Middlewich Primary School
Attendance Policy

Every day counts

1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the statutory guidance on Working together to improve school attendance from the Department for Education (DfE). We aim to achieve this through our whole-school culture and ethos that values good attendance, which includes:

- 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
- Building strong relationships with families to make sure pupils have the support in place to attend school
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the DfE's statutory guidance on Working together to improve school attendance 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
- Maintained school: Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Equality Act 2010

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools
- Ofsted's 2025 framework toolkit

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, statutory duties and comply with the law on school attendance, 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
- 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
- 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
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing penalty notices, where necessary
- 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
- Sharing information from the school register with the local authority, including:
    - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence of 10 school days within a 10-week period.

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- 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 Catherine Stevens.

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 9)
- 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 the Local Authority attendance officers to tackle persistent absence
- Advising the headteacher (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Kirsty Woodward.

3.5 Class teacher

- Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office by 8:55 am in the morning, 12:45pm in the afternoon for EYFS and KS2 and 1:20pm for KS1
- They will also raise attendance concerns with parents/carers during parent/carer consultations, reviews or when needed, phone calls to parents/carers. They will record the actions they take on their class attendance tracker.

3.6 School admin staff

School admin staff will:

- Take calls and messages from parents/carers about absence on a day-to-day basis and record it on the school system
- Follow the school's protocol (see appendix 1) when pupils are absent from school and no message has been received from parents and carers.

3.7 Parents/Carers

Parents/carers are expected to:

- Make sure their child attends every day and on time
- Call the school to report their child's absence before 9:00am 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 action plans that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting Catherine Stevens who can be contacted via the school admin email address or school office.

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register and place all pupils on this register.

We will take our attendance register at the start of each morning session of each school day and once during each afternoon 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 a place other than school
- Absent
- Absent – unable to attend due to unavoidable causes

See Appendix 2 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 for EYFS and KS1 and 3:20pm for KS2.

Pupils must arrive in school by 8:45am on each school day.

The register for the first session will be taken at 8:50am and will be kept open until 9:05am. The register for the second session will be taken at 12:50 pm for EYFS and KS2 and 1:20pm for KS1 and will be kept open until 1:00pm and 1:30pm respectively.

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 9:00am, or as soon as practically possible, by calling the school office and leaving a message on the absence line (option 1).

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

Where 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.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment and is able to produce evidence of the appointment.

Parents/carers can contact the school to advise of this appointment by: speaking to their child's class teacher or informing the school office staff in person, by phone or by email.

Where possible, the pupil should:

- Be out of school for the minimum amount of time necessary, and attend school before/after their appointment
- Wear school uniform to their appointment, to make it easier to return to school quickly afterwards

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. See 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

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/carer 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 conduct a home visit and if concerns persist, contact the police.
- Identify whether the absence is authorised 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/carer on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary
- Where relevant, report the unexplained absence to the pupil's social worker and/or youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents/carers 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 with the support of the Local Authority attendance team.

4.6 Reporting to parents/carers

The school will regularly inform parents/carers about their child's attendance and absence levels. Parents/carers will routinely be informed verbally at parent/carers consultation meetings in the autumn and spring terms and in writing at the end of year in the pupil's report.

5. Authorised absence

5.1 Approval for term-time absence

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

Any request should be submitted as soon as it is anticipated and, where possible, at least four weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The headteacher may require evidence to support any request for leave of absence.

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 for employment or for admission to another educational institution
- 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.

The school defines 'exceptional circumstances' as a one-off event which is unavoidable. Some exceptional circumstances **may** include:

- Terminal illness or bereavement in the family requiring attendance at a funeral or a visit to a terminally ill relative
- A family wedding or religious event that cannot be rearranged to take place outside of term time
- The family becoming homeless unexpectedly
- A once-in-a-lifetime opportunity, such as a sporting event which sees the pupil representing their country or performing at a high level
- A family crisis, such as a domestic violence situation

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 very unlikely a leave of absence will be granted for the purposes of a family holiday.

If parents/carers **do not** request leave of absence, but the school has been provided with reasonable evidence to suggest the child is (or was) on holiday, parents/carers will be sent a 'reason to believe letter' and will need to provide some medical evidence (for example, prescription, doctor's appointment text etc.) to substantiate the reasons for the pupil's absence. Without any evidence, the school can deem this as *unauthorised* and a fixed penalty notice may be issued.

In cases where a parent/carer has requested 4 days of absence for a pupil, but they are off school for longer than this stating illness on days either side of the request, the school may suspect that that parents/carers have attempted to avoid a potential fine by requesting leave of less than 5 days. In such cases, school may send home a reason to believe letter, as above.

5.2 Other reasons for authorised absence

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

- 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)/carer(s) belong(s). If necessary, the school will seek advice from the parent's/carer's religious body to confirm whether the day is set apart for religious observance. Pupils should attend school on the days surrounding those set apart for religious observance
- Parent(s) travelling for occupational purposes – a pupil is a mobile child if their parent/carer is travelling in the course of their trade or business and the pupil is travelling with them. In these circumstances a pupil will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent/carer is in a trade or business that requires them to travel from place to place
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

5.3 Absences from the school site (which are not classified as absences)

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons 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 or alternative provision at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- 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

6. Strategies for promoting attendance

We want our pupils to succeed and develop their knowledge, skills and understanding. To do this, pupils need to avoid missing lessons and days off school as much as possible. As a school, we promote the importance of high attendance through assemblies, daily reminders of 'every day counts' and celebratory emails to parents/carers of pupils with good or improved attendance at the end of each term.

7. Supporting pupils with poor attendance

Our school will make use of the full range of support and 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.

7.1 Attendance Action Plans

We use attendance action plans as a form of attendance support.

An attendance action plan is a formal written agreement between a parent/carer and the school to address irregular attendance at school. An attendance action plan is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Parents/carers cannot be compelled to agree to an action plan, and the school cannot agree an attendance action plan in a parent's/carer's absence.

Where an attendance action plan would be an appropriate form of support, the school will arrange a meeting with the parent/carer (and pupil if they are old enough to understand) to discuss how we can work in partnership to improve the pupil's attendance.

Where parents/carers fail to comply with an agreed attendance action plan, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents/carers to seek explanations and determine whether the attendance action plan remains useful. Where there is further non-compliance following these discussions, the school may take further action.

7.2 Notice to improve

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

A notice 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.

It 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, or prosecution considered, 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

7.3 Penalty notices

The headteacher (or a deputy or assistant headteacher, authorised by the headteacher), local authority or the police can fine parents/carers 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, we will check with the local authority before doing so, and send the local authority 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

Each parent/carer 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.

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). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

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

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

Where a pupil's attendance is affected by complex barriers, including special educational needs and disabilities (SEND), mental health needs, medical conditions, family circumstances or other significant challenges, the school will work in partnership with the pupil, parents/carers, and relevant external agencies to understand and address these barriers. When appropriate, we will notify and work closely with the local authority to ensure that appropriate support is in place. Our approach focuses on identifying underlying causes of absence, building positive relationships with families, and implementing tailored support plans that promote engagement and regular attendance. Strategies may include pastoral support, reasonable adjustments, flexible transition arrangements, emotional wellbeing interventions, access to specialist services, and adaptations to the school day where appropriate. We recognise that improving attendance for pupils with complex barriers requires a compassionate, individualised and collaborative approach, with the pupil's welfare and educational progress at the centre of all decision-making.

8.2 Pupils absent due to mental or physical ill health

Parents/carers should consult the NHS guidance, *Is my child too ill for school?*, when deciding whether to keep their child at home due to illness. We will share this guidance with families and provide support in understanding it in order to promote school attendance wherever appropriate.

The school recognises that both physical and mental health can have a significant impact on attendance and wellbeing. Where a pupil experiences ongoing health-related absence, we will work closely with parents/carers, healthcare professionals (where appropriate), and external agencies to understand the pupil's needs and identify suitable support. This may include pastoral support, reasonable adjustments, phased returns to school, attendance support plans, or adaptations to the school day to help pupils maintain engagement with education. We will take a sensitive and supportive approach, balancing the importance of regular attendance with the need to safeguard pupils' health and wellbeing. Medical evidence may be requested where absence becomes prolonged or patterns of absence emerge, to ensure

that the most appropriate support can be put in place. Our aim is to work collaboratively with families to remove barriers to attendance and help every pupil access education successfully.

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

The school is committed to supporting pupils who are returning to education following a lengthy or unavoidable period of absence, including absence due to illness, medical treatment, mental health needs, family circumstances, exclusion, or other exceptional circumstances. We recognise that a return to school can be challenging and, where appropriate, will work in partnership with the pupil, parents/carers, and relevant professionals to plan and support a successful reintegration.

Support will be tailored to the individual needs of the pupil and may include a gradual or phased return, pastoral support, regular check-ins with a trusted adult, adjustments to routines or expectations, academic support to address gaps in learning, and strategies to help rebuild confidence, friendships and engagement with school life. The school will monitor the pupil's attendance, wellbeing and progress closely during the reintegration period and will review support arrangements as needed. Our aim is to ensure that pupils feel welcomed, safe and supported so that they can successfully re-engage with their education and achieve sustained improvements in attendance.

9. Attendance monitoring

9.1 Monitoring attendance

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

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

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

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

9.2 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

9.3 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 we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 9.4 below)
- Provide regular attendance reports to senior leaders and to the governing board
- 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

9.4 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/carers 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 7, above)

10. Monitoring arrangements

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

11. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Supporting pupils with medical conditions

Approved by:	FGB	**Date:** 21/10/2026
Last reviewed on:	October 2026	
Next review due by:	October 2027	

Appendix 1: Absence protocols when no message has been received from parents/carers

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