Attendance Policy
2026/27

Mayesbrook Park School
Alternative Provision for young people in Barking and Dagenham

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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
- Developing and maintaining a whole school culture that promotes the benefits of high 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 understand and remove barriers to attendance
- Ensuring our school is a calm, orderly, safe and supportive environment

We will also promote and support punctuality in attending lessons.

Legislation and guidance

This policy is based on the DfE's statutory guidance on Working together to improve school attendance, Children missing education: statutory guidance for local authorities and schools, 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 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 (KCSIE) 2026
- Mental health issues affecting a pupil's attendance: guidance for schools
- Ofsted's 2026 State-funded Schools Inspection Toolkit

NB: This attendance policy applies to the following borough provisions; Mayesbrook Park Campus, Erkenwald Campus, Seabrook Campus and The Access to Attendance Service. Due regard should also be paid to it by the borough's commissioned provisions under Mayesbrook Park School.

If pupils do not attend, they cannot learn. 90% attendance is equivalent to half a day's absence a week. Over 5 years this amounts to the loss of half a school year. To achieve their full potential a pupil's average attendance must be above 95%.

Introduction

At Mayesbrook Park School (MPS) we aim for a positive learning environment across the school and all of our provisions which enables and encourages all pupils

to achieve. For pupils to gain the greatest benefit from their education it is vital that they attend regularly and punctually. Every pupil on roll in our school and provisions should be on time, every day unless the reason for the absence is unavoidable. It is very important therefore that parents/carers make sure that their child(ren) attends regularly, and this policy sets out how this will be achieved.

It is our policy to celebrate achievement. Attendance is a critical factor to a productive and successful school career and establishes a good pattern for later life. Therefore, we actively promote and encourage 100 percent attendance for all our pupils. We recognise that parents/carers have a vital role to play and that there is a need to establish strong home school links and communication systems that can be utilised whenever there is concern about attendance.

Roles and responsibilities

The governing board

The governing board is responsible for:

- Ensuring this policy meets the expectations outlined in the DfE's statutory guidance, and is published and publicised regularly so that it is easily accessible to pupils, parents/carers and staff
- Actively supporting and prioritising attendance improvement, and working together with school leaders to establish a whole school attendance culture
- 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 (LA)
- 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
- Recognising that improving a pupil's attendance is part of improving the pupil's overall welfare. This can be achieved by prioritising attendance in strategies around attainment, behaviour, bullying, special educational needs (SEN) support, supporting pupils with medical needs or disabilities, safeguarding, wellbeing and support for disadvantaged pupils
- 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, including ensuring the school engages and works effectively with the LA school attendance support team and wider local partners and services
- Making sure high aspirations are maintained for all pupils, but that processes and support are adapted to the individual needs of particular pupils including:
- Those with long-term illnesses, or special educational needs and/or disabilities (SEND)
- Pupils with a social worker
- Pupils who are young carers
- Pupils from cohorts with historically lower attendance (e.g. those eligible for free school meals)
- Regularly reviewing, discussing and challenging attendance data and trends, and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Repeatedly evaluating the effectiveness of the school's processes and improvement efforts to ensure they are meeting the needs of pupils as experiences and barriers to attendance evolve

- Regularly reviewing attendance data at governing body meetings including a thorough examination of recent and historic trends at a school level, as well as benchmarking to comparator schools within the local authority area, region and nationwide
- Paying particular attention to attendance of pupil cohorts within the school that have historically had poor attendance or that face entrenched barriers to attendance based on the school's specific context
- Working with school leaders to set goals or areas of focus for attendance, and providing support and challenge around delivering against those focus areas
- 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, which is evaluated and reviewed regularly
- Making sure training on attendance is included in the school's continued professional development offer for all staff so that, as a minimum, all staff understand:
- The importance of good attendance and that absence is almost always a symptom of wider circumstances
- The law and requirements of the school, including on the keeping of registers
- The school's strategies and procedures for tracking, following up and improving attendance
- The processes for working with other partners to provide more intensive support to pupils who need it
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including administrative, pastoral or family support staff and senior leaders. This will also include:
- The skills needed to interpret and analyse attendance data
- Any additional training that would be beneficial to support pupils and pupil cohorts overcome commonly seen barriers to attendance
- Making sure, as part of staff induction, that staff are aware of the school's safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- Make sure that appropriate safeguarding arrangements are in place to respond to children absent from education, repeated absence and prolonged absence
- Holding the headteacher to account for the implementation of this policy

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 penalty notices, where necessary, and/or authorising the assistant headteacher 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

The designated senior leader responsible for attendance
The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a 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, including to explain the consequences of persistent and severe absence, and the potential need for legal intervention in the future where engagement in support is proving challenging
- 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 for attendance will participate in regular 'targeting support meetings' with the local authority school attendance support team to review data, discuss and agree multi-agency action plans for persistently and severely absent pupils.

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 education welfare officers to tackle persistent absence
- Advising the headteacher (authorised by the headteacher) when to issue fixed-penalty notices

Teachers
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.

School admin staff
School admin 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 where appropriate, in order to provide them with more detailed support on attendance

Parents
Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Contact the school to report their child's absence and explain the reason for the absence before 9am 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
- Work together with the school to achieve high attendance, including attending meetings with the school to discuss attendance and engagement at school

Pupils
Pupils are expected to:

- Attend every timetabled session, on time

The importance of regular school attendance

At MPS we do everything possible to facilitate regular school attendance. There are four main reasons for this:

- All young people aged between 5 and 16 have the right to full time education. School and local education authorities have a duty to ensure that they take up this right
- A key factor in raising levels of achievement in our school is establishing a regular pattern of attendance and punctuality. Any absence will affect this pattern of attendance and will thereby seriously affect their learning. Any pupil's absence disrupts teaching patterns so may affect the learning of others in the same class
- Positive attitudes towards attendance enables students to maximise their opportunities both at school and in later life
- MPS places a high priority on promoting equal access to the curriculum for all students. Irregular attendance may lead to disadvantage and inequality, place students at risk, isolate them from their peers and may result in unsettled behaviour.

A child may be at harm if they do not attend school, and safeguarding all students is everyone's responsibility and encompasses attendance, behaviour management, health and safety, access to the curriculum and anti-bullying.

The law relating to safeguarding

Section 175 of the Education Act 2002 places a duty on local authorities and governing bodies to have regard to guidance issued by the Secretary of State with regard to safeguarding and promoting the welfare of children and students under the age of 18. Attendance monitoring is a core safeguarding activity. The school will operate attendance procedures in line with Keeping Children Safe in Education and local safeguarding partnership procedures. Where safeguarding thresholds are met,

staff will make timely referrals to children's social care.

A child may be at risk of harm if they do not attend school regularly. Safeguarding the interests of each child is everyone's responsibility and encompasses:

- Attendance
- Behaviour Management
- Health and Safety
- Access to the Curriculum
- Anti-Bullying

Failing to attend on a regular basis must be considered as a significant safeguarding matter.

Promoting regular attendance

Helping to create a pattern of regular attendance is everybody's responsibility: pupils, parents/carers, and all members of staff.

To do this the school and provisions will:

- Report to parents/carers at least termly on how their child is performing in school, what their attendance/punctuality rate is and how this relates to their attainment
- Celebrate good attendance by displaying individual achievement
- Reward good or improving attendance through competitions, certificates, rewards and outings/events
- Run promotional events when parents/carers, pupils and staff can work together on raising attendance levels

School procedures for improving student attendance and punctuality

Recording and authorising absence

Any child who is absent from school must have their absence recorded as being authorised, unauthorised or as an approved educational activity. Only the Head Teacher or designated member(s) of staff acting on their behalf can authorise absence. If there is no known reason for absence, then the absence must be recorded in the first instance as unexplained. If no reason has been provided for this absence within two weeks, it will be marked as unauthorised.

Any student who is absent for more than ten consecutive days without an explanation will be reported to the local authority. This is a legal requirement. The school will include details or what action they have taken to address the absence.

Lateness

Morning registration will take place at the start of school at 9:00am. Any student arriving after this time will be marked as late/unexplained absence unless there is an acceptable explanation. In cases, for instance, where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered. Late detentions are issued daily and all students who arrive late without explanation will be issued a detention. Parents will be notified where possible.

Attendance and Punctuality Ladder

All student's absence/punctuality is monitored in accordance with the

school attendance and punctuality ladder. The name and contact details of the designated senior leader for attendance and the attendance officer will be published on the school website.

Stage 1 – First day absence
It is the responsibility of the parent/carer to inform the provision of the reason for a pupil's absence by 9:00am on the day of absence.
All provisions operate a first day calling system and we will endeavour to contact parents/carers on the first day of absence via telephone or text message if we have not previously been contacted.

Stage 2 – Third day absence
If a child has three consecutive days absence and no contact has been made a letter will be sent home requesting immediate contact. A home visit may be conducted by our school home support practitioner and/or the student support team.

Stage 3+ - Continued absence
If a child has five consecutive days of absence and no contact has been made a home visit will be conducted by our school home support practitioner and/or the student support team. Following ten days consecutive absence, the local authority will be informed of the pupil's absence. A secondary home visit will be arranged. In the case of long-term illness, the provision should be notified so that teachers can set work. If it is known that the pupil will be absent for more than 2 weeks, other arrangements will be made.

Concern letters are sent home to parents in the first instance (ref: attendance and punctuality ladder). If no improvement is seen parents will be invited to a school attendance consultative group meeting (SACG). This is a formal meeting at which concerns about attendance and punctuality are raised. An improvement timeline is set – usually two weeks. If there is no improvement, our attendance officer may start liaison with the local authority Education Prosecutions team for possible court action. At present the maximum penalty if found guilty is £2,500 and/or up to three months imprisonment.

For students whose attendance/punctuality fails to improve, after the above interventions and support measures have been tried, the ultimate consequences may be one of the following:

- The school/provision may ask that the council issue a penalty notice on its behalf. A penalty notice carries a fine of £80, per parent, per child. If the fine is not paid within 20 days it rises to £160 if the fine is not paid within 21 days per parent, per child. If not paid at all, court action will be initiated
- The school/provision may ask the council to initiate court action under Section 444 of the Education Act 1996, which could lead to fines of up to £2,500, or even imprisonment
- In some cases, action may be taken under the Children Act 1989 to protect the welfare and development of the child.

The law relating to attendance

Section 7 of the Education Act 1996 states that "the parent of every child of compulsory school age shall cause him/her to receive efficient full-time education suitable:

- to age, ability, and aptitude
- to any special educational needs, he/she may have either by regular

attendance at school or otherwise.

Methods of reporting absences:

In any case of absence, parents/carers should contact the school/provision by one of the following methods:

- By phone
- Personal contact at the provision

Mayesbrook Park School also operates a texting service (InTouch). In the event that we are unable to contact you via telephone a text message will be sent. You can reply to this text message to inform us of reasons for absence.

If the parent/carer is unable to contact the provision, a parent/carer note explaining the absence must be brought into the provision on the pupil's first day back.

Authorisation of Pupil Absence

The school/provision will decide whether to authorise a pupil's absence. The following types of absence are usually authorised:

- Genuine illness. Where a pupil is ill for more than 3 consecutive days or where we have concerns about a pupil's intermittent absence for illness parents/carers will be asked to provide medical evidence in the form of a doctor's note
- Medical appointments. Parents/carers will be asked to provide proof of these in the form of an appointment card or hospital letter. Where at all possible such appointments should be arranged outside school hours
- Days of religious observance
- Exceptional circumstances, such as bereavement or marriage of immediate family member
- Seeing a parent/carer who is on leave from the armed forces

All absences must be supported by a parent/carer note or phone call and where appropriate medical evidence.

Unauthorised Absences

The Head of the school will not usually authorise the following absences:

Holidays in term time

Taking holidays in term time affects pupils' schooling as much as any other absence and for this reason the school/provisions do not authorise holidays in term time. There is **no** automatic entitlement in law to time off in school to go on holiday. Only in exceptional circumstances will leave of absence be granted. In this case the Head of the school will consider carefully any applications made and will notify the parents/carers of the decision. In line with borough recommendations, if a holiday is taken in term time without authorisation, a fixed penalty notice may be issued.

Time out of the provision for

Shopping, supporting a parent or sibling at home, a day trip or birthday celebration.

Truancy

It is the legal responsibility of parents/carers to ensure their child attends all lessons as required. Parents/carers will be informed by the school/provision if their child has

been identified as truanting from the school/provision. Persistent cases will be explored by the MPS Attendance Officer who may consider legal action.

Whilst any child may be absent because they are ill, sometimes they can be reluctant to attend the provision. Any problems with regular attendance are best sorted out between the school/provision, the parents, and the child. If a child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and usually makes things worse.

Persistent Absenteeism (PA)
A pupil becomes a 'persistent absentee' when they miss 10% or more of the sessions of which they were expected to attend within the school year ***for whatever reason*** and regardless of whether the absence is authorised or unauthorised. Absence at this level is doing considerable damage to any child's educational prospects and parents'/carers' full support and cooperation is needed to tackle this. Some pupils in Alternative Provision might already be PA based on their poor attendance in mainstream education.

All absences must be thoroughly monitored and investigated. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and parents/carers will be informed of this immediately.

PA pupils must be tracked and monitored carefully. All PA pupils and their parents/carers are subject to an Action Plan and the plan may include allocation of additional support through a mentor or a 14-19 Careers Service Worker, individual incentive programmes and participation in group activities around raising attendance. All PA cases are also automatically made known to the MPS School Attendance Officer.

Persistent Absence that falls below 50%

A pupil who has attendance of less that 50% will have a referral completed to children's services for Educational Neglect. The aim of this is to get additional support into the family home and support parents and the young person.

How we monitor and review student attendance and punctuality
At MPS a member of the senior leadership team has responsibility for attendance. The attendance and punctuality of all students is monitored regularly by our pastoral staff. Written attendance reports are submitted to the MPS senior leadership team every half term.

A letter will be sent to the home address of all students regularly, detailing current attendance percentages and details of punctuality.

Duties of the Senior Member of Staff Responsible for the recording and reporting of Attendance Daily

- Ensure that all registers are taken at the agreed time and that there is sufficient tutor cover available
- Ensure that first day response calls to parents/carers of all absent pupils are made
- Register late pupils
- If paper registers are in use, ensure that attendance marks are accurately

transferred to SIMS daily

Only authorised staff may amend the register. All amendments must record the authoriser, date/time and reason and will be auditable. The school will retain register records and amendment logs in accordance with statutory guidance and LA requirements.

Weekly:

- Provide a weekly and cumulative attendance return for the Head of MPS/Welfare team
- Provide a weekly PA return
- Provide an absence analysis report in order to determine which pupils need follow up
- Meet with parents/carers as required

Monthly:

- Hold parents/carers meeting for PA pupils

Termly:

- Provide attendance data for individual pupil reports
- Provide a detailed analysis of attendance and absence patterns for the school/provision's SLT.

Following up unexplained absence

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary
- 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 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
- Repeated or prolonged unexplained absences will be treated as a potential safeguarding issue and reported to the designated safeguarding lead

The school recognises that children missing education are at significant risk of underachievement, abuse, neglect, child sexual exploitation (CSE), child criminal exploitation (CCE) and other safeguarding concerns. The school will:

- Take all reasonable steps to identify pupils at risk of becoming children missing education
- Investigate unexplained absence
- Undertake appropriate welfare enquiries
- Work with the local authority and other agencies

- Comply with statutory pupil registration requirements
- Ensure that no pupil is removed from the school roll unless the lawful grounds for deletion are met and all required notifications have been made

Supporting pupils who are absent or returning to school

Pupils absent due to complex barriers to attendance

If the school becomes aware of barriers that relate to the pupil's needs, we will inform the local authority.

Where a parent expresses an intention to educate a child at home, the school will meet with the parent and any relevant professionals before a final decision is made to ensure that the best interests of the child have been considered.

Pupils absent due to mental or physical ill health

The school recognises that worries about friendships, schoolwork, or examinations can cause attendance anxiety. However, regular attendance remains mandatory. Staff will communicate to parents that pupils are still expected to attend school regularly. Staff will work with families to mitigate anxious feelings in school as much as possible and remove barriers to attendance.

The school maintains high expectations for all pupils. For those facing complex barriers, including pupils with SEND or long-term health conditions, appropriate additional support will be provided to secure regular attendance.

In cases of both long-term physical or mental ill health, the school will:

- Facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible while supporting the underlying health issue
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making reasonable adjustments where a pupil has a disability
- Consider whether a time-limited phased return to school would be appropriate
- Make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness, or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school day
- Where a pupil has special educational needs and/or disabilities (SEND) the school will:
- Work in partnership with the parents to develop specific support approaches for attendance including, where applicable, ensuring the provision outlined in the pupil's education, health and care (EHC) plan is accessed
- Work in partnership with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day
- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments where a pupil has a disability

- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate

In some cases, the school will not be able to fully support a pupil without the assistance of a range of other agencies. The school will:

- Make use of school nursing services and mental health support teams where they are available
- Consider whether additional support from other external partners (including the local authority, children and young people's mental health services, GPs or other health services) would be appropriate and make referrals
- Where external support is provided, work together with those services to deliver any subsequent support

If a pupil has an education health and care (EHC) plan, the school will:

- Communicate with the local authority if a pupil's attendance falls or they become aware of barriers to attendance that relate to a pupil's needs
- Where possible, agree adjustments to its policies and practices that are consistent with the special educational provision set out in the education health and care (EHC) plan in collaboration with the parents
- Where needed, work with the local authority to review and amend the education health and care (EHC) plan to incorporate the additional or different attendance support identified

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

Pupils absent due to other barriers to attendance

Where a pupil has an education health and care (EHC) plan and their attendance falls, the school will inform the local authority.

The school will make reasonable adjustments for pupil with SEND or chronic medical conditions. The SENCo will be involved in absence-management planning where appropriate.

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