



**Outwoods Edge
Primary School**

Every Child. Every Day. Every Future.

Attendance Policy

Approved by: FGB

Date Approved: February 2025

Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	3
4. Recording attendance	6
5. Authorised and unauthorised absence	8
6. Strategies for promoting attendance	10
7. Supporting pupils who are absent or returning to school	10
8. Attendance monitoring	12
9. Monitoring arrangements	13
10. Links with other policies	14
Appendix 1: Attendance Codes	14
Appendix 2: Attendance Flowchart	18

1. Aims

This policy aims to show our commitment to meeting our obligations regarding 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
- 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 interpreting and analysing attendance data
- Holding the Headteacher to account for the implementation of this policy

The Governor responsible for overseeing Attendance is Mr Ben Lane

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, or authorising the school admin team 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
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
 - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

The designated senior leaders are 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 leaders responsible for attendance are – Mrs Wendy Insley and Mr Matthew Peet, and can be contacted via telephone number 01509 216177 or mpeet@oedge.net / parents@oedge.net

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

- Advising the headteacher/ deputy headteacher (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Mrs Wendy Insley and can be contacted via 01509 216177 and/or parents@oedge.net.

3.5 Class Teachers

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 as soon as the sessions start.

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 Headteacher/SLT where appropriate, to provide them with more detailed support on attendance

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. live with and look after them)

Parents are expected to:

- Make sure their child attends every, on time
- Call the school to report their child's absence before 9 am 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
- An attendance contract is a formal agreement between parents, students, and the school (or local authority) to ensure regular and punctual attendance. It typically outlines the expectations, responsibilities, and any support available to help improve attendance.

Key elements of an attendance contract may include:

- A commitment from parents and students to attend school regularly and on time.
- Clear attendance targets and monitoring periods.
- School support, such as pastoral care or intervention strategies.
- Consequences of failing to meet the contract terms, which may include further action by the local authority.
- Signatures from parents, students (if appropriate), and school representatives to confirm agreement.

- Seek support, where necessary, for maintaining good attendance.

➤ 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 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 8.45 am and ends at 3.15 pm.

Pupils must arrive at school by 8.50 am on each school day.

The register for the first session will be taken at 8.50 am and will be kept open until 9 am. A child arriving after 8.50 am will be recorded as arriving "Late" (L). If a child arrives after 9 am this will be recorded as an unauthorised absence or arrival after registration is closed (U). The register for the second session will be taken at 1 pm and will be kept open until 1.10 pm.

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 9 am, or as soon as practically possible, by calling the school office on 01509 216177 or emailing parents@oedge.net.

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 5 days or longer or there has been a persistent absence in the past, 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 forms of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied with 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 by calling the school office on 01509 216177 or emailing parents@oedge.net.

However, we encourage parents to make medical and dental appointments outside 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

Late arrival at school has a negative effect on a child's ability to learn and can be disruptive to the rest of the class. We monitor children's punctuality and will contact parents if this becomes a problem and work with them to deliver improvement.

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:

- Email the parent on the morning of the first day of unexplained absence to ascertain the reason.
- If no response to our absence message is received the school will call the listed contacts or that child
- If the school cannot reach any of the listed contacts this will be logged as a safeguarding concern on CPOMS. The Senior Leadership will then decide on a suitable course of action and will take reasonable steps to ensure that pupils are safe. This may include:
 - A home visit
 - A letter to the home address
 - Contact other schools where siblings may be registered
 - Enquiries to friends, neighbours etc through school contacts
 - Enquiries to any other service known to be involved with the pupil or family
- 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 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. Where relevant, report the unexplained absence to the local authority.
- 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 5.2 below), as appropriate

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.

Parents can view their child's attendance in Arbor. A child's attendance will be reported to parents in the written end-of-year report. Where absence is a concern, however, parents will receive notification of the concerns via email or letter.

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
- 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.

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 14 days before the absence, and following any leave of absence request form, available on request from the school office. The headteacher may require evidence to support any request for a 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
- 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

Examples of when an absence would not be authorised include (but are not limited to):

- No explanation if given by the parent/carer
- The school is not satisfied with the explanation
- The pupil is absent for unexceptional reasons such as a family holiday, weddings and celebrations (including birthdays)
- The pupil is seen out (eg shopping or engaging in leisure activities) during school hours

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

Outwoods Edge Primary School, the local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

Before the school requests the local authority to issue a penalty notice, it 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 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, are not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

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

Notices to improve

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

Notices to improve will be issued in line with processes set out in the local authority's 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 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

We believe that positively promoting good attendance at school will encourage children and parents to attend school as much as possible. Whilst we understand that children can, and do, become too ill to attend school, we want to encourage attendance wherever possible; if a child has a cold, for example, it may be that they are still well enough to attend school.

Some of our strategies to promote good attendance include:

- Awards for Pupils with excellent attendance
- Awards for pupils who have the most improved attendance

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

An effective approach to supporting pupils with complex barriers to attendance involves a combination of early identification, family engagement, and targeted interventions to remove in-school challenges. Here is a structured approach:

1. Early Identification and Monitoring

- Use attendance data to track patterns and identify pupils at risk of persistent absence.
- Conduct regular pastoral check-ins to understand underlying causes, such as anxiety, family circumstances, or social issues.
- Work closely with teachers, SENCOs, and support staff to recognize signs of disengagement.

2. Family Engagement and Support

- Build strong relationships with families through open and supportive communication.
- Hold meetings with parents/carers to discuss concerns, offer guidance, and co-develop attendance plans.
- Provide signposting to external services, such as family support workers, mental health resources, or financial aid if needed.
- Offer flexible solutions, such as staggered start times or remote learning options where appropriate.

3. Removing In-School Barriers

- Create a welcoming and inclusive school environment that fosters a sense of belonging.
- Offer pastoral support, including access to mentors, counselling, or nurture groups.
- Implement flexible learning approaches for pupils with medical, emotional, or special educational needs.
- Address any issues of bullying, social difficulties, or academic struggles through targeted interventions.

- Provide breakfast clubs or safe spaces where pupils can settle in before the school day begins.

4. Multi-Agency Collaboration

- Work with educational welfare officers, social workers, and health professionals to develop a holistic support plan.
- Engage with alternative provision or outreach services where the mainstream school may not be suitable full-time.

5. Positive Reinforcement and Re-engagement

- Celebrate attendance improvements through praise, certificates, and small incentives.
- Use peer support or buddy systems to help pupils reintegrate.
- Ensure curriculum and extracurricular activities are engaging and tailored to individual interests.
- By taking a compassionate, proactive, and flexible approach, schools can help reduce barriers to attendance and ensure all pupils feel supported in accessing education.

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

The school's approach for pupils absent from school due to mental or physical ill health or their SEND is set out as follows:

1. Working with Families

- Establish regular communication with parents/carers to understand the nature of the absence and any support required.
- Provide clear guidance on the school's procedures for absence reporting and available support.
- Offer pastoral support and signposting to external agencies if needed (e.g., CAMHS, occupational therapy).
- Arrange meetings with families to discuss reintegration plans and any necessary adjustments.

2. Adjustments the School May Make

- Provide flexible learning arrangements, including remote learning or a reduced timetable, where appropriate.
- Implement reasonable adjustments to the curriculum, classroom environment, or school routines in line with the pupil's needs.
- Offer a safe space or quiet area within the school for pupils who need additional support during the day.
- Adapt assessments or deadlines where needed to reduce stress and support academic progress.

3. Additional Support Provided

- Assign a key staff member (e.g., SENCO, pastoral lead) to coordinate support for the pupil.
- Implement individualised support plans, including targeted interventions, mentoring, or counselling.
- Provide access to in-school mental health and wellbeing support.
- Facilitate peer support and buddy systems to promote social inclusion.

4. Pupils with an Education, Health, and Care (EHC) Plan

- Monitor attendance closely and identify patterns of absence that may indicate barriers to education.
- Work with the pupil, family, and external professionals to review and update the EHC plan if necessary.
- Ensure that necessary adjustments are in place to enable attendance and participation.
- Inform the local authority when attendance falls significantly or when barriers related to the pupil's needs are identified, working in collaboration to address concerns.

This approach ensures that all pupils, regardless of their health or SEND status, receive the necessary support to access education and thrive in their learning environment.

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 relate to the pupil's needs, the school will inform the local authority.

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

Our approach to reintegrating pupils after a lengthy or unavoidable absence is centred on understanding, support, and gradual reintegration:

- Personalized Support Plan – Assess individual needs, liaise with families, and create a tailored return plan.
- Pastoral and Emotional Well-being – Offer a designated staff mentor, peer buddy system, and access to well-being resources.
- Academic Reintegration – Provide catch-up support, flexible timetables, and scaffolded learning to bridge gaps.
- Consistent Communication – Maintain regular contact with parents/carers and ensure open dialogue with the pupil.
- Monitoring and Adaptation – Review progress, adjust support as needed, and celebrate achievements to boost confidence.

This ensures a smooth, inclusive, and supportive return for every child.

8. Attendance monitoring

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual 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 data can be accessed regularly and securely.

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

The school will benchmark its attendance data at the 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.

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 a 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 class teachers 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 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 absences 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 being 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 available help
 - 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 the absence
- Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated and as a minimum every 2 years. At every review, the policy will be approved by the full governing board.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

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

Code	Definition	Scenario
/	Present (am)	The pupil is present at morning registration
\	Present (pm)	The pupil is present at the afternoon registration
L	Late arrival	The pupil arrives late before the register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupils are attending a place other than the school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	The pupil is on an educational visit/trip organised or approved by the school.
P	Participating in a sporting activity	The pupil is participating in a supervised sporting activity approved by the school.
W	Attending work experience	The pupil is on an approved work experience placement
B	Attending any other approved educational activity	The pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	The 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	The pupil is undertaking employment (paid or unpaid) during school hours, approved by the school.
M	Medical/dental appointment	The pupil is at a medical or dental appointment
J1	Interview	The pupil has an interview with a prospective employer/educational establishment.

S	Study leave	The pupil has been granted a 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	The pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	The pupil has been granted a leave of absence due to exceptional circumstances.
Absent – other authorised reasons		
T	Parents travelling for occupational purposes.	The 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)	The pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	The 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	The pupil is unable to attend school because the Local authorities have failed to make access arrangements to enable attendance at school.
Y1	Transport not available	The pupil is unable to attend because the school is not within walking distance of their home and the transport normally provided is not available.
Y2	Widespread disruption to travel	The pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency.
Y3	Part of the school premises is closed.	Pupils are unable to attend because they cannot practicably be accommodated in the part of the premises that remains open.

Y4	The whole school site unexpectedly closed.	Every pupil is absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	The pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	The 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.	The pupil is absent for a holiday, not approved by the school.
N	Reason for absence not yet established	The 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	The pupil arrived late after the register had closed but before the end of the session.
Administrative codes		
Z	Prospective pupils not on the admission register	The 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 2: Attendance Procedure Flowchart

ABSENCE PROCEDURE FLOWCHART

