

Attendance policy

Conquest School



| | |
|-----------------------------------|-----------------------------|
| Policy Author: | Simon Reynolds, Headteacher |
| Date: | January 2026 |
| Ratified by Chair of Proprietors: | January 2026 |
| Review Date: | September 2026 |

Contents

| | | |
|-----|--|----|
| 1. | Aims | 2 |
| 2. | Legislation and guidance | 3 |
| 3. | Roles and responsibilities | 3 |
| | 3.1 The proprietor | 3 |
| | 3.2 The headteacher | 4 |
| | 3.3 The designated senior leader responsible for attendance | 5 |
| | 3.4 The attendance officer | 5 |
| | 3.5 Form tutors | 5 |
| | 3.6 School admin staff..... | 5 |
| | 3.7 Parents | 6 |
| | 3.8 Pupils | 6 |
| 4. | Recording attendance | 6 |
| | 4.1 Attendance register | 6 |
| | 4.2 Unplanned absence..... | 7 |
| | 4.3 Planned absence | 7 |
| | 4.4 Lateness and punctuality | 7 |
| | 4.5 Following up unexplained absence..... | 7 |
| | 4.6 Reporting to parents | 8 |
| 5. | Authorised absence..... | 8 |
| | 5.1 Approval for term-time absence..... | 8 |
| | 5.2 Other reasons for authorised absence | 9 |
| | 5.3 Absences from the school site (which are not classified as absences) | 9 |
| 6. | Strategies for promoting attendance..... | 9 |
| 7. | Supporting pupils who are absent or returning to school | 10 |
| | 7.3 Our commitment..... | 12 |
| 8. | Attendance monitoring | 13 |
| | 8.1 Monitoring attendance | 13 |
| | 8.2 Analysing attendance..... | 13 |
| | 8.3 Using data to improve attendance | 13 |
| 9. | Monitoring arrangements..... | 14 |
| 10. | Links with other policies..... | 14 |
| | Appendix 1: Attendance codes | 15 |

1. Aims

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

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- 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 DfE's statutory guidance on [Working together to improve school attendance](#) and [School attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents>[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- The [Equality Act 2010](#)

<https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made> It also refers to:

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

3. Roles and responsibilities

3.1 The proprietor

The proprietor is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, including:

- Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
- Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- 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 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
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Karen Joel and can be contacted via karen@conquestschools.co.uk

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 9)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the headteacher
- Working with education welfare officers to tackle persistent absence

The attendance officer is Karen Joel and can be contacted via karen@coqneustschools.co.uk

3.5 Form tutors

Form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis and submitting this information to the school office.

3.6 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 to the Senior Leadership Team where appropriate, in order 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. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence on the answerphone as soon as possible 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

3.8 Pupils

Pupils are expected to:

- Attend every timetabled session, on time

4. Recording attendance

4.1 Attendance register

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

We will take our attendance register at the start of each morning session of each school day and once during each afternoon session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending a place other than school
- Absent
- Absent – unable to attend due to unavoidable causes

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made

- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8.45am and ends at 2.30pm

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

The register for the first session will be taken at 8.45am and will be kept open until the length of form time. The register for the second session will be taken at 1.05pm and will be kept open until 1.20pm

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 8am, or as soon as practically possible, by calling the school office, who can be contacted via enquiries@conquestschools.co.uk

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 there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment letter or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment.

Parents should email the school using the enquiries@conquestschools.co.uk email address giving details of the appointment with a scan/photograph of the appointment confirmation.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. See section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

4.5 Following up unexplained absence

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

- Call the pupil's parents on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may contact external agencies or arrange a home visit as appropriate
- 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

4.6 Reporting to parents

The school will regularly inform parents (see the definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels

5. Authorised absence

5.1 Approval for term-time absence

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview for employment or for admission to another educational institution
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

Exceptional circumstances are rare, unavoidable situations that are outside the family's control. Each request will be considered individually, taking into account:

- The specific circumstances and evidence provided
- The pupil's overall attendance record
- The educational impact of the absence
- Whether the situation could reasonably have been avoided or scheduled differently

The headteacher has the final discretion to determine what constitutes exceptional circumstances. Parents should not assume that a request will be granted.

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 2 weeks before the absence in writing. The headteacher may require evidence to support any request for leave of absence.

5.2 Other reasons for authorised 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 for religious observance
- Parent(s) travelling for occupational purposes – a pupil is a mobile child if their parent is travelling in the course of their trade or business and the pupil is travelling with them. In these circumstances a pupil will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

6. Strategies for promoting attendance

We want our pupils to succeed and develop their skills. To do this, pupils need to avoid missing lessons and days of school as much as possible. As a school, we want to reward high attendance and not just penalise pupils for poor attendance.

At Conquest School, we recognise that our students often face complex barriers to attending school and may have experienced significant difficulties with attendance in the past. Our approach to rewarding and celebrating attendance focuses on **individual progress and improvement from each student's starting point**, rather than comparing students against attendance targets.

Our strategies include:

Individual progress recognition

- We celebrate when students improve their attendance compared to their baseline, acknowledging that progress looks different for each individual
- Students receive personalised recognition when they achieve their individual attendance goals, which are set collaboratively with them and their families

Positive reinforcement approaches

- Staff provide immediate verbal praise and encouragement when students attend, particularly after periods of absence
- We maintain a 'warm welcome back' culture, where returning after absence is met with positive support rather than sanctions
- Students receive regular positive feedback about the impact their attendance is having on their learning and progress

Celebrating milestones

- We acknowledge attendance milestones that are meaningful for individual students (e.g., attending for a full week, attending for a full term, or achieving their personal attendance target)
- Achievements are celebrated in ways that suit individual students' preferences - this might include certificates, positive phone calls home, mentions in assemblies, or rewards chosen by the student
- We share success stories (with permission) to inspire and motivate other students

Building belonging and connection

- We create opportunities for students to take on responsibilities and roles within school that give them a sense of purpose and reason to attend
- Staff build strong relationships with students, ensuring each student has trusted adults who notice and value their presence
- We provide engaging activities, enrichment opportunities and experiences that students don't want to miss

Family engagement

- We work in partnership with families to celebrate improvements, sharing positive news about attendance progress
- Families are involved in setting and reviewing attendance goals
- We recognise that family circumstances may fluctuate and adjust our approach accordingly

Our approach is underpinned by the understanding that:

- Sanctions alone do not improve attendance for students with complex barriers
- Building positive relationships, addressing underlying needs, and creating a school environment where students feel safe, valued and engaged are the most effective ways to improve attendance
- Every day a student attends is an achievement worth recognising, particularly for those who have previously struggled

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

Where we identify barriers to attendance related to a pupil's needs, we will inform the local authority and work collaboratively with families and relevant agencies to address these barriers.

Given that all our pupils have complex needs, we recognise that barriers to attendance may be multifaceted. Our approach includes:

- **Early identification:** Working closely with families and staff to identify emerging attendance concerns and their underlying causes
- **Individualised support:** Developing bespoke strategies tailored to each pupil's specific needs, which may include adjustments to their timetable, environment, or provision
- **Multi-agency collaboration:** Engaging with health professionals, social care, educational psychologists, and other specialists as appropriate to ensure comprehensive support
- **Family partnership:** Maintaining open communication with families to understand home circumstances and co-produce solutions

- **Regular review:** Monitoring the effectiveness of interventions and adapting our approach as pupils' needs evolve

7.2 Pupils absent due to mental or physical ill health

At Conquest School, we recognise that many of our students experience complex mental and physical health needs that can significantly impact their ability to attend school. We take a compassionate, individualised approach to supporting students whose health affects their attendance, working in close partnership with families and healthcare professionals.

Our approach includes:

Early identification and communication

- We maintain regular contact with families when a student is absent due to ill health, checking in on their wellbeing and offering support
- Staff are trained to recognise when mental or physical health difficulties may be affecting a student's attendance, and to respond with sensitivity and understanding
- We work closely with our designated safeguarding lead (DSL) and special educational needs co-ordinator (SENCO) to ensure that health-related absences are properly understood and supported
- We recognise that pupils who are struggling with their mental health face more complex barriers to attendance and require additional support through working with families and other agencies

Working in partnership with families

- We arrange meetings with families to understand the nature of the student's health difficulties and how these impact their ability to attend school
- We co-produce support plans with students and their families, ensuring their voices are central to decision-making
- We maintain open, non-judgemental communication, recognising that families may be experiencing significant stress and challenges
- We share information about available support services and help families access appropriate healthcare and specialist support
- We keep families informed about their child's learning and provide reassurance about how we will support their return to school

Reasonable adjustments and adaptations

- We consider what adjustments might help a student attend more regularly, which may include:
 - Adjusted start times or a phased return to school
 - A reduced timetable on a time-limited basis (with clear review dates and plans for increasing attendance)
 - Allowing planned breaks from learning
 - Providing a safe space or quiet area within school
 - Adjusting expectations around uniform, equipment or participation in certain activities
 - Modified curriculum or timetable arrangements
 - Access to pastoral support or check-ins with trusted staff members
- Any part-time timetables are short-term and reviewed regularly with defined end points, and plans for supporting pupils' return to full-time education are clear and appropriate
- All adjustments are regularly reviewed to ensure they remain appropriate and are working towards the goal of full-time attendance

Additional support provided

- We assign a trusted adult or key worker to maintain regular contact with students who are absent due to ill health

- We work with external agencies including Child and Adolescent Mental Health Services (CAMHS), educational psychologists, school nurses, and other healthcare professionals to ensure coordinated support
- We refer students to appropriate services when additional specialist support is needed
- For students who have missed significant periods of school, we may provide transition activities to help them feel prepared and comfortable about returning

Reintegration planning

- Before planning a student's return to school, we work to fully understand the barriers to attendance and create a bespoke reintegration plan that captures specific barriers, strategies to overcome them, persons responsible, and review schedules
- Our reintegration plans are flexible, progressive, and multi-layered, with achievable milestones along the way
- We ensure all staff are aware of the student's needs and are welcoming when the student returns, avoiding making them feel like a problem
- We monitor the student's wellbeing and attendance closely following their return and adapt support as needed

Recording and monitoring

- Where pupils are unable to attend due to mental health challenges, we use the appropriate attendance code (Code I) as specified in statutory guidance
- We maintain accurate records of health-related absences and the support provided
- We regularly review attendance patterns to identify any concerning trends and take early action
- We monitor the impact of our support and adjust our approach based on what is and isn't working

Safeguarding considerations

- We recognise that health-related absence can sometimes be linked to safeguarding concerns
- All staff understand that they should report any concerns to the DSL in line with our safeguarding policy
- We work closely with children's social care and other safeguarding partners where appropriate

7.3 Our commitment

We are committed to supporting every student to achieve the best possible attendance while recognising that health difficulties can present significant and genuine barriers. Our focus is always on understanding individual circumstances, removing barriers where possible, and providing the right support to help students engage with their education in a way that promotes their overall wellbeing and recovery.

All our pupils have identified special educational needs and/or disabilities (SEND), and a significant proportion are looked after or previously looked after children. We recognise that these pupils may face additional barriers to attendance and are potentially at greater risk of harm.

Our approach to supporting attendance for pupils with complex needs includes:

Early identification and assessment

- Close monitoring of attendance patterns, recognising that changes may indicate safeguarding concerns, changes in health or wellbeing, or unmet needs
- Working collaboratively with our Special Educational Needs Coordinator (SENCo), designated safeguarding lead (DSL), and designated teacher for looked after children to understand the root causes of any attendance concerns
- Liaising with social workers, virtual school heads, and other professionals involved with the child to share information and coordinate support

Individualised, needs-led support

- Developing bespoke attendance support plans that consider each pupil's EHCP outcomes, care plan (where applicable), health needs, and any trauma-informed approaches required

- Making reasonable adjustments to remove barriers to attendance, which may include modifications to the school day, environment, curriculum, or staffing arrangements
- Implementing phased returns or modified timetables where clinically advised, with clear review dates and plans for reintegration to full-time provision

Multi-agency collaboration

- Working closely with local authority children's social care, virtual school heads, health professionals, educational psychologists, therapists, and other specialists
- Attending and contributing to child in need meetings, child protection conferences, looked after children reviews, and EHCP annual reviews
- Sharing information appropriately and in line with data protection requirements to ensure a coordinated approach to supporting the child

Partnership with families and carers

- Maintaining open, non-judgemental communication with parents, carers, foster carers, and residential care staff
- Recognising that families may be managing complex circumstances and offering empathetic, practical support
- Co-producing solutions that work for the individual child and their family context

As all our pupils have an education health and care (EHC) plan, if their attendance falls, the school will inform the local authority.

8. Attendance monitoring

8.1 Monitoring attendance

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

Specific pupil information will be shared with the DfE on request.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 9.4 below)

- Provide regular attendance reports to the proprietor and school leaders (including special educational needs co-ordinator, designated safeguarding lead and pupil premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the deputy headteacher. 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) | 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 | <p>Pupil is unable to attend as they are:</p> <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 | 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 |