

Title	Attendance and Punctuality
Associated Policies	- Behaviour and Discipline (TPO/STU/03) - Safeguarding and Child Protection (TPO/HS/05)

REVIEWED: September 2024

NEXT REVIEW: September 2026

1. Policy Statement

- 1.1 The Brooke Weston Trust is committed to transforming educational achievement and to giving students the best start in life academically and as citizens. Brooke Weston Trust believes regular school attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects.
- 1.2 To achieve this, Brooke Weston Trust commits to:
- Promoting good attendance
 - Reducing absence, including persistent and severe absence
 - Ensuring every pupil has access to full-time education to which they are entitled
 - Acting early to address patterns of absence and secure appropriate intervention
 - Building strong relationships with families to ensure pupils have the support in place to attend school
 - Promoting and supporting punctuality in attending lessons

2. Who does this policy apply to?

- 2.1 This policy applies to parents/carers, students, staff and governing bodies at each of the Trust's academies.

3. Who is responsible for implementing and reviewing this policy?

- 3.1 The implementation of this policy will be monitored by the governors of each academy and remain under review by the Brooke Weston Trust Executive Leadership Team, the Brooke Weston Trust Attendance Adviser and the Safeguarding Review Group.
- 3.2 **The governing body** is responsible for:
- Promoting the importance of attendance across each academy's policies and ethos
 - Ensuring academy leaders fulfil expectations and statutory duties
 - Regularly reviewing and challenging attendance data, during governing body meetings or through link visits
 - Monitoring attendance figures for the academy
 - Ensuring staff receive adequate training on attendance
 - Holding the senior leadership team to account for the implementation of this policy
- 3.3 **The Principal** for each academy is responsible for:
- Ensuring this policy is implemented consistently across the academy
 - Monitoring academy-level absence data and reporting it to governors/Brooke Weston Trust Executive Leadership Team
 - Supporting staff with monitoring the attendance of individual pupils
 - Monitoring the impact of any implemented attendance strategies and interventions
 - Having oversight of fixed-penalty notice referrals completed to the local authority
- 3.4 **A designated senior member of staff responsible for attendance (Attendance Champion)** within each academy will:

- Lead attendance across the academy, contributing to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly
- Highlight, encourage and promote positive and improved attendance across the academy
- Offer a clear vision for attendance improvement, recognising that early intervention is crucial, collaborating with teachers, parents/carers and support staff to address attendance issues as soon as they arise
- Provide training to academy staff on effective attendance monitoring, reporting, and intervention strategies, ensuring that all staff members understand their roles in promoting attendance
- Regularly evaluate the effectiveness of attendance strategies and interventions, adapting approaches based on data and feedback to achieve sustained improvements in attendance rates
- Collect and analyse attendance data to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges
- Report attendance data to academy leadership, governing bodies, the Brooke Weston Trust and local authorities as required, ensuring records are accurate and maintained
- Devise specific strategies to support families to build positive relationships and engage them in improving their child's attendance. This may include organising meetings, providing guidance on strategies to promote regular attendance, conducting home visits and implementing strategies to support pupils in overcoming barriers
- Be knowledgeable of legal requirements related to attendance, including regulations governing authorised and unauthorised absences and ensure that the academy complies with these regulations
- Connect with families in collaboration with education welfare/student support personnel, to share resources and services that can help alleviate attendance-related challenges such as housing support, mental health or healthcare services
- Be vigilant for safeguarding concerns related to attendance, recognising signs of neglect or abuse and reporting them to the relevant services as appropriate
- Collaborate with community organisations, social care and the local authority as appropriate to address attendance issues within the broader community context.

Further information about each academy's attendance lead can be found on the respective academy website.

3.5 The attendance officer, or equivalent role within each of the academies is responsible for:

- Monitoring and analysing attendance data
- Ensuring that registers and attendance documents are compliant with statutory guidance
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to academy staff and reporting concerns about attendance to the designated Attendance Champion and the Principal
- Communicating with families to discuss concerns in relation to attendance (e.g. letter communication/telephone calls) or to recognise improved and positive attendance and punctuality
- Working with education welfare/student support personnel to tackle persistent absence
- Conducting home visits in partnership with the wider school education welfare/student support personnel to follow-up on pupil absences and provide support to pupils and parents/carers as appropriate
- Liaising with the Principal to agree when referrals will be completed for fixed-penalty notices in line with local authority and national guidelines
- Completing home visits to families in line with school protocols.

3.6 Class teachers, form tutors and support staff where applicable, within each academy are responsible for:

- Recording attendance on a daily basis, maintaining accurate records, noting both present and absent pupils and submitting this information to the attendance team within the required timescale for each academy
- Creating a welcoming classroom environment where pupils feel motivated and engaged. A supportive atmosphere can encourage attendance
- Setting clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress
- Promoting the importance of strong attendance and impact on students' education, identifying patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents/carers and relevant support services
- Implementing strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality
- Maintaining open lines of communication with parents/carers regarding attendance and providing academic and emotional support to pupils who may be experiencing attendance challenges, helping to identify and pro-actively address root causes
- Being alert to potential barriers to attendance such as bullying, health issues or family problems and collaborating with other school staff such as attendance and safeguarding teams to ensure a coordinated approach to support
- Being aware of safeguarding protocols and reporting any concerns related to a pupil's safety or wellbeing promptly to the academy safeguarding team
- Role modelling punctuality and a commitment to their own professional responsibilities.

3.7 Parents and carers are expected to:

- Establish a daily routine that promotes strong attendance and includes consistency in waking up, getting ready for school, and arriving on time which helps their child to develop good attendance habits
- Set expectations with their child by clearly communicating the importance of attending school regularly and on time
- Establish open lines of communication with the academy to inform promptly if their child is going to be absent due to illness or other reasons and maintain daily contact during the period of absence. Information of how to report absences are included within the specific academy website
- Provide the academy with at least 2 emergency contact numbers for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness
- Support their child's learning by showing an interest in their homework and schoolwork, attending parent-teacher evenings where possible
- Keeping track of their child's progress and be aware of any sudden changes in attendance patterns that may signal underlying issues
- Communicate with their child's respective academy if they are experiencing bullying or safety concerns at school or online in order for these concerns to be addressed and supported
- Work collaboratively with the academy to address any attendance issues and explore support services or interventions if necessary, whilst also understanding the consequences of excessive absenteeism
- Seek support from the academy or relevant agency if their child is facing challenges that affect attendance such as health issues or academic struggles

- Encourage their child to form positive relationships with peers and celebrate their child's achievements and milestones, recognising that their efforts and successes boost their self-esteem and motivation

3.8 Pupils are expected to:

- Recognise the value of education and commit to attending school, on time, every day possible. Pupils should, with the support from parents/carers, aim to achieve good attendance records and strive for excellent attendance
- Take responsibility, where possible, for their own education by completing their homework on time and understand that attending school is essential for gaining knowledge, skills and opportunities for the future
- Be friendly, respectful and inclusive in their interactions with peers and staff
- Actively participate in classroom activities, discussions and projects, and set academic and personal goals for themselves which supports motivation and a sense of purpose for attending school regularly
- Develop problem-solving skills to address any challenges they may encounter at school. This includes, where possible, seeking help with academic difficulties or issues such as friendships
- Follow safety guidelines and rules to ensure their wellbeing and report any safety concerns to a member of academy staff
- With support from parents/carers, maintain a healthy lifestyle through proper nutrition, regular exercise and adequate sleep which can contribute to overall wellbeing and reduce the risk of illness-related absences
- Seek support from trusted adults within the academy if they are experiencing challenges that affect attendance such as bullying or academic difficulties.

3.9 Each academy will ensure that records of absences are kept up to date and ensure liaison with parents/carers where absences remain unauthorised.

3.10 Parents/carers are responsible for informing their child's academy on a day-to-day basis of the absence of their child.

4. What are the principles behind this policy?

4.1 This policy is operated in accordance with Working Together to Improve School Attendance 2024 statutory guidance from the Department for Education (DfE):
<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

4.2 These documents are drawn from the following legislation setting 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 6 of The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016, 2023 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013-2024

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

4.3 Students are expected to attend daily when their Academy is in session and be punctual at all times. Parents/carers are encouraged to commit their children to regular attendance and to the ethos of their child's Academy through signing the Home School Agreement (see BWT website).

4.4 Parents have a legal responsibility to secure the regular attendance of their compulsory school aged child/children at the Academy. Failure to ensure a regular level of attendance is an offence under s444 of the Education Act 1996 and may lead to legal action.

- 4.5 Each academy will have due regard to the Keeping Children Safe in Education document with regards to children absent from education. The Academy will refer to the Brooke Weston Trust Safeguarding and Child Protection policy where there are specific concerns surrounding a child's attendance.

5. Procedures

Admissions and Attendance Registers

5.1 Registration

Each academy is required to keep an admissions and attendance register. Each academy will take an attendance register at the start of the first session of each school day and once during the second session.

- 5.2 Any amendment made to the admissions and/or attendance register must 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.

- 5.3 Each academy will also record:

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

- 5.4 The register is taken at the beginning of the academy day with timings published on each academy's website. Registers close 30 minutes after the start time of the academy day.

5.5 Admissions Register

- The admissions register must contain the personal details of every student in the academy, along with the date of admission or re-admission to the academy, information regarding parents and carers and details of the school last attended (where applicable)
- A student can lawfully be deleted from the admissions register on the grounds prescribed in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006
- Every entry in the admission attendance register must be preserved for a period of three years after the date on which the entry was made

Unplanned Absence

- 5.6 Parents/carers must notify the academy on the first day and each day thereafter of an unplanned absence for their child – for example, if their child is unable to attend due to ill health – the timescale by which they need to inform the academy is detailed on each academy's website.
- 5.7 Absence due to illness will be authorised unless the academy has a genuine concern about the authenticity of the illness.
- 5.8 If the authenticity of the illness is in doubt, the academy may ask parents/carers to provide medical evidence, such as a doctor's note, prescription or appointment card or other appropriate form of evidence.
- 5.9 If the academy is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this

Planned Absence

- 5.10 Missing registration for a medical or dental appointment is counted as an authorised absence as long as the student's parent/carer notifies the school in advance of the appointment and where possible, provides evidence of the appointment attended. Parents/carers should contact the school reception in the first instance regarding any requests for leave of absence.
- 5.11 Parents/carers should however try and make appointments out of academy hours. Where this is not possible, the student should only be out of school for the minimum amount of time necessary for the appointment.

Lateness and punctuality

- 5.12 A student who arrives late but before the register has closed will be marked as late, using the appropriate code. A student who arrives after the register has closed will be marked as absent, using the appropriate code.

Following up unexplained absence

- 5.13 On the first day of absence, each academy will:
- Call the student's parent/carer on the morning of the first day of unexplained absence and each day thereafter, if applicable, to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may take further measures, such as notifying the Police or other external agencies.
 - ensure proper safeguarding action is taken if necessary,
 - identify whether the absence is approved or not; and
 - identify the correct code to use before entering it on to the academy's electronic register or management information system which is used to download data to the School Census.
- 5.14 Where concerns persist about the level of attendance or lateness, an initial support meeting will be arranged in collaboration with the family to explore and implement identified supportive strategies. Should concerns continue to arise, parents/carers will be invited to attend a further meeting whereby a formal plan will be set out.
- 5.15 The Brooke Weston Trust takes cases of persistent absence and severe absence very seriously.
- Persistent absence is when a pupil's overall absence equates to 10% or more of their possible sessions.
 - Severe absence is when a pupil's overall absence equates to 50% or more of their possible sessions.
 - In such cases, each academy will undertake relevant academy-level procedures to promote and support improved attendance.

Authorised and unauthorised absence

- 5.16 Each academy considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. A leave of absence is granted entirely at the Principal's discretion for exceptional circumstances. In general terms, the Trust will not sanction leave during term time unless there are exceptional circumstances relevant to the application. This is stated in the Home-School Agreement. The Department for Education states that a holiday or leave of absence for leisure and recreation would not constitute as exceptional circumstances. Unauthorised term time leave may result in issuing of a Penalty Notice or Legal Proceedings (see paragraph 5.21).
- 5.17 Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence. Please refer to the relevant academy's website to complete the leave of absence request form. The Principal may require evidence to support any request for leave of absence.
- 5.18 Valid reasons for **authorised absence** include:
- Illness and medical/dental appointments – as explained in sections 5.5-5.7.

- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student’s parents/carers belong. If necessary, the Academy will seek advice from the parents’/carers’ religious body to confirm whether the day is set apart
- Traveller students travelling for occupational purposes – this covers Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers. Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with the Academy but it is not known whether the student is attending educational provision.

5.19 Attendance Support

- Some pupils may experience difficulties in attending school due to emotional reasons like anxiety. Emotionally Based School Avoidance (EBSA) is a broad umbrella term used to describe this. EBSA can present differently across individuals, but can involve fear and anxiety, misery, complaints of feeling ill without an obvious cause, and/or reluctance to leave home. Parents/carers are encouraged to contact their child’s individual school if they have concerns in relation to EBSA whereby schools will be able to offer support and advice.
- To guarantee a comprehensive approach to attendance, all academies have implemented a Multi-Tiered System of Support. This model involves three tiers of intervention for attendance, with roles for academy staff, pupils, parents and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education’s ‘Working Together to Improve School Attendance’ statutory paper 2024.

Legal Sanctions

5.20 Fines can be issued to parents/carers for the unauthorised absence of their child of compulsory school age. This includes where a pupil’s attendance continues to be irregular despite support and intervention being offered by the academy, and for periods of unauthorised leave during term time. Payments of penalty notices must be made directly to the local authority.

- In line with the National Framework for issuing penalty notices and changes made to the law introduced through the Education (Penalty Notices) (England) (Amendment) Regulations 2024, penalty notice fines will be issued to each parent, for each child that was absent.
- The first time a penalty notice is issued for leave during term time or irregular attendance, each parent would be required to pay £160 per child within 28 days. Should this be paid within 21 days, the amount would reduce to £80 per parent, per child.
- The second time (within three years) a penalty notice is issued for leave during term time or irregular attendance, each parent would be required to pay £160 per child within 28 days.
- The third time an offence is committed within three years for leave during term time or irregular attendance, penalty notices will not be issued, and legal proceedings will be instigated by the local authority whereby a fine of up to £2500 per parent, per child would be issued.

5.21 Penalty notice referrals are completed to the local authority by the respective academy and fines are issued by the local authority. In some instances, penalty notices can also be issued by the Police.

5.22 The decision on whether or not to issue a penalty notice ultimately rests with the Principal, following the local authority’s code of conduct for issuing penalty notices. This may take into account:

- A number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded student is found in a public place during school hours without a justifiable reason.

5.23 Attendance monitoring

5.24 Each academy will monitor and analyse attendance and absence data to identify pupils or cohorts who require support with their attendance. This will be based on contextual factors of these individuals and of the demographic the school is based within. The Brooke Weston Trust recognise that there are many factors which can impact on a child attending school.

5.25 Monitoring attendance:

The academy will:

- Regularly monitor attendance and absence data across the academy and at an individual pupil level to target attendance improvement. This will include:
- Individual year groups
- Demographic groups, e.g., pupils from different ethnic groups or economic backgrounds
- Pupils with Special Educational Needs and Disabilities (SEND)
- Children in Care (CIC)
- Pupils eligible for Free School Meals (FSM)
- Pupils who have an allocated Social Worker or are known to social care
- Pupils absent for prolonged periods, or repeated occasions, which may indicate a safeguarding concern
- Pupils at risk of Persistent Absence
- Pupils at risk of Severe Absence
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.

Strategies for Using Data to Target Attendance Improvement

5.26 The academy will compare attendance data to the national average, as published at national and local authority level through the DfE's school absence national statistics release.

5.27 Analysing attendance:

The academy will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.

5.28 Using data to improve attendance:

The academy will:

- Provide regular attendance reports to class teachers/form tutors, and other school leaders, to facilitate discussions with pupils or families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.

5.29 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.

5.30 The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents/carers of pupils who the school considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance
- Collaborate with external agencies where appropriate to seek further intervention.

5.31 Strategies for promoting attendance

Each academy will have a strategy in place for recognising, celebrating, and improving attendance. Details of this will be found on each academy’s website.

6. Policy Review

6.1 This policy will be monitored as part of the Trust’s annual internal review and reviewed on a two-year cycle or as required by legislature changes.

Document Control

Date of last review:	September 2024	Author:	Trust Attendance Lead
Date of next review:	September 2026	Version:	5
Approved by:	Strategic Delivery Group	Status:	Non statutory

Summary of Main Changes

1. **Expanded section on responsibility** for supporting attendance and implementation of this policy (section 3).
2. Included reference to **legislation and guidance** which forms the basis of this policy (section 4).
3. Separate sections added on **planned and unplanned absence** (paragraph 5.6-5.11).
4. Additional statement included in process for following up **first day of absence** (paragraph 5.13).
5. Clarified request for absence should be submitted **2 weeks before the date of absence**.
6. Additional section on **attendance monitoring** by the academy and strategies to promote attendance (section 5).
7. The policy will be reviewed on a **two-year cycle** or as required by legislature changes (section 6).
8. **Attendance Codes** have been updated in line with DfE Working Together to Improve School Attendance statutory guidance (APPENDIX 1).

APPENDIX 1 – Attendance Codes (in line with DfE Working Together to Improve School Attendance statutory guidance):

Code /\ (Present at the academy):

- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):

- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):

- Pupil attends educational provision arranged by the local authority, not by the academy.
- Examples include attending courses at college or receiving home tutoring.
- Academies must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):

- Pupil attends a school-arranged educational visit or trip supervised by academy staff.
- Must take place during the recorded session.
- If pupil does not attend, record absence using relevant absence code.

Code P (Participating in a sporting activity):

- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Academies must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):

- Pupil attends work experience as part of their education arranged by the local authority or academy.
- Criteria for recording attendance are similar to other approved educational activities.
- Academies must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):

- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Academies must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):

- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):

- Academies grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Academies must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):

- Academies encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

- Academies can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorised.

Code S (Leave of absence for studying for a public examination):

- Academies can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):

- Academies can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):

- Academies can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents/carers.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the academy and parents.

Code C (Leave of absence for exceptional circumstances):

- Academies may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the academy.

Pregnant pupils:

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Academies should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent travelling for occupational purposes):

- Used when a pupil's parent(s) is travelling for trade or business, and the pupil is travelling with them.
- Academies should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are travelling, being dual registered at both their main school and the one they are temporarily attending.

Code R (Religious observance):

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Academies may seek guidance from the parent's religious body to ascertain such days.

Code I (Illness - not medical or dental appointment):

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Academies should request medical evidence when necessary.

Code E (Suspended or permanently excluded and no alternative provision made):

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.

Code Q (Unable to attend school because of a lack of access arrangements):

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.

Code Y1 (Unable to attend due to transport normally provided not being available):

- Used when a pupil cannot attend because the academy is beyond walking distance (2.0 miles for primary aged children and 3.0 miles for secondary aged children) and the usual transport provided by the academy or local authority is unavailable.

Code Y2 (Unable to attend due to widespread disruption to travel):

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.

Code Y3 (Unable to attend due to part of the school premises being closed):

- Used when part of the academy premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):

- Applied when the entire academy site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.

Code Y5 (Unable to attend as pupil is in criminal justice detention):

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.

Code Y6 (Unable to attend in accordance with public health guidance or law):

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.

Code Y7 (Unable to attend because of any other unavoidable cause):

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.

Code G (Holiday not granted by the school):

- Leave of absence not granted.
- Used when a pupil is absent for a holiday that the academy did not approve.

Code N (Reason for absence not yet established):

- Used when the reason for a pupil's absence has not been determined before the register closes.
- If the reason cannot be established within five school days, the absence must be amended to Code O.

Code O (Absent in other or unknown circumstances):

- Used when no reason for absence is established, or the academy is not satisfied with the reason given, which does not align with authorised codes.

Code U (Arrived in school after registration closed):

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Late arrival beyond the specified time results in the pupil being marked as absent.

Administrative Code Z (Prospective pupil not on admission register):

- Utilised to set up registers in advance for prospective pupils who have not yet officially joined the school.