

Appendix A- Notice to improve agreement

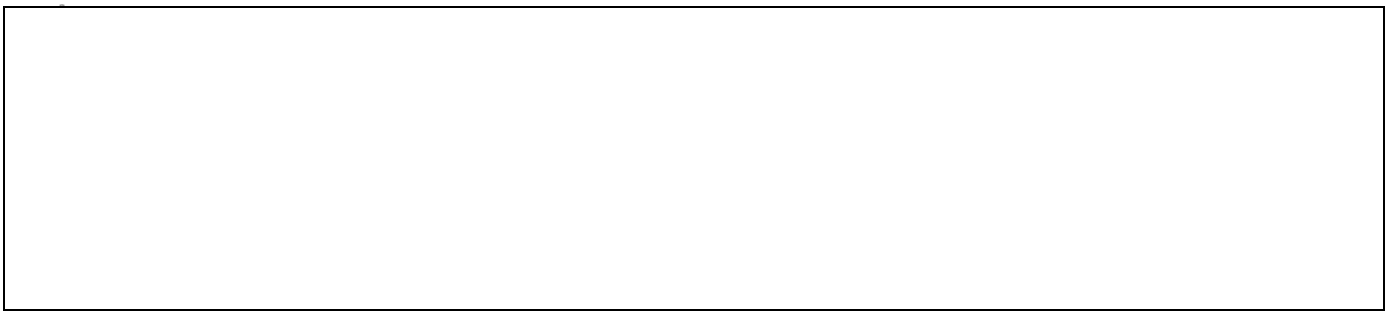
ATTENDANCE AGREEMENT

Child's Name:	
Date of Birth:	
Meeting Date and Location:	
Year Group:	
Name of Parent or Carer	
School Representative:	
Name of Other Agency Representative:	

RATIONALE FOR COMPLETING THIS agreement: *Is school attendance below expectation?* *What steps have school taken to address this and what support if any has been offered by school?* *What support has the parent engaged with?* *What steps has the parent taken to improve school attendance?*

Attendance % during previous 6 school weeks:	
Unauthorised absence % during previous 6 weeks:	
Overall % attendance:	

BARRIERS OR RISK TO ATTENDANCE



CONSULTATION WITH PARENTS / CARERS Thoughts, wishes feelings on what they want to achieve
CONSULTATION WITH CHILD / YOUNG PERSON Thoughts, wishes feelings on what they want to achieve
TARGETS AGREED FOR IMPROVEMENT
ANY SUPPORT FROM OTHER AGENCIES?

AGREED ACTION	
The parent/carer will:	
The School will:	
The other agency will:	
Progress will be reviewed after 4 school weeks	**Date:**
The final review will be held after a further 4 school weeks	**Date:**

I understand that if I do not carry out the actions agreed in this contract, I willbe referred to the Kirklees Legal Intervention Panel. The panel will then consider if it appropriate to commence legal proceedings. (Note: each parent/carer is liable for legal penalties.) Failure to adhere to the contract may result in legal action being considered. If legal action is approved by the Kirklees Legal Intervention Panel, the matter is heard in Magistrates' Court for the offence of knowingly failing to ensure your child's regular school attendance (s444(1)(a) Education Act 1996). If found guilty, this carries a penalty of up to £2,500 or up to 3 months imprisonment and you will receive a criminal record.

Signed …….. (Parent/carer) Date: ……

Signed …….. (Parent/carer) Date: ……

The information in this contract has been shared with me along with any supporting evidence

Signed…….. (Student) Date ……