

MILVERTON PRIMARY SCHOOL

ATTENDANCE POLICY



Agreed by: Performance and Standards Committee
Date Agreed: Autumn 2023
Date to be reviewed: Autumn 2026

Aims of Policy

The Governors and staff at Milverton Primary School are united in their belief that regular school attendance is key to enabling children to maximise the educational opportunities available to them. Milverton Primary School aims to:

- Help children to become resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.
- Work with families to identify the barriers to achieving and maintaining excellent attendance and offer services to try to resolve any difficulties.
- Monitor attendance and use attendance data to identify any patterns of concern.
- Raise concerns with parents if absence reasons are not known by the school.
- Follow the schools escalated approach to improving attendance when we have concerns, or lack of engagement from families to improve attendance.
- Follow an escalated approach is child-centred and prioritises support and developing strong working relationships with families to promote good attendance.
- Use the early help process to provide support prior to escalation and consider how we can work with families to enable your child to access their right to education.
- Promote and support punctuality in attending.

Our aim is to always to work in partnership with parents and any referral for consideration of a penalty notice is deemed to be a last resort. Attendance figures for each child will be reported to parents as part of the annual report, we will also share a child's attendance profile if we have concerns regarding a child's attendance.

Throughout the school year school will report on the overall attendance figures for children, this will be closely monitored for support and reported to the Governing Body.

A whole school approach to supporting attendance

Securing good attendance cannot be achieved in isolation, and effective practices for improvement will involve working closely with all leaders within the school.

To support good attendance and safeguarding we:

- Ensure the school is welcoming and every child feels a sense of belonging and connectedness.
- Ensure the school site is open at the stated times.
- Ensure the regular, efficient, and accurate recording of attendance is completed by every class teacher each day. This further supports our approach to safeguarding within the school.
- Take safeguarding seriously and school will always contact parents on the first day that a child is absent from school, this includes before and after-school clubs.
- If a child arrives late after the close of registration, we will record their arrival at reception and help the child to their class in a welcoming and positive way.
- Consider any requests for leave of absence in term time individually.
- Notify the Local Authority within 5 days if a new child is joining the school roll.
- Inform the Local Authority of children whose parents have notified the school in writing and have opted for Elective Home Education.
- Work closely with the Warwickshire School Attendance Team.
- Notify the Local Authority of Children Missing in Education – aligned to the DfE 2022 Attendance paper.

The Strategic Approach

Milverton Primary School adopts the '5 Foundations of Effective Attendance Practice Framework'. This is modelled on the work of Professor Katherine Weare.

The approach emphasizes a school culture and climate that builds a sense of connectedness and belonging to ensure all children can thrive. The approach ensures we prioritise building working relationships with children and parents, prior to escalation. The staged approach ensures early identification of triggers that can lead to poor attendance.

Aims of the 5 Foundations strategy

- Increase school attendance and reduce 'Persistent Absence'.
- Ensure attendance is well managed within the school.
- Use of attendance data to target interventions appropriately, including key demographic groups highlighted in the 2022 DfE attendance paper.

Objectives

- Create an ethos within the school in which good attendance is the expectation.
- Attendance and punctuality is a priority.
- Set focused targets to improve individual attendance and whole school attendance levels.
- Embed the '5 Foundations of Effective Attendance Practice Framework'
- Define agreed roles and responsibilities
- Promote consistency in carrying out attendance and punctuality tasks.
- Record and monitor attendance and absenteeism.
- Utilise a systematic approach to gathering and analysing attendance data.
- Provide support, advice and guidance to; parents, children
- Develop mutual cooperation between home and the school in encouraging good attendance and in addressing identified attendance issues.



5 Foundations Of Effective Attendance Practice

5 Foundations of Effective Attendance Practice

The main aim of the framework is to ensure the school promotes a culture of good attendance. Ultimately, the framework will ensure there is a culture of everyone feeling safe and the school being a place where children want to be.

Positive health, mental health and emotional well-being are key factors in improving social development, school attendance and educational achievement.

The 5 Foundations of Effective Attendance Practice model promotes, and supports, a whole school approach to mental health and emotional well-being; ensuring Social Emotional Mental Health (SEMH) support remains a key driver in improving attendance for all children.

Each Foundation is supported by 5 Key Performance Indicators, these are used to ensure the school can embed the Foundations framework and understand the strategic direction regarding attendance improvement.

Each year the school will use the 5 Foundations self-assessment tool to understand what works well and identify what we need to do even better. School then follow the 5 Foundations school improvement process to implement the attendance plan and ultimately improve the lives of children and families we work with.



Foundation 1
Whole School Thinking
Culture & Climate

The school has a fully embedded ethos in which excellent school attendance is expected, developed and nurtured. The escalated approach to supporting attendance is built on foundations of belonging and connectedness.



Foundation 2
Supportive Policies,
Systems and Processes

The approach to improving attendance is built on clear policies, systems and processes. The attendance policy is understood by all stakeholders and allows the school to set and maintain high expectations to improve the culture of attendance.



Foundation 3
Professional Learning
Staff Development

The school prioritises developing a team of attendance experts, with a shared vision and core purpose. The Attendance Leader delivers bespoke training to support all staff to fully understand their role in improving attendance. External partnerships support attendance improvements through a multi-disciplinary approach for identified children and families.



Foundation 4
Implement Targeted
Programmes And Intervention

Data information and analysis direct resources proactively towards key demographic groups and identified individuals. The expert use of data analysis informs decision making at all levels. The attendance process ensures the Attendance Leader understands the reason for attendance concerns, these barriers can then be successfully supported and removed.



Foundation 5
Connect Appropriately With
Approaches To
Behaviour Management

Connecting and belonging drives the school approach to supporting attendance. All staff are supported to understand 'deeper roots' regarding poor attendance concerns.

DFE: Working Together To Improve Attendance 2022.

From September 2022 the DFE: Working Together to Improve Attendance paper will replace all previous guidance on school attendance except for statutory guidance for parental responsibility measures.

The table below identifies how the 5 Foundations of Effective Attendance Practice will underpin the DFE 2022 paper.

DFE Summary of Expectations	 Foundation 1 Whole School Thinking Culture & Climate	 Foundation 2 Supportive Policies, Systems and Processes	 Foundation 3 Professional Learning Staff Development	 Foundation 4 Implement Targeted Programmes And Intervention	 Foundation 5 Connect Appropriately With Approaches To Behaviour Management
Develop a whole-school culture that promotes the benefits of high attendance.	✓	✓	✓	✓	✓
Have a school attendance policy		✓			
Have day-to-day processes to follow up absence	✓	✓	✓		
Monitor and analyse data to identify those that need support		✓	✓	✓	
Engage with families, understand barriers to attendance and work together to remove them	✓			✓	✓
Provide additional support for pupils with medical conditions or SEND			✓	✓	✓
Share information and work collaboratively with others	✓	✓	✓	✓	
A new focus on persistent and severe absence		✓	✓	✓	✓
Find out what the DFE expects from other stakeholders		✓	✓	✓	

Milverton Primary School working in partnership with parents

Milverton Primary School recognises that poor attendance is often an indication of difficulties in a child's life and their lived experience. This may be related to problems at home or in school. Parents should inform the school of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school.

This will help the school to identify any additional early help that may be required. Safeguarding is a priority, concerns for any child at any time will be reported to the DSL (Designated Safeguarding Lead).

Some children may require additional support to attain good attendance e.g. children who have a medical need or EHCP plan will be monitored closely. At Milverton, we will identify and follow up a child's non-attendance and gather information about the child. This will result in taking early action to prevent non-attendance developing and monitoring the impact of targeted support.

The Attendance Officer will initially:

- Check records, including previous settings.
- Discuss with staff how the child is coping with their school day.
- Speak to the SENCo to understand the needs of children in specific cases.
- Take into account the voice of the child and understand any difficulties.

Thresholds

- Children whose attendance falls below 90% are classed as Persistently Absent from school
- Children whose attendance falls below 50% are classed as a Severely Absent from school

Ultimately this will indicate that all intervention, and support, offered by Milverton Primary School has not made the expected impact to improve overall attendance.

Where attendance remains a concern and all other interventions and support have not made a significant impact, we will escalate with external partners.

We will measure thresholds in number of days absence rather than % of attendance. The effect of single session absence will alter during the year when reviewing attendance as a percentage. Single session measures are an easier way of understanding expectations for parents and ultimately achieving our attendance goals for the children and families.

First Day Contact

We expect our parents to make contact at the earliest opportunity on the first day of any absence. We will always contact parents via text message or by calling you. Where we have on-going concerns regarding a child's attendance, we may visit your home address or write to you. We may even invite you to meet with a member of staff to discuss any on-going concerns regarding attendance. It is important that you talk to us first; you are legally responsible under Education Act 1996 for ensuring that your child is in school every day and on time. If we cannot make contact with you, we will continue to make announced and unannounced home visits, regarding any concerns we may have surrounding attendance at Milverton Primary School.

Attendance Support Map.

Everyone	Expect A Culture where all children can and want to be in school	School is a place where every child belongs. School is a welcoming environment School enables children to achieve academically through regular school attendance
4 days absence	Monitor Use attendance data to identify patterns of poor attendance	Concerning levels of child absence Approaching falling below the schools attendance standards Internal monitoring Stage 1 letters sent to parents Early intervention considered Possible early help support offered
7 days absence	Listen and understand Understand barriers to attendance Work together to remove them	Serious concerns regarding attendance High risk of falling below school attendance standards Stage 2 letter sent to parents Meeting with attendance lead Explore barriers and implement a programme to remove barriers Early help reviewed or offered
10 days absence	Facilitate support Access support to overcome barriers outside of school	The child is at high risk of persistent absence Is now falling below school attendance standards Stage 3 letter sent to parents Attendance leader meeting with parents Review of Early help and intervention programmes Consider support of external services
13 days absence	Formalise Support This may include formalising support through parenting contract or education supervision order	Child is at serious risk of persistent absence Formal warning notice sent to parents Continued internal and external programme of support Parenting contract or supervision order considered at this stage Multi-disciplinary approach considered and offered
16 days absence	Formalise Support This may include formalising support through parenting contract or education supervision order	The school will work closely with the LA All avenues have been exhausted Question if support is not working or not being engaged with The school will now enforce attendance through statutory intervention or prosecution to protect the pupils right to an education All support and offer of support to be reviewed Continued support of the child and the family
19 days absence or more	Enforce Statutory intervention or prosecution to protect the pupils right to an education – where there is no other option.	The child is now considered Persistently absent child At this stage the child will be PA for the remainder of the school year. Aim to ensure high attendance from this point Safeguarding referrals can be made at this stage Child and family continued to be supported

Parents are responsible for securing full-time education

Parents are responsible for ensuring their children receive a full-time education. Each situation will be dealt with on an individual basis, fairly and equitably always remembering the welfare and safety of the child is the paramount concern.

The term 'parent' includes those who are not a natural parent but have parental responsibility for the child as defined by the Children's Act 1989 or have care of the child as defined by the Education Act 1996.

- Absence can only be authorised by the school; parents do not have this authority. All absences will be treated as unauthorised unless satisfactory evidence for the child's absence has been received. In the first instance contact from the parent will be accepted as evidence. However, if a child's attendance continues to cause concern, parents may be asked to provide medical evidence where absences occur repeatedly due to reported illness. This will usually be in the form of an appointment card, prescriptions etc. Absence may be coded as unauthorised without evidence.
- Parents should wherever possible make all medical and dental appointments outside of the school day. Where this is not possible, children should attend school for part of the day. Appointment cards should always be provided as evidence of medical/dental appointments.
- Unless parents have provided a satisfactory explanation and it has been accepted by the school, absence will not be authorised.

Please view the list of responsibilities and expectations regarding parents.

Examples of unsatisfactory explanations include

- A child's/family member's birthday
- Shopping
- Having their hair cut
- Closure of a sibling's school for INSET or other purposes
- "Couldn't get up"
- Illness where the child is considered well enough to attend school without medical authority and in the absence of a communicable disease
- Leave during term time taken without authorisation of the school
- Head lice – let the school know and letters will then be sent to all parents in a confidential manner

Punctuality

Doors open for children at 08:55am, the class register will close at 09:05 am.

Children arriving after the close of registration will be recorded as late.

Late marks will not be authorised and will count as an absence for the school AM session.

Punctuality is recorded and this will be added to your child's Arbor record of attendance, a letter will be sent to parents every half term regarding attendance concerns of a child.

If a child arrives at school from 09:15am they will be U coded.

The absence will only be authorised if a satisfactory explanation for the late arrival can be provided, for example, attendance at a medical appointment.

The absence will be recorded as unauthorised if a child has arrived late without justifiable cause, for example they woke up late or were waiting for their clothes to dry.

Transition following long term absence or illness

Absence can significantly interrupt the continuity of children's learning.

During any long-term absence, Milverton Primary School will:

- Maintain contact with the child.
- Carefully plan the transition back to school, ensuring your child feels welcome and gains a sense of belonging.
- Ensure the child once again feels safe in school and if they experience any concerns, they will have an appointed member of staff to work with.
- The Class Teacher and Teaching Assistant will support a child when returning to class and help them with any work they may have missed.

Leave during Term Time

From 1st September 2013, the Government amended the England (Pupil Registration) (England) Regulations 2006. Head teachers may only grant leave in 'exceptional circumstances' only.

Parents wishing to apply for leave during term time must send a written request for the attention of the Headteacher before making any arrangements. Retrospective requests will not be considered and therefore will result in the absence being categorised as unauthorised. Each leave during term time request will be considered on an individual basis.

If a child fails to return and contact with the parent has not been made or received, school may take the child off the school's roll in compliance with the Education (Pupil registration, England) Regulations 2006. This means that the child may lose their school place.

If the permission to take leave is not granted and the child is still absent from school, the absence will be **unauthorised**. In such cases the school may consider legal action.

Only in **exceptional circumstances** will absence be agreed. In such cases, consideration will be given to the cultural needs and the family circumstances. In all cases though, parents will be required to justify why the leave needs to be taken during term time.

Using attendance data

Children's attendance will be monitored and shared with other agencies. Weekly attendance meetings will be held between the Attendance Leader and the Attendance Team. Meetings will focus on agreed actions for those children of concern. The purpose of each meeting will be to understand the progress the school is making when supporting identified individuals or groups of children.

Attendance data will be used to identify emerging patterns and trends to inform whole school strategies to improve attendance and attainment.

It is the responsibility of school Governors to challenge and support the school regarding overall attendance, regular reports will be presented to this body. The governors will therefore examine closely the information provided for them and seek to ensure that our attendance figures are as high as can be.

Persistent Absence

At Milverton we aim to communicate the importance of attendance with parents and children. We have a particular focus on reducing Persistent Absenteeism at the school. The Persistent Absence threshold for children is currently 10% and Ofsted will use this threshold in its inspection of schools.

The threshold means that any child will be classed as Persistently Absent when they have missed 38 or more sessions. This equates to 19, or more, missed days during the academic year - which is as little as 6 days over each of the three Terms.

We will use a 19-day tracking system to make you aware of the number of days your child has missed in education. This will allow us to work together to reduce the number of days and attempt to prevent your child from reaching this number.

Once a child has reached 38 sessions, or 19 days absence, they will be classified as Persistently Absent from school and we will report this to the Local Authority and follow external legal proceedings.

Severely Absent Pupils

Children who fall below 50% will be considered severely absent pupils in line with current government guidance. The school will work with families to identify barriers to their attendance and provide an action plan with the family and attendance compliance team to improve their school attendance. Children who fall into this category should be considered a top priority. The school will consider any safeguarding issues involved. The school will, if appropriate, review alternative forms of education for this child.

Statutory Duty

Section 7 of the Education Act 1996 states that the parent of every child of compulsory school age receive efficient full-time education suitable to their age, aptitude and ability and any special educational needs they may have, either by regular attendance at school or otherwise.

A child is of compulsory school age at the beginning of the term following their 5th birthday. Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents secure education for children of compulsory school age and where necessary, use legal enforcement. Milverton Primary School recognises Local authority guidance on attendance and will implement prosecution where it is fair and equitable to do so.

In accordance with the regulations regarding pupils' attendance at school, Milverton Primary School keeps an attendance register on which at the beginning of each morning and afternoon session children are marked present or absent. The marks are electronically processed and stored on the school's central administrative system, Arbor.

Legal Sanctions

There are several sanctions that school can take to address the issue of non-attendance. To try and identify the reason for absence we will always talk to you first to identify the reason for absence. Milverton will always ensure the escalated process map is followed, focusing on the support a child

needs at each stage (please access on the school website). However, for lack of engagement in attendance support there are sanctions that will be followed:

Penalty Notices (Anti-Social Behaviour Act 2003)

Penalty Notices will be considered when:

- A child is absent from school for the purpose of a Leave of Absence in term time and the absence has not been authorised by the school.
- A child has accumulated at least ten sessions of unauthorised absence and further absence has occurred following written warning to improve.
- Penalty Notices will be used in accordance with Local authority guidance.

Prosecution

Where intervention through the school's process fails to bring about an improvement in attendance, the local authority will be notified and legal proceedings in the Magistrates Court may be taken. The school will provide the Local Authority with evidence required for a prosecution under section 444/4441 (a) of the Education Act 1996 and will appear as a prosecution witness if required by the court. This is to ensure that parents realise their own responsibilities in ensuring their child's attendance at school.

Section 4441 (a) of the Education Act 1996 states that if a parent fails to ensure the regular school attendance of their child if he/she is a registered pupil at a school and is of compulsory school age, then they are guilty of an offence.

Schools, trusts and local authorities are expected to work together and make use of the full range of legal interventions rather than relying solely on fixed penalty notices or prosecution. It is for individual schools and local authorities to decide whether to use them in an individual case after considering the individual circumstances of a family.

These are:

- School attendance orders (requiring parents to register their child at a named school)
- Parenting contracts (a formal, signed agreement with parents setting out specific requirements)
- Parenting orders (imposed for serious misconduct following prosecution for irregular attendance)
- Penalty notices (fines imposed on parents for failing to make sure their child attends school)
- Prosecution by the local authority

Please refer to section 6 of the DFE Working together to improve school attendance 2022 for more information.

Children at risk of Missing in Education (CME)

Children Missing Education (CME) are a vulnerable group of children. All agencies who work with children have a duty to support the Local Authority in ensuring all children are safe and looked after appropriately.

CME includes those children who are **missing** (family whereabouts unknown), and are children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address **and either**

- has not taken up an allocated school place as expected, or
- has 5 or more days of continuous absence from school without explanation, or
- left school suddenly and the destination is unknown

It is our responsibility as a school to work with the LA Education and Inclusion team, by making referrals.

Local Authority Guidance

Milverton should follow the DfE legal requirements in respect of recording and reporting those children who leave their school with an unknown future destination. Where a pupil has 10 consecutive school days of unexplained absence, without permission and their whereabouts is unknown, schools and colleges should take all reasonable steps* to establish their whereabouts. If unsuccessful, the school will make an immediate referral to Warwickshire County Council's Children Missing Education Team on 01926 736323 or via email cme@warwickshire.gov.uk.

Celebrating Success

Milverton Primary School will always challenge falling attendance and commend improvements. We are committed to the future of all children that attend Milverton Primary School, and by working in partnership with the school community we believe that together we can achieve more! We can only achieve this by working in partnership with parents, if parents have any concerns or anything that prevents their child from attending Milverton Primary School or if you would like to become involved in our school please contact the Headteacher.

Roles and Responsibilities

Milverton expectations – Parents:

- i Parents are legally responsible for ensuring their children attend regularly and may risk prosecution if they fail in this responsibility.
- ii Parents should ensure that children arrive at school on time, with the correct equipment.
- iii Parents should support the school by avoiding, non-emergency medical/dental appointments for their child during school time.
- iv Parents should be aware that they do not have the automatic right to take their child out of school during term time.
- v It is the parents' responsibility to inform the school of the reason for a child's absence on the first day of absence and in line with the school's procedures for informing of absence.
- vi All unexplained attendances will be monitored and parents will be kept informed about any attendance concerns relating to their own child.
- vii Parents are expected to attend meetings when requested and support the school in responding to ongoing attendance concerns.

Milverton expectations – Children:

- i. All children should aim to have an excellent attendance and punctuality.
- ii. All children are expected to be on site on time and ready to learn.
- iii. Children are expected to be punctual to all lessons and registration.
- iv. Children who arrive at school late must follow the correct procedures for recording their lateness and entering their lesson.
- v. Children who need to leave school for a medical appointment must follow the correct procedures for recording that they have permission to leave and have left the building.
- vi. Children must not leave the site without permission, 'truant'; this will be seen by the school as a Safeguarding concern as well as a Health and Safety concern.

Milverton expectations - Form Tutors/Class Teacher

The Class Teachers are the key staff members in promoting regular punctual attendance. The Class Teacher will:

- i. provide a good example by always being punctual to registration and meeting children at the door – providing a welcoming environment
- ii. keep an accurate and up-to-date register of attendance
- iii. follow the Attendance Policy procedures when dealing with absences and punctuality
- iv. maintain swift action and effective communication with phase leaders, School Attendance Leaders on all attendance matters concerning the class group
- v. ensure that children and young people are aware of the importance of the school attendance target
- vi. build a welcoming atmosphere in the classroom and provide support as necessary when children return after an absence

Milverton expectations - Attendance team.

The attendance team take responsibility for monitoring the attendance of children and regularly promote the importance of attendance and punctuality. They will:

- i. ensure that their team is aware of their responsibilities with respect to promoting attendance and punctuality and adherence to the attendance policy and procedures
- ii. monitor and track the attendance of vulnerable groups
- iii. monitor the attendance of individual class groups, following up with irregular patterns of absenteeism that are not being effectively addressed
- iv. have attendance as a regular item during meetings
- v. ensure contact is made with parents of poor attendees – always placing support before sanction.

Milverton expectations - Attendance Officer

The Attendance Officer is responsible for regularly checking attendance data and ensuring data is accurate and up to date. The Attendance Officer will:

- i. ensure that data is input daily into the attendance management system
- ii. ensure that parents of absent children are contacted where notification of absence has not been received
- iii. respond to any parent seeking support on attendance concern
- iv. provide regular attendance and punctuality data for relevant staff and external agencies in line with the agreed procedures and timescales
- v. be responsible for disseminating important attendance information including informing the Attendance Leader of which children are of concern
- vi. be responsible for keeping a record of the interventions in place to encourage attendance and for generating all documentation including letters to parents
- vii. be responsible for liaising closely with the Local Authority's Attendance Team to ensure appropriate levels of intervention take place; referrals are made, and attendance meetings are set up
- viii. be responsible for managing and maintaining attendance records and systems

Milverton expectations – Attendance Leader

The Senior Leader responsible for Attendance will promote good attendance and punctuality. They will:

- i. implement the 5 Foundations of Effective Attendance Practice framework
- ii. ensure the Foundations action plan is monitored and actioned throughout the school year
- iii. provide training and support to staff
- iv. participate in pre-legal meetings
- v. use attendance data to make links with attendance and academic performance
- vi. ensure that reference to attendance is included in all school documentation

Relevant legislation

The Education Act 1996

The Children Act 1989

The Crime and Disorder Act 1998

The Anti-social Behaviour Act 2003

The Education and Inspections Act 2006

The Sentencing Act 2020 The Education (Pupil Registration) (England) Regulations 2006

The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007

The Education (Penalty Notices) (England) Regulations 2007

Relevant government guidance

Parental responsibility measures for attendance and behaviour

Children missing education

Keeping children safe in education 2023

Working together to safeguard children

Elective home education

Alternative provision: statutory guidance for local authorities

Exclusion from maintained schools, academies and pupil referral units in England

Supporting pupils at school with medical conditions

Ensuring a good education for children who cannot attend school because of health needs

Promoting and supporting mental health and wellbeing in schools and colleges

Approaches to preventing and tackling bullying

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
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day