Walton Hall Academy

Attendance Policy

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Approved By:	Academy Council
Date:	29/10/2024
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Review Interval:	Every 3 years

Nurture, Grow, Flourish

Walton Hall Academy believes that for each of our students to be able to achieve their full potential, their good attendance to school is essential.

We are committed to:

- Promoting good attendance and reducing absence, including persistent absence.

- Intervening early and working with other agencies to ensure the good health and safety of our students.

- Rewarding regular attendance.

Contents

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 values good attendance, including:

> Setting high expectations for the attendance and punctuality of all pupils

> Promoting good attendance and the benefits of good attendance

> Reducing absence, including persistent and severe absence

> Ensuring every pupil has access to the full-time education to which they are entitled

> Acting early to address patterns of absence

> Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

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 (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)](#)
> [The School Attendance (Pupil 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 pupil'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, pupils 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 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:

- 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 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

> Sharing effective practice on attendance management and improvement across schools

> Holding the headteacher to account for the implementation of this policy

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

> 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 local authority to be able to do so

> Working with the parents/carers 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/carers through all available channels

3.3 The designated senior leader responsible for attendance

The designated senior leader, Laura Paget (Vice Principal), 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 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

> Liaising with pupils, parents/carers and external agencies, where needed

> Building close and productive relationships with parents/carers 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

The designated senior leader responsible for attendance is Laura Paget (Vice Principal) and can be contacted via 01785 850420 or at laura.paget@walton.set.org

3.4 The attendance officer

The school attendance officer is responsible for:

> Monitoring and analysing attendance data (see section 7)

> Benchmarking attendance data to identify areas of focus for improvement

> Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher

> Working with education welfare officers to tackle persistent absence

> Advising the headteacher when to issue fixed-penalty notices

The attendance officer is Angela Lunn and can be contacted via 01785 850420 or at angela.lunn@walton.set.org

3.5 Form Tutors

Form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, indicating the pupils being present or absent, using the correct codes (see Appendix 1), and submitting this information to Arbor.

3.6 School office staff

School 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 Head of School where appropriate, in order to provide them with more detailed support on attendance
> Consult the Arbor register and enter the correct code for absent pupils

3.7 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 (though where there are transport difficulties this can be discussed with the Head of School).
> 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
> 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 Laura Paget (Vice Principal), who can be contacted via 01785 850420 or at laura.paget@walton.set.org

3.8 Pupils

Pupils are expected to:

> Attend school every day, on time
>
> Attend every timetabled session, on time

4. 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. 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.

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

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 8.45am and ends at 3.15pm.

Pupils must arrive in school by 8.45 am on each school day.

The register for the first session will be taken at 9.00am and will be kept open until 9.30am to allow for extended traveling distances and times that some pupils may experience. The register for the second session will be taken at 1pm.

4.2 Unplanned absence

The pupil's parent 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 office staff, who can be contacted via 01785 850420 or through a message on class charts.

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.

Where the absence is longer than 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 be notified of this in advance.

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.

If requesting a leave of absence parents should request a leave of absence form from the Head of School and return this with as much notice as possible.

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

Issues with punctuality will often relate to travel difficulties, so these may need addressing with the taxi company, driver or parents as necessary.

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:

> Call 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 may consider further action. Where pupils have notable vulnerability factors or safeguarding concerns a home visit or referral to support services may be considered.

> 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 pupil was absent

> 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 involving an education welfare officer

> Where relevant, report the unexplained absence to the pupil's youth offending team officer

> 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 the school will pursue a notice to improve, penalty notice or other legal intervention as appropriate (see section 5.2 below).

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. These figures are included in the ILPs that are sent out termly and are also included within the annual review documentation. Parents can also view their child's attendance information at any time via class charts. Information about our expectations around attendance is also shared with parents within school newsletters and the following diagram is used within our communications to show what good attendance looks like. This diagram is also used within the letters that are sent to parents when attendance becomes a concern.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow pupils 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 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 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 pupil is authorised to be absent for.

We define 'exceptional circumstances' as *"a situation or circumstance where the pupil's absence cannot be clearly defined using another register code, or where there are limited controls or ability to allow the pupil to attend."*

Leave of absence will not be granted for a pupil 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 4 weeks/1 month before the absence, and in accordance with any leave of absence request form, accessible via the Head of School. 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 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

> 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 (and no alternative provision has been made)

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)

> Attending provision arranged by the local authority

> Attending work experience

> 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 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.

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:

- 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 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. Strategies for promoting attendance

Walton Hall Academy promotes good attendance through a number of means, some are proactive while others are responses to new issues. All contribute to whole school, cohort and individual attendance rates.

> A weekly monitoring and tracking document is completed by the attendance officer and any concerns are raised within this. This data is shared with the attendance lead and the assistant heads.

> Weekly meetings, where attendance leads meet with the intervention team to both monitor and track individual attendance patterns and put in place interventions to support.

> Rewards and celebrations. Successes are celebrated in school assemblies, through class charts and with reward trips.

> All staff receive CPD which links to attendance and safeguarding.

> Transport issues are dealt with promptly to preclude any delays in renewing or restoring taxis. Temporary arrangements may be possible depending on location.

> Walton Hall Academy seeks to work alongside the local authority around attendance related initiatives and currently liaises termly with an EWO who has been assigned to work alongside our school.

> A robust system is in place that is followed when a pupils attendance falls below expected levels. This includes phone calls to parents to offer support, a series of staged attendance letters and invitation to an attendance clinic with our wellbeing team. This support seeks to offer support and strategies based on the individual pupil/family and is empathetic to each case and the dynamics involved.

> Communication of high expectations – consistent reiteration of attendance expectations to pupils, parents/carers, staff and other stakeholders is essential.

> Relationships with parents/carers are valued and essential in improving/maintaining good attendance. The school encourages regular contact and keeping parents informed of behaviour, barriers, celebrations, attendance rates and concerns.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance, absent due to mental or physical ill health, and those returning to school after a lengthy or unavoidable period of absence

Walton Hall Academy is aware that there are often extenuating circumstances relating to children and young people with individual needs that may influence attendance positively and negatively.

Walton Hall Academy is also aware that changes in students' lives, transport arrangements, domestic situations, class groupings, peer relationships, medication changes, care placements and services involvement may significantly influence their emotional and mental health. This must be considered in actions taken relating to their attendance.

Each student's attendance and SEND related difficulties will be treated on an individual basis according to need but will always be equitable and fair. Students for whom attendance is a concern are clearly identified and their attendance is closely monitored. Strategies that are put in place are recorded and reviewed.

7.2 Pupils absent due to mental health and emotionally based school avoidance

As a trauma informed and attachment aware setting, we are acutely aware that some pupils face significant personal, social, emotional and mental health challenges to be able to attend school before they are able to engage in learning. Often pupils' mental health conditions can change significantly as and when influenced by domestic circumstances and other factors outside the school's ability to control or influence. While the staff at Walton Hall Academy will try to remove or reduce as many barriers as possible, it is important in such cases to consider how to improve attendance without further compromising deteriorating mental health conditions. In such cases a period of 'stabilisation' is necessary, where academic pressures, social dynamics and emotional demands can be pared back, allowing the pupil in question to feel able to engage in attending school.

Where the pupil's mental health deteriorates to this level, and where their mental health and wellbeing becomes the key priority over all other factors,

a meeting will be called with all relevant agencies to create a plan that focuses on the best outcome for the child.

This may see a negotiated arrangement made with parents/carers, SEND, social workers, support agencies and school staff. The negotiated plan will always be time limited and intentional in working towards improved levels of engagement and ultimately increased attendance rates. It is accepted that the timeline for such interventions can be variable in length. Regular reviews and high-quality communication are essential in monitoring the progress and outcomes of these plans, with all stakeholders consulted.

7.3 Injuries and school attendance

Unfortunately, we occasionally experience instances where pupils have accidents and are injured whether this is at home, in the local community or at school. Inevitably once the right medical attention has been received parents and carers subsequently contact school in regard to managing their return to the classroom. Sometimes the return to school is impeded by the injury, discomfort, plaster cast (or similar) or ongoing medical advice.

This is a very difficult situation for the school to manage as each instance is different and each pupil has their own unique set of circumstances.
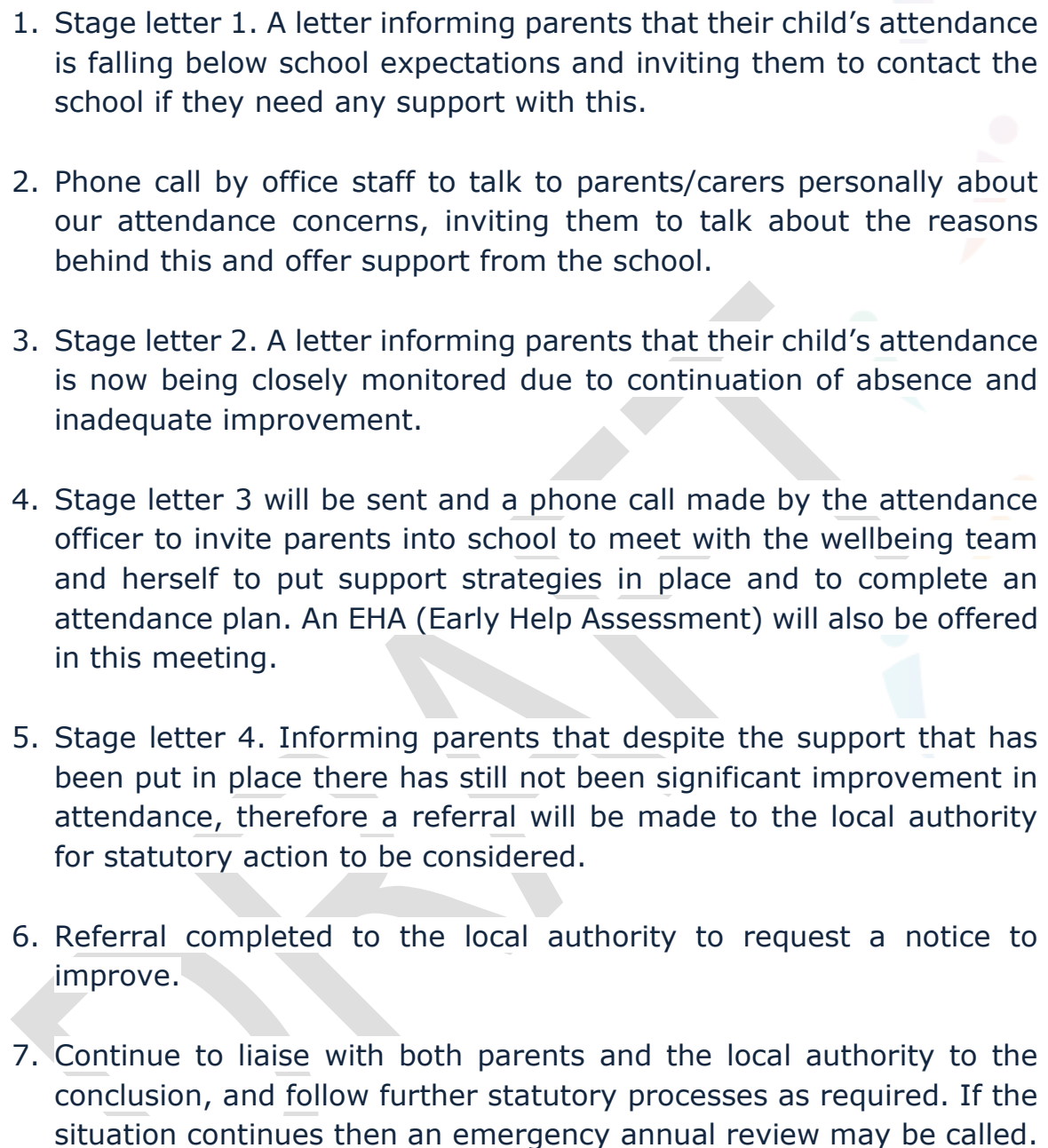
We base all our decisions for returns to school on individual risk assessments that are completed by our health and safety manager, Chris Castell-Boote. He can be contacted via phone on 01785 850420 or at Chris.Castell-Boote@walton.set.org

All parties will be asked to agree and sign the risk assessment, and it will be reviewed on an on-going basis as necessary.

Walton Hall Academy will always try to ensure that remote learning can take place when pupils are not attending school during their recovery period and staff will support the pupils with either IT based work or paper copies.

7.4 Procedure for addressing attendance concerns

The procedure below needs to be understood in the context of statutory action best practice and the school's own inclusion strategy for tackling persistent absenteeism, severe absence and school refusal. The procedure accounts for difficulties that students with complex barriers to attendance and engagement may face, whilst maintaining high expectations and without circumnavigation of the statutory processes. Should sustained improvement not be evident, the next step will be taken:

1. Stage letter 1. A letter informing parents that their child's attendance is falling below school expectations and inviting them to contact the school if they need any support with this.

2. Phone call by office staff to talk to parents/carers personally about our attendance concerns, inviting them to talk about the reasons behind this and offer support from the school.

3. Stage letter 2. A letter informing parents that their child's attendance is now being closely monitored due to continuation of absence and inadequate improvement.

4. Stage letter 3 will be sent and a phone call made by the attendance officer to invite parents into school to meet with the wellbeing team and herself to put support strategies in place and to complete an attendance plan. An EHA (Early Help Assessment) will also be offered in this meeting.

5. Stage letter 4. Informing parents that despite the support that has been put in place there has still not been significant improvement in attendance, therefore a referral will be made to the local authority for statutory action to be considered.

6. Referral completed to the local authority to request a notice to improve.

7. Continue to liaise with both parents and the local authority to the conclusion, and follow further statutory processes as required. If the situation continues then an emergency annual review may be called.

8. Attendance monitoring

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) on a daily basis and weekly meetings are held to discuss the data collected.

Specific pupil attendance information is shared with the DfE as requested.

The school will benchmark its attendance data at whole school and year group level against national levels to identify areas of focus for improvement and will share this with the academy council.

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:

> 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 form tutors to facilitate discussions with pupils and families, and to the academy council, school leaders and safeguarding team.

> 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:

  o Discuss attendance and engagement at school

  o Listen, and understand barriers to attendance

  o Explain the help that is available

  o Explain the potential consequences of, and sanctions for, persistent and severe absence

  o 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)

> The processes involved in monitoring attendance and any exceptions to this can be seen in sections 6 and 7

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every 3 years by senior leaders responsible for attendance and safeguarding. At every review, the policy will be approved by the full academy council.

10. Links with other policies

This policy links to the following policies:

> Child protection and safeguarding policy
> Behaviour regulation policy
> KCSIE 2024

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
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
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

Policy Review Information

Date	Details of change or review	Ratification Date
29/10/24	Policy written	

Pupil & people centred

Act with integrity

Be innovative

Be best in class

Be accountable

Shaw Education Trust

Walton Hall Academy
NURTURE · GROW · FLOURISH