PUPIL ATTENDANCE POLICY

ODBST Level 1 Statutory Policy:	**ALL** Schools require this policy with **no changes** allowed to core text. No changes are necessary to personalise this with school name and branding, as this is a Trust level policy for use, without change, by all schools, **except** where a school contact is required as identified in the content of the policy. LGBs will **note** adoption in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
Other related ODBST policies and procedures:	Safeguarding and Child Protection policy SEND Policy Behaviour Policy Suspensions and Exclusions Policy Use of Alternative Provision Policy Flexi School Guidance
Committee responsible:	SEC
Approved by:	SEC
Date Approved:	Summer term 2025
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Contents

1. Aims
2. Legislation and guidance
3. Roles and responsibilities
4. Attendance of particular groups
5. Strategies for managing attendance
6. Recording attendance
7. Authorised and unauthorised attendance
8. Attendance monitoring

Appendix 1: attendance codes

1. Aims

Trustees expect ODBST schools to manage the attendance of pupils seriously and to consider attendance to be everyone's responsibility. Ensuring that pupils come to school is part of the wider safeguarding responsibilities as identified in Keeping Children Safe in Education 2024. Trustees are mindful of DfE expectations in Working Together to Improve School Attendance - GOV.UK Trustees expect schools to have 'clear and consistent' systems to improve and reward attendance, including

monitoring and analysing attendance data to better understand patterns within each school. Trustees know and understand that ODBST schools need to be calm, orderly, safe and supportive environments for all pupils and expect schools to follow the ODBST behaviour policy which identifies how this will be achieved. Trustees recognise that for some pupils, coming to school is harder and this policy sets out what schools will do to ensure that barriers to attendance are broken down as far as is reasonably practicable and to ensure that strong partnerships are built with parents to facilitate this.

The links between attainment and attendance are clear and pupils who attend regularly are more likely to achieve the expected standards at age 11 and age 16 which impacts their attainment well-being and wider life chances.

For the most vulnerable pupils, regular attendance is a protective factor and the best opportunity for needs to be identified and for support to be provided.

Trustees are committed to meeting their obligations with regards to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence

Trustees will also support parents to perform their legal duty to ensure their children of compulsory school age attend regularly and will promote and support punctuality in attending lessons.

The term parents is used in this policy to cover parents/carers/those with legal guardianship of pupils.

2. Legislation and guidance

The law entitles every child of compulsory school age to an efficient, full time education suitable for their age, aptitude and any special education need that they may have. It is the legal responsibility of every parent to make sure that their child received that entitlement either by sending them to a school or by education otherwise than at a school.

Parents who choose an ODBST school have an additional legal duty to ensure that their child attends every day that the school is open except in a small number of allowable circumstances such as being too ill or advance permission having been sought from the school.

This policy meets the requirements of the school attendance guidance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. 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 7 of The Education and Inspections Act 2006

The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)

The Education (Penalty Notices) (England) (Amendment) Regulations 2013

Working together to improve school attendance August 2024

Keeping children safe in education 2024 August 2024

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

3. Roles and responsibilities

3.1 Trustees

ODBST Trustees receive termly attendance reports from the ODBST Director of Education. Trustees monitor attendance at each individual school as well as the overall Trust attendance data and challenge patterns of attendance that cause concern.

The ODBST Attendance Champion is the Director of Education/Executive Safeguarding Lead Jan Martin jmartin@odbst.org

3.1 The Local Governing Body

Trustees have delegated to the Local Governing Body for each school, responsibility for monitoring attendance figures for the whole school **on at least a termly basis**. It also holds the headteacher to account for the implementation of this policy.

3.2 The headteacher

The headteacher is responsible for:

- 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;
- issuing fixed-penalty notices, where necessary.

3.3 The attendance officer or the named person responsible for managing attendance

The school attendance officer is responsible for :

- monitoring attendance data across the school and at an individual pupil level;
- reporting concerns about attendance to the headteacher;
- working with education welfare officers to tackle persistent absence;
- arranging calls and meetings with parents to discuss attendance issues;
- advising the headteacher when to issue fixed-penalty notices.

3.4 Class teachers

Class teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office.

They are also responsible for recording and reporting any concerns about a pupil's attendance to the attendance officer and for supporting all school measures to improve attendance for an individual pupil or for a group of pupils.

3.5 School [admin/office] staff

School [admin/office] staff are expected to take calls from parents about absence and record it on the school system. They are expected to follow all school procedures related to reporting that absence to the relevant people in school.

4. Attendance of particular groups of children

4.1 Pupils who are from the traveller community

4.1.1 Who are Travellers?
'Traveller' is a general term that covers a number of different groups:

- Roma
- English and Welsh Gypsies

- Irish and Scottish Travelers
- Showmen (fairground people) and Circus people
- Bargees (occupational boat dwellers)
- New Travellers

4.1.2 Traveller children are expected to attend school regularly. **Parents must ensure that, when their children are of compulsory school age, they are registered at a school and attend 'regularly'.** However, parents of children with no fixed abode have a defence against prosecution if they can prove **all** of the following:

- they are engaged in a trade or business that requires them to travel;
- the child has attended school as a registered pupil as regularly as the nature of that trade or business permits;
- the child has attended school for at least 200 attendances (sessions) during the last 12 months (if they're aged 6 or above).

This applies to parents of pupils registered at any school as stated under the Education Act 1996, as amended by the Education and Inspections Act 2006.

4.1.3.Traveller children whose families do not travel are expected to register at a school and attend as normal and are subject to the same rules as any other pupil (DfE guidance, page 13).

4.1.4 Authorising and recording absence of Traveller pupils

- Schools will most often use codes D and T when recording the attendance of Traveller pupils.
- Code D: Dual Registered – at another educational establishment.
- It is expected that Traveller pupils will attend school elsewhere when their family is travelling and be dual-registered at that school and their main school.
- If a pupil is not attending a session because they are scheduled to attend the other school at which they are registered, record their absence with code D.
- This is explained on page 11 of DfE's guidance (linked to above).
- Code T: Traveller absence
- If you have agreed with the family that the pupil will be travelling for occupational purposes, but you do not know whether the pupil is attending a different educational establishment, record their absence with code T.

4.1.5 For any other absence, use the absence and attendance codes as you would for any other pupil. You should also investigate unauthorised absences in the same way as you would for any other pupil.

4.2. Attendance of Pupil Premium pupils

The ODBST is committed to raising the attendance of pupils who are subject to disadvantage, including those pupils with special educational needs. Making sure pupils who are disadvantaged have high attendance is an important part of the support you can give them and gives pupils the best opportunity to achieve socially and academically. Trustees would expect to see attendance being addressed as part of pupil premium strategies where the attendance for disadvantaged pupils is below that of all pupils in a school.

Getting to know families, communities and individual circumstances better, can help inform the support a school offers, both around attendance and in other areas.

4.3 Pupils with medical needs

4.3.1 Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, examinations or variable moods. It

is important to note that these pupils are still expected to attend school regularly; in many instances, attendance at school may serve to help with the underlying issue as being away from school might exacerbate emotions, and a prolonged period of absence may heighten anxious feelings about attending in future.
4.3.2 School staff play a critical role in communicating this expectation to parents. They should also work alongside families to ensure that such circumstances do not act as a barrier to regular attendance by mitigating anxious feelings in school as much as possible.
4.3.3 Some pupils face more complex barriers to attendance. These can include pupils who have long term physical or mental health conditions or who have special educational needs and disabilities (SEND). Their right to an education is the same as any other pupil and therefore, the attendance ambition for these pupils should be the same as it is for any other pupil but additional support may need to be provided.
In developing this support, ODBST schools will apply their processes relevant to any attendance case:
• understanding the individual needs of the pupil and family;
• working in partnership with the pupil and family to put in-school support in place and working with the local authority and other agencies where external support is needed (and available);
• regularly reviewing and updating the support approach to make sure it continues to meet individual needs.

4.3.4 In cases of both long term physical or mental ill health, school staff are not expected to diagnose or treat physical or mental health conditions, but they are expected to work together with families and other agencies with the aim of ensuring regular attendance for every pupil.
Schools should:
• facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible whilst 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 formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with, the pupil and their parents;
• consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxious feelings about school attendance;
• 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 days.

4.4 Pupils with special educational needs and/or disabilities

4.4.1 For pupils with special educational needs and disabilities, schools are expected to:
• work in partnership with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including, where applicable, ensuring the provision outlined in the pupil's education, health and care 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 under section 20 of the Equality

Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents;
• ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate.

4.4.2 Attendance is everyone's business so in many of these cases school will not be able to fully support a pupil without the assistance of a range of other agencies.
ODBST schools should:
• 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 appropriate referrals;
• where external support is provided, work together with those services to deliver any subsequent support;

4.4.3 If the child has an education health and care plan, school staff should:
• communicate with the local authority where a pupil's attendance falls or they become aware of barriers to attendance that relate to the 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 plan in collaboration with parents;
• where needed, work with the local authority to review and amend the education health and care plan to incorporate the additional or different attendance support identified.

5. Strategies for managing attendance

5.1 Identify a lead for improving attendance

ODBST school should appoint an attendance officer. This might be a member of the SLT or a specifically appointed role such as a home liaison officer who can lead on improving attendance at the school. They should:

- liaise with other members of staff and external agencies to build a more accurate picture of the challenges pupils and their parents face and to plan how best to support them;
- share information with the designated safeguarding lead (DSL) so they can keep track of pupils with poor attendance, as this can be a sign of a safeguarding issue;
- talk with heads of year, form tutors or class teachers, the special educational needs coordinator (SENDCO) and mental health lead to explore other potential challenges these pupils might have, such as poor behaviour or mental health ;
- feed into the senior leadership team (SLT) so they know what strategies are in place and how they're working;
- build relationships with pupils and families who are disadvantaged, or otherwise subject to low attendance, as a priority;
- monitor pupils with low attendance and work with them to improve;
- understand the barriers to attendance and what will work effectively to address these;
- develop attendance plans for individual pupils using suggested ODBST pupil centered resources to support these plans;
- analyse school attendance data regularly and identify patterns with behaviour, attainment and safeguarding concerns;
- provide extra training for attendance leads and give them enough time to carry out these tasks; managing attendance cannot be a bolt-on responsibility.

5.1.1. Engage directly with pupils and families

- School must contact absent pupils quickly and put a system in place to call pupils or their parents on the first day of absence.
- Do this early in the day, to ensure that pupils are safe and to persuade them to come in for the rest of the day, if appropriate.
- Prioritise the more vulnerable pupils and those where parents have not called in to report the absence.
- Be consistent and persistent with this approach.
- If possible, consider offering to collect the pupils using a school vehicle, to make it as easy as possible for them to come into school.
- Work with pupils to better understand what some of the barriers to coming into school might be and work with school staff to identify how these barriers can be broken down.
- Invite parents into school to identify agreed actions to improve attendance.
- Determine effective interventions and other support that will facilitate better attendance and work with parents to ensure that these are meaningful and relevant to their child.
- Draw up parent contracts to improve attendance.
- Engage with Buckinghamshire and/or Milton Keynes attendance processes to formalise improving attendance.
- Signpost parents to local services to support behaviour, mental health and parenting skills as appropriate.
- Be clear that fining is an option and will be used when there are no other barriers to attendance for the pupil

5.1.2 Supporting Staff

- Ensure a whole school culture that believes that raising attendance is everyone's responsibility.
- Put in place relevant training and support for staff who are unclear around their roles and responsibilities towards improving attendance
- Ensure all staff know how to use your system and understand what's expected of them including how to complete attendance registers accurately and how to manage pupils who are absent for registration and for individual school periods.

5.1.3 Monitor and analyse the data on a regular basis, so you can:

identify when a pupil's attendance starts to drop to proactively engage with them early on;
identify patterns within groups of pupils at the school and especially vulnerable groups of pupils;
pick up on patterns such as if a pupil is regularly absent on a particular day each week;
identify which attendance strategies have been successful and why and focus on these.

5.1.4. Raise the profile of attendance with pupils, parents and the wider community

Working with the wider community is important when trying to understand patterns and challenges around attendance at school. Schools should use assemblies and communications with parents (e.g. newsletters and letters) to:

- explain the importance of attending school for building friendships and achieving academically;
- praise individuals who have improved their attendance;

- use displays in school to promote and celebrate high attendance;
- get in touch with local institutions such as churches, mosques and community groups. Explain to them the importance of school attendance so that they can promote the message outside of school.

6. Recording attendance

6.1 Attendance register

Each ODBST school will keep an attendance register using Bromcom and place all pupils onto this register.

Each school should share their daily attendance data with the DfE.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See appendix 1 for the DfE attendance codes.

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

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

The register for the first session will be taken at 8.50am and will be kept open until 9.20am. The register for the second session will be taken at 1pm and kept open until 1pm.

6.2 Unplanned absence

- The pupil's parent/carer must notify the school on the first day of an unplanned absence by 9am or as soon as practically possible (see also section 7).
- The school has a separate absence/attendance telephone line to enable parents/carers to contact the school in the case of an absence. A message about an absence can also be recorded on the office answer machine. Some parents elect to notify an absence by e-mail. E-mails are checked before 9.00am each day to record absences.
- We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.
- If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.
- If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

6.3 Planned absence

- Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment.
- Parents/carers are asked to call or email the school and where possible show a letter/email notification of the appointment.
- However, we encourage parents/carers 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/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence.

6.3.1As well as the above leaves of absence, all schools can also allow pupils to be absent from the school site for certain educational activities or to attend other schools or settings:

- To attend an offsite approved educational activity.
- To attend another school at which the pupil is registered (dual-registration).
- To attend provision arranged by the local authority. e.g. alternative provision or as part of an education, health and care plan.
- To participate in an approved sporting activity.
- To attend an educational visit or trip arranged by the school.
- To attend work experience.
- As these circumstances are part of delivering a full time education they are not classified as absences for statistical purposes.

6.4 Part time Timetables

In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible.

A part-time timetable, as opposed to a reduced timetable, should not be used to manage a pupil's behaviour.

Where the pupil has a social worker, the school is expected to keep them informed and involved in the process.

A part-time timetable should:

- have the agreement of both the school and the parent the pupil normally lives with;
- have a clear ambition and be part of the pupil's wider support, health care or reintegration plan;
- have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary;
- have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process;
- in some limited cases, a pupil with a long-term health condition may require a parttime timetable for a prolonged period;
- discuss the part-time timetable with the local authority if the pupil has an education, health and care plan so that any support package that is in place can be reviewed as swiftly as possible.

In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record the absence accordingly.

6.5 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
- We will contact parents of children who are persistently late to discuss the reasons and agree a plan of support to improve punctuality.

6.6 Following up absence

Where any child we expect to attend school does not attend, or stops attending, the school will:

- follow up on their absence with their parent/carer to ascertain the reason, by a phone call
- ensure proper safeguarding action is taken where necessary;
- identify whether the absence is approved or not;
- identify the correct attendance code to use.

6.6 Following up absence for vulnerable groups

To facilitate effective working across the local authority area, ODBST schools are expected to inform a pupil's social worker and/or youth offending team worker if there are unexplained absences from school.

Schools should also inform a pupil's social worker and/or youth offending team worker if their name is to be deleted from the school register.

6.7 Reporting to parents

Parents are informed of their child's attendance figures termly at parents evenings and annually in the end of year written report.

7. Authorised and unauthorised absence

7.1 Approval for term-time absence

7.1.1 The headteacher will only grant a leave of absence to pupils during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion.

We define 'exceptional circumstances' as a circumstance which is not a regular one and is not one that could have been reasonably anticipated. There is absolutely no other alternative to the request and, for the request to be refused, there could be significant negative consequences for the pupil concerned.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

7.1.2 Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people,

Bargees (occupational boat dwellers) and New Travellers. Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with the school but it is not known whether the pupil is attending educational provision

7.1.3 Flexi-schooling requests are considered seriously by ODBST schools who have specific guidance in place to support the headteacher with this decision. Requests will only be granted in the most exceptional of circumstances and subject to the parameters as identified in the ODBST Flexi – School Guidance. Trustees are fully aligned with the current DfE expectations which do not formally endorse flexi schooling and so consideration will only be given in the most rare of cases.

7.2 Reducing persistent absence

When absence falls below 92% parents are contacted by letter, offering them the opportunity to speak with Mrs Robertson and work with school to improve this. Should absence fall below 90% a child is classed as a persistent absentee and parents will receive a telephone call to invite them to a meeting with Mrs Robertson to discuss any issues that are affecting attendance and put together a plan going forward.

7.3 Legal sanctions

- The local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.
- If issued with a fine, or penalty notice, each parent must pay £80 within 21 days or £160 within 28 days. The payment must be made directly to the local authority.
- Penalty notices can be issued by a headteacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

- the 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 pupil is found in a public place during school hours without a justifiable reason;
- if the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

8. Attendance monitoring

- The attendance officer at each school monitors pupil absence on at least a weekly basis.
- A pupil's parent/carer is expected to call the school in the morning if their child is going to be absent due to ill health.
- The pupil's parent is expected to call the school each day their child is ill.
- If a pupil's absence goes above 5 days in any half term, the school will contact the parent of the pupil to discuss the reasons for this.
- If a pupil's absence continues to rise after contacting their parent/carer, we will consider involving an education welfare officer.
- The persistent absence threshold is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil will be classified as a persistent absentee.
- Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

- The school will compare attendance data to the national average, and share this with the governing board and with the ODBST Executive Safeguarding Lead. Appropriate actions will be identified and monitored in instances where attendance needs to improve.
- Attendance across the school is reported at Trustee level on a termly basis, and strategic actions identified, where attendance needs to improve.
- All pupils' attendance will be monitored and will be shared with the Local Authority and other agencies if a pupil's attendance is a cause for concern.
- The Senior Leadership Team will receive a complete set of data for the school. This pupil level data will be used to trigger school action and the data will also be used to identify emerging patterns and trends to inform whole school strategies to improve attendance and attainment.
- Cts will share attendance data with the Local Authority as required. All information shared will be done so in accordance with the Data Protection Act 1998.

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
K	Attending education provision arranged by the local authority	This is only when the provision is arranged by the local authority and not by the school
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C **C1** **C2**	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances For the purposes of being part of a theatre or drama based activity

		For the purposes of attending an approved off site provision including alternative provision
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
J1	Leave of absence for the purpose of attending an interview or admission to another educational institution	The interview must take place during the recorded absence period.
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Parent travelling for occupational purposes including Gypsy, Roma and Traveller absence	Parent travelling for occupational purposes. Pupil from a Traveller community is travelling, as agreed with the school
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence

U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances Y1 is used when usual transport is not available Y2 is used when there is widespread disruption to travel Y3 when part of eth school premises are closed Y4 when the whole school is closed Y5 unable to attend as pupil is in criminal justice detention Y6 unable to attend in accordance with public health guidance Y7 other unavoidable cause such as bail conditions or court attendance	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day