



TRUE LEARNING  
PARTNERSHIP



# Poynton High School Attendance Policy 25/26

Attendance Policy	
Lead: Catherine Holyland Deputy Head Attendance Lead	Date: Autumn 2025
Governors: Autumn 2025	Review Date: September 2026

## Policy Statement and Purpose

### Purpose

Poynton High School is committed to providing a welcoming and caring environment where every student feels safe and valued. Regular attendance and excellent punctuality are essential in ensuring students make sustained academic progress and social development.

The school works in partnership with students and their parents or carers to promote the importance of regular and punctual attendance. Regular and punctual attendance is vital in ensuring that all young people have full access to the curriculum, as valuable learning time is lost when students are absent or late.

The purpose of this policy is to ensure excellent attendance for all, that maximises student potential. As a school, we recognise that regular attendance has a positive impact on the motivation and attainment of students. As such, this policy serves to give clear guidance to all stakeholders on their roles and responsibilities; provide advice and information on statutory duties of parents / carers and the school and demonstrate how the school will work in partnership with families, the local authority and other organisations to support the best possible attendance of all students.

Through this policy we will demonstrate our commitment to:

- Setting high expectations for the attendance and punctuality of all students
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every student 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 ensure students have the right support to attend school

In our whole school approach to raising and maintaining excellent attendance, we aim to work with students and families to listen, understand, empathise and support families - whilst continuing to challenge attendance and maintain the highest of expectations of all of our students.

## 2. The Importance of School Attendance

**Regular attendance at school is vital to support students to achieve and help them achieve the best possible start in life. Excellent attendance is central to students' academic achievement and personal development.**

Research shows that going to school is directly linked to improved exam performance which should in turn lead to further learning opportunities and improved job prospects.

As well as this, going to school helps to develop:

- friendships
- social skills
- team values
- life skills
- cultural awareness
- career pathways

We know that 90% of persistent non-attenders do not achieve expected levels of development at Key Stage 1 and Key Stage 2 and do not gain five or more GCSEs at grade 4+.

Young people who regularly miss school without good reason are also more likely to become isolated from their friends, to underachieve in examinations and/or become involved in anti-social behaviour. In addition, Keeping Young people Safe in Education, 2025 makes clear the fact that Young people Missing Education are at significant risk of being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. For the most vulnerable students, research has shown associations between regular absence from school and crime (the proportion of young people that had been cautioned or sentenced for any offence that had ever been persistently absent was 81% and for serious violence offence was 85%). Regular attendance is therefore one of the most important protective factors and the best opportunity for needs to be identified and support provided.

### Attendance and Punctuality - Lost Learning Hours

Attendance	Impact	Hours Lost per year		Minutes Late Each Day	Impact per year
100%	0 Days Lost	0 Hours Lost		5 minutes	3.5 Days Lost
95%	9 Days Lost	45 Hours Lost		10 minutes	7 Days Lost
90%	19 Days Lost	95 Hours Lost		15 minutes	10.5 Days Lost
85%	28 Days Lost	140 Hours Lost		20 minutes	14 Days Lost
80%	38 Days Lost	190 Hours Lost		25 minutes	17.5 Days Lost
70%	46 Days Lost	230 Hours Lost		30 minutes	21 Days Lost

### 3. Legislation and guidance

This policy meets the requirements of the [working together to improve school attendance](#) 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 \(Student Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

- [School census guidance](#)

- [Keeping Young people Safe in Education](#)
- [Mental health issues affecting a student's attendance: guidance for schools](#)

#### 4. Roles and Responsibilities

##### 4.1 Trust Board

The Trust Board is responsible for:

- Setting Trust-wide policy, ensuring that this meets statutory requirements and is adopted by all of the Trust's schools
- Setting high expectations of trust leaders in relation to student attendance
- Regularly reviewing and challenging Trust-wide attendance data and holding Trust leaders to account around the application of the Trust policy

##### 4.2 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, students and parent/carer
- Making sure school leaders fulfil expectations and statutory duties, 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 students, 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 students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students 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 students' 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.
  - The importance of good attendance
  - 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 students, 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
- Sharing effective practice on attendance management and improvement across schools

### **4.3 The headteacher**

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and ensuring it is reported to governors
- Supporting staff with monitoring the attendance of individual students
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the Senior Leader for Attendance
- Working with the parents of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents through all available channels

### **4.4 The designated senior leader responsible for attendance**

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of attendance concern identified through data
- Building relationships with parents/carers to discuss and tackle attendance concerns
- Creating intervention reintegration plans in partnership with students and their parents/carers
- Leading targeted intervention and support to students and families

### **4.5 The attendance officer**

The school attendance officers are responsible for:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer information from parents/carers to the year teams in order to provide them with more detailed support on attendance.
- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher

- Working with the Year Teams to tackle persistent absence
- Advising the Senior Leader for Attendance when to issue fixed-penalty notices
- Monitors the attendance of students attending provision off-site.
- Ensures that any young people missing from education are identified and that procedures are followed accordingly in line with the local authority arrangements.
- Prepares case files for prosecution in the Magistrates Court.

#### **4.7 SENDCO**

- Working with the parents of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents through all available channels
- Work collaboratively with multi-agencies to inform of attendance concerns and to mitigate barriers to low attendance

#### **4.9 Class teachers and form tutors**

Class teachers and form tutors are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office via an electronic system for tutor period and each school lesson. Form tutors will also serve as the first line in supporting changes to attendance through low-tier intervention in tutor time.

#### **4.10 Parents/carers**

Where this policy refers to a parent/carer, 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/carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 8am 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 and where not possible, provide evidence of the appointment
- Keep to any attendance contracts that they make with the school and/or local authority

#### **4.11 Students**

Students are expected to:

Students are expected to:

- Attend every timetabled session on time
- Aim for an attendance of at least 97% per term
- In the event of a pre-planned doctor, dental or hospital appointment, show an appointment card, letter or note to reception
- If leaving the school premises with a legitimate reason students must report to Reception to sign out
- If arriving late to school, students must sign in at Reception

### **5. Recording attendance**

#### **5.1 Attendance register**

We will keep an attendance register and place all students onto this register.

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, using the appropriate national attendance and absence codes from the School Attendance (Student Registration) (England) Regulations 2024, whether every student 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 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 if a student is attending an approved educational activity
- The nature of circumstances where a student 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.

Students 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 9.15am The register for the second session will be taken at the start of period 4 and will be kept open for 15 minutes.

## 5.2 Unplanned absence

The student's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8:00am or as soon as practically possible by calling the school and choosing the 'reporting student absence option' or e-mailing [absence@poyntonhigh.org.uk](mailto:absence@poyntonhigh.org.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 the absence is longer than 3 days or there are doubts about the authenticity of the illness, the school will ask for 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 a student has had 3 days of absence due to illness, then the school will also ask for this medical evidence for subsequent periods of absence relating to illness.

The school may also conduct a home visit to discuss the impact of the absence and review what further support can be offered to parents/carers and the student to improve their attendance.

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.

## 5.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the student's parent/carer notifies the school in advance of the appointment and provides relevant evidence, such as an appointment card or copy of a medical appointment letter.

Parents/carers should contact the school to inform them of any planned absences. This can be done via e-mailing [absence@poyntonhigh.org.uk](mailto:absence@poyntonhigh.org.uk)

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary. **Students who have appointments made for school time should attend school before and after the appointment.** This will enable them, in most cases, to still get their AM and/or PM registration marks. They must sign-out and sign back in at main reception.

## 5.4 Lateness and punctuality

We expect and support all students at Poynton High School to attend school on time, every day.

A student who arrives late:

- Before the register has closed will be marked as late, using the L code
- After the register has closed will be marked as absent, using the U code which is an unauthorised absence
- Punctuality is also very important and we are often asked to comment on this when writing references for employment and further education courses. We find when students arrive promptly they are able to have a calm and settled start to their day.

- We will record the names of students who arrive after the 8.45am bell. Students signing in late will have to report to a member of staff on duty at break to explain the reason for lateness, failure to attend would result in a 30-minute detention.
- A punctuality report will be issued for 3 lates in a half term and an email will be sent home. If lateness continues the Head of Year contact home and an after-school detention will be issued. If there is no improvement a meeting with the parent/s/carer/s will be arranged.
- Any student who is late to school, after registration closes (09:15am) and they do not have a valid reason to be late, the absence will be coded as unauthorised (U).

## 5.5 Following up unexplained absence

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

- Contact the student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school may contact police for a welfare visit or conduct a home visit.
- 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
- Contact the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving the LA attendance team.

## 5.6 Reporting to parents/carers

The school will regularly inform parents/carers about their child's attendance and absence levels using a variety of communication methods, including the use of the Bromcom My Child at School platform, school reports and regular telephone communication for students where there are concerns around attendance

## 6. Authorised and unauthorised absence

### '6.1 Approval for exceptional circumstances leave during term-time'

The headteacher will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant exceptional circumstances leave to a student during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#).

The Head Teacher and the Governing Body will determine what the exceptional circumstances are.

PLEASE NOTE: • In line with Department for Education policy, the school's position is that leave of absence in term time will only be authorised in exceptional circumstances such as attendance at family weddings (immediate family), funerals, educational examinations or participation in religious observance and only then if attendance is over 95%. Availability of cheap holidays and overlap with the beginning or end of a term will not be accepted as exceptional circumstances.

- If school external examinations or assessments are missed, students will not be able to take them at a later date. Please note that the full cost of the exams missed will be invoiced to the parents/carers.
- Sixth Form students who receive the 16-19 Bursary will lose part of their payment for the period when unauthorised leave is taken.
- Students are responsible for making sure they complete work missed through absence.
- Parents should be aware that periods of unauthorised absence may lead to a fixed penalty notice being issued by the Educational Welfare Service.

All term dates and examination dates have been circulated via the school newsletter, and are available on the school website [www.poyntonhigh.org.uk](http://www.poyntonhigh.org.uk)

The headteacher may require evidence to support any request for leave of absence.

## 6.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

### Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that student
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the student must not be present in a public place on that day).

Each parent who is liable for the student's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same student, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

### **Notices to improve**

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the student attends school.

They will include:

- Details of the student's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

### **7 Strategies for promoting attendance**

The school will promote high and improving attendance through a range of methods, including:

- Contacting parents via telephone and/or via text message/My Child at School
- Celebration and recognition in tutor time
- Attendance displays
- Provide regular attendance reports to year teams and other school leaders, to facilitate discussions with students and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Support via Attendance Officer, Head of Year
- Assemblies and PSHCE Curriculum
- Bromcom app so students can monitor their own attendance

## **8. Supporting students who are absent or returning to school**

### **8.1 Students absent due to complex barriers to attendance**

The school will work with parents/carers and students to identify strategies to mitigate the complex barriers that a student may have to attendance. This includes:

- Working with a multi-agency approach, engaging with local services to ensure there is a collaborative approach e.g. medical practitioners and social services
- Regular meetings with parents/carers to review attendance progress and ongoing support to ensure that students attendance continues to improve
- Pastoral support with the Year Teams
- Where appropriate, reasonable adjustments made within lessons to facilitate the mitigation of barriers

### **8.2 Students absent due to mental or physical ill health or SEND**

- Where applicable the school may refer students to the Mental Health Support Team, school counsellors or external mental health support services.
- We also work closely with medical professionals to support and remove barriers to attendance, using a collaborative approach.
- The SENDCO may also co-ordinate further support. This may involve a SEND key worker or reasonable adjustments to support good attendance.
- Where a student has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the student's needs, the school will inform the local authority.

### **8.3 Students returning to school after a lengthy or unavoidable period of absence**

Where a student has had a lengthy or unavoidable period of absence, there may be an attendance support plan that is implemented with the student. This will involve regular meetings with their year manager, as well as support from their form tutor and teachers.

We are aware that it can be challenging to return after a long period of absence, but it is imperative that the school, student and parents/carers work together to ensure that periods of lost learning do not have a significant impact on a student's overall progress. Therefore, catch-up work may be set and the student will be supported in ensuring that they reach their full potential.

## **9. Attendance monitoring**

### **9.1 Monitoring attendance**

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

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

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely, as per the changes to 'Working together to improve school attendance, 2024'

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 benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

## **9.2 Analysing attendance**

The school will:

- Analyse attendance and absence data regularly to identify students or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these students and their families
- Bespoke support will be offered, including:
  - Working with multi-agencies
  - Attendance panels
  - Home visits
  - Regular contact with parents/carers
- Identify students 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

## **9.3 Using data to improve attendance**

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families
- Provide regular attendance reports to form tutors and year managers to facilitate discussions with students and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding lead and student 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 student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

## 9.4 Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents/carers of students who the school (and/or local authority) considers to be vulnerable, or 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
- Hold Attendance Panels to review what further support can be offered to mitigate barriers to attendance
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Work with multi-agencies to look at how barriers to attendance can be mitigated
- Communicate to parents/carers, to inform them of the impact of low attendance and to offer further support
- Monitor groups of attendance to ensure that attendance improves, celebrating these improvements and implementing further support if necessary
- Implement sanctions, where necessary

## 10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum each year by the senior leader for attendance

## 11. Links with other policies

This policy links to the following policies:

- Safeguarding policy
- Behaviour policy
- Anti-Bulling Policy

## Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
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/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
<b>Attending a place other than the school</b>		
K	Attending education provision arranged by the local authority	Student 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	Student is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Student is participating in a supervised sporting activity approved by the school
W	Attending work experience	Student is on an approved work experience placement
B	Attending any other approved educational activity	Student is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Student is attending a session at another setting where they are also registered
<b>Absent – leave of absence</b>		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Student is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Student is at a medical or dental appointment
J1	Interview	Student has an interview with a prospective employer/educational establishment

<b>S</b>	Study leave	Student has been granted leave of absence to study for a public examination
<b>X</b>	Not required to be in school	Student of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Student is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Student has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Student is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Student is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Student is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Student has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
<b>Y1</b>	Transport not available	Student is unable to attend because school is not within walking distance of their home and the transport normally provided is not available

<b>Y2</b>	Widespread disruption to travel	Student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Student is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly closed	Every student absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	Student is unable to attend as they are: <ul style="list-style-type: none"> <li>● In police detention</li> <li>● Remanded to youth detention, awaiting trial or sentencing, or</li> <li>● Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Student's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Student is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	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
<b>U</b>	Arrived in school after registration closed	Student has arrived late, after the register has closed but before the end of session

<b>Administrative codes</b>		
<b>Z</b>	Prospective student not on admission register	Student has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays