HOPWOOD COMMUNITY PRIMARY SCHOOL

Attendance Policy

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1. Aims

This policy demonstrates our commitment to meeting our statutory duties and expectations in relation to school attendance, including those set out in the Department for Education's (DfE) statutory guidance *Working together to improve school attendance* (July 2026).

Improving attendance is everyone's responsibility. The school will work in partnership with pupils, parents/carers, the local authority and other relevant partners to identify and address barriers to attendance as early as possible.

Our approach will be based on

- high expectations for attendance and punctuality of all pupils
- early identification of any concerning absences
- listening to and understanding individual barriers
- providing appropriate support and, where necessary, formalising support or using legal intervention.

We will also promote and support punctuality including challenging lateness.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE) statutory guidance *Working together to improve school attendance* (July 2026), the School Attendance (Pupil Registration) (England) Regulations 2024 and the National Framework for Penalty Notices.

The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

- **3.1 The governing board**
- The governing board is responsible for:
- Setting high expectations of all school leaders, staff, pupils and parents
- 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 pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos

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

3.2 The headteacher

The headteacher is responsible for:

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

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff

The designated senior leader responsible for attendance is the Deputy Headteacher and can be contacted via 01706 360494/office@hopwood.rochdale.sch.uk

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Regularly monitoring and evaluating progress in attendance
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with Education Welfare Officers to tackle persistent absence
- Complete home visits when a child is absent with no communication from parent despite attempted contact by school staff. Follow this with a welfare check request if needed.

The attendance officer is the Welfare Officer and can be contacted via 01706 360494 or emailed at office@hopwood.rochdale.sch.uk

3.5 Class Teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis and submitting this information to the school office each day by 8:50am and 1.20pm. The Administration Team will ensure the correct codes are applied (see Appendix 1).

3.6 School Admin/Office staff

School Admin/Office staff will:

- Take calls/process emails from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the Welfare Officer where appropriate, in order to provide them with more detailed support on attendance
- Follow up unexplained absences by phone calls, messages and emails.
- Share any unexplained absences with SLT

3.7 Parents

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

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

Parents are expected to:

- Make sure their child attends school every day on time
- Contact school before 8:45am by telephone or email on the first morning of an absence stating the reason and an expected date of return
- Send a note / email explaining the reason for absence on the child's return to school after an illness
- Keep us updated by telephone, email or letter if the child has an extended period of absence due to illness

- 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
- Seek support, where necessary, for maintaining good attendance, by contacting the Welfare Office, who can be contacted via 01706360494 or office@hopwood.rochdale.sch.uk

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register via Arbor and place all pupils onto this register. The attendance register will be taken at the same designated time for all pupils for each registration session.

All staff responsible for taking registers must follow the school's agreed registration procedures consistently. The appropriate national attendance or absence code must be recorded for every pupil on the admission register for each session.

Where there is uncertainty about which attendance code should be used, the school will refer to the School Attendance (Pupil Registration) (England) Regulations 2024 and the current DfE *Working together to improve school attendance* guidance to determine the code that most accurately reflects the primary reason for the pupil's absence.

Every entry on the attendance register will be kept for 6 years after the date on which the entry was made.

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.

Pupils must arrive in school by 8:45am on each school day.

Class teachers will complete the register at 8.45am and save the register at 8.50am.

The school gates will open at 8:30am and close at 8:45am when the school bell sounds. Any child and family arriving after 8:45am will need to buzz the front gate and wait for the office staff to let them in. The parent/carer will then sign the child in using schools Inventry system and include the reason they are late.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8:45am or as soon as practically possible, by calling the school office, who can be contacted via 01706360494 or emailing absence@hopwood.rochdale.sch.uk. Any medical should be provided, this can include a prescription, doctors appointment record or letter.

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 and school will seek further advice from the Local Authority.

When a child has had three separate episodes of illness, medical evidence will be required for any subsequent absences due to illness in order for these to be authorised. If medical evidence is not provided, the absence will be recorded as unauthorised.

Where the absence is longer than 5 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.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment and provides evidence of the appointment. However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

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

4.4 Lateness and punctuality

A pupil who arrives late will receive either a L code or a U code depending on their arrival time:

- All children arriving after 8:50am and before 9:10am will receive a late mark (L code).
- Registers close at 9:10am.
- Children who arrive after 9:10am will be marked as unauthorised for the morning session in line with the DfE (Department for Education) government guidance (U code).

4.5 Following up unexplained absence

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

- Attempt to contact the pupil's parent/carer on the morning of the first day of unexplained absence using all the emergency contacts provided. If the school cannot reach any of the pupil's emergency contacts, then the Child Welfare Officer will conduct a home visit. If contact with the family is not made and there are concerns around your child's safety, then a call into 101 call will be made to register a concern for welfare in line with Local Authority guidance.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Make contact with the parent/carer on each day that the absence continues without explanation, to ensure school have met our safeguarding responsibility. If absence continues, the school will consider involving an Education Welfare Officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals. This may include implementing a School Attendance Plan or and Early Help Assessment.
- Where support is not appropriate, not successful, or not engaged with further advice to be sought from the Education Welfare Service.

4.6 Reporting to parents

Parents/Carers can access their child's attendance and punctuality records at any time using Arbor. Every child's attendance and punctuality data is shared on their end of year report.

Parents (see definition of 'parent', as used in this policy, in section 3.7 above) will be informed if school have concerns about a child's attendance and punctuality. This could be via phone call, letter or face to face.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

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

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

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

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

'Exceptional circumstances' could include:

- Service personnel returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays.
- Where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.
- The death or terminal illness of a person close to the family.
- To attend a wedding or funeral of an immediate family member.

Every application for leave of absence will be considered individually, taking into account the specific facts, circumstances and relevant background context of the request. The school will not operate a blanket policy under which leave of absence is automatically granted because a particular circumstance or event has occurred. Where leave of absence is granted, the headteacher will determine the appropriate length of authorised absence based on the individual circumstances.

A need or desire for a holiday, leisure or recreational activity during term time will not normally constitute an exceptional circumstance.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

Any leave of absence request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) 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
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school

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

5.2 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.

Before referring into the Local Authority for a penalty notice, the following 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 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

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice.

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 pupil, 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 and the parent will be summoned to court.

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 pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

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 pupil attends school.

They will include:

- Details of the pupil'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

6. Strategies for promoting attendance

- Provide regular reminders to pupils and parents/carers about the importance of good attendance and punctuality and their positive impact on learning, wellbeing and achievement.
- Share attendance figures with parents/carers through the weekly **Friday News** update, celebrating positive attendance and reinforcing an inclusive, whole-school approach.
- Use **whole-school assemblies** to reinforce key messages about attendance and punctuality in a positive and age-appropriate way.
- Promote a **consistent whole-school message** about attendance, ensuring all staff reinforce expectations and recognise the importance of every school day.
- Display positive attendance messages and reminders around school and through school communication channels.
- Include attendance and punctuality messages at **key points throughout the school year**, particularly following school holidays and at the beginning of each term.
- Ensure attendance is regularly discussed during **parent meetings, consultation evenings and other opportunities for parental engagement**.
- Promote a strong sense of **belonging and inclusion**, helping pupils understand that they are valued members of the school community and that their presence matters.
- Ensure staff provide a **warm welcome for pupils returning after absence**, supporting successful reintegration and avoiding approaches that may create additional barriers to attendance.
- Use pupil voice activities to understand pupils' experiences of attendance and identify any whole-school barriers that could be addressed.

7. Support

7.1 Pupils absent due to complex barriers to attendance or absent due to mental or physical ill health or SEND

School will:

- Understand and identify barriers
- Work with families
- Develop strategies for removing in-school barriers
- Monitor and make adjustments

7.2 Pupils

Where a pupil 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 pupil's needs, the school will inform the local authority.

7.3 Pupils returning to school after a lengthy or unavoidable period of absence

If a child has been off for a sustained period of time, a transition meeting would be planned to discuss the strategy and support required for their return. Each case would be looked at individually on a personal level.

7.4 Pupils who are young carers

- The school recognises that some pupils have caring responsibilities at home and that these responsibilities can create additional barriers to regular attendance.

- Where the school becomes aware that a pupil is a young carer, this will be recorded appropriately, including through the school census in accordance with DfE requirements.
- Where a pupil's caring responsibilities may be contributing to absence, the school will work in partnership with the pupil and their parent/carer to understand the circumstances and barriers affecting attendance and agree appropriate support.
- Where the pupil's or family's needs extend beyond the support that can reasonably be provided by school, the school will work with the local authority and other relevant services or organisations to facilitate access to appropriate early help and wider support.
- The attendance of pupils identified as young carers will be considered as part of the school's analysis and monitoring of pupil cohorts.

7.5 Remote education and attendance

- Providing remote education does not mean that a pupil should be recorded as attending school. A pupil who is absent from school but receiving remote education will be recorded as absent using the attendance code that most accurately reflects the reason for their absence.
- Remote education will not routinely be used as an alternative to attending school.
- Where remote education is considered for an individual pupil, the school will first consider appropriate reasonable adjustments and other support that could enable the pupil to attend school.
- Remote education will only be used as a last resort and, where used to support an absent pupil, will form part of a wider plan designed to support the pupil's reintegration and return to school.
- The school will record and monitor the pupil's engagement with remote education separately from the statutory attendance register.

7.6 Working with the local authority and other partners

Where barriers to attendance extend beyond the school gates, the school will work collaboratively with the local authority and other relevant partners to secure appropriate support for the pupil and their family. This may include working with education, early help, social care, health, SEND, youth justice, police, voluntary or community services where appropriate.

The school will engage with the local authority's School Attendance Support Team and participate in appropriate attendance support arrangements and meetings.

Information will be shared appropriately and lawfully where this is necessary to safeguard a pupil, understand barriers to attendance, coordinate support or fulfil the school's statutory attendance responsibilities.

The school will seek to work in partnership with families, recognising that successfully improving attendance requires the school, parents/carers, pupils and relevant services to work together to understand and address the underlying causes of absence.

8. Attendance monitoring

The school will:

- Monitor attendance and absence data weekly, half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

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.

8.1 Monitoring and analysing attendance

- The school will monitor attendance and absence data (including punctuality) at least half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.
- When monitoring and analysing attendance, the school will consider attendance at whole-school, year-group, cohort and individual-pupil level.
- The school will use appropriate benchmarking information to compare attendance with local, regional and national data and, where useful, other appropriate comparator schools.
- Particular attention will be given to cohorts who may experience additional or entrenched barriers to attendance. Depending on the school's context, this may include:
    - pupils with a social worker;
    - young carers;
    - pupils with SEND;
    - pupils with long-term medical conditions;
    - pupils eligible for free school meals; and
    - any other groups identified through school attendance data as experiencing lower attendance.
- Analysis will be used to identify emerging patterns at an early stage, inform appropriate support and intervention, and evaluate whether the school's attendance strategies are having the intended impact.
- Specific pupil 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.
- 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.

8.2 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers to facilitate discussions with pupils and families, and to the governing board and school leaders (including the special educational needs co-ordinator, designated safeguarding leads and pupil premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:

- Discuss attendance and engagement at school
- Listen, and understand barriers to attendance
- Explain the help that is available
- Explain the potential consequences of, and sanctions for, persistent and severe absence
- Review any existing actions or interventions

- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)
- Communicate and meet regularly with parents/carers to target unauthorised absence

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Deputy Headteacher. At every review, the policy will be approved by the full governing board.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

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

J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available

Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		

Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays