



Attendance policy

Date: September 2026

Date of review: September 2028

2nd Edition

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1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 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](#)
- <https://www.legislation.gov.uk/uksi/2006/1751/contents> [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)
- <https://www.legislation.gov.uk/uksi/2013/757/regulation/2/made> It also refers to:
- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

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

3.2 The director

The director is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies

- Working with the parents 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
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is [Lizzy Porter] and can be [contacted via 07532757259 and/or lizzy.porter@inspired-pd.co.uk

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- 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

The attendance officer is Lizzy Porter and can be contacted via 07532757259 and/or lizzy.porter@inspired-pd.co.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 through compass each day.

3.6 School office manager

School office manager will:

- Take calls from parents/carers/feeder schools about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers/ feeder schools to the safeguarding lead/pastoral and wellbeing lead where appropriate, in order to provide them with more detailed support on attendance

3.7 Parents

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

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

Parents are expected to:

- Make sure their child attends every timetabled session on time
- Call the school to report their child's absence before 10am/12pm (depending on session times) on the day of the absence 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 where possible
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the office manager Letizia Trinchese [07310082798 and/ or info@inspired-pd.co.uk], Provision Lead Lizzy Porter 07532757259 and/or lizzy.porter@iinspired-pd.co.uk, Safeguarding Lead Heather Lloyd 07515788412 and/or heather.lloyd@inspired-pd.co.uk

3.8 Pupils

Pupils are expected to:

- Attend every timetabled session, on time

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register on Compass, and a paper attendance register - all pupils will be placed onto this register.

We will ask all students to sign in on paper register upon arrival.

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

- Present
- Attending 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 also record:

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

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

The school day starts at 9.30am/12pm and ends at 12pm/2.30pm depending on timetable.

Pupils must arrive in school by 9.30am/12pm on each timetabled day.

The register for the first session will be taken at 9.30am and will be kept open until 10am. The register for the second session will be taken at 12pm and will be kept open until 12.30pm.

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 9.30am, or as soon as practically possible, by calling the school office manager (Letizia Trinchese on 07310082798 and/ or info@inspired-pd.co.uk).

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 3 consecutive sessions, 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 the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

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.

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:

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

4.5 Following up unexplained absence

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may contact relevant external parties
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will arrange a home visit/ consider involving an education welfare officer
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: local authority/ feeder school will be contacted who may proceed with intervention (see section 5.2 below).

4.6 Reporting to parents

The school will regularly inform parents/guardians/local authority/feeder school (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels via weekly learning logs and half termly reposts

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

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

The director 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 directors discretion, including the length of time the pupil is authorised to be absent for.

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

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

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.

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

6. Strategies for promoting attendance

- Create a Positive School Culture: Foster an environment where students feel safe, supported, and motivated to attend regularly. Celebrate good attendance with rewards or recognition.
- Engage Parents and Guardians: Maintain regular communication with families, emphasizing the importance of attendance and addressing any barriers or concerns they may have.
- Early Intervention: Identify students with attendance issues early and provide targeted support through mentoring, counselling, or personalized learning plans.
- Flexible Learning Options: For students facing challenges, offer flexible scheduling or remote learning options to accommodate their circumstances and ensure continuity.
- Attendance Incentive Programs: Implement programs that reward students for consistent attendance, such as certificates, extra activities, or school trips.

- **Monitor and Track Attendance:** Use data to track student attendance patterns and intervene promptly when absenteeism becomes a concern.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

- Home visits will be arranged to discuss the barriers to attendance with both the pupil and their family.
- The ELSA practitioner, Heather Lloyd, will work with pupils to develop strategies that support and improve their attendance.
- The family liaison officer, Alice Parker, will collaborate with pupils' families to gain a deeper understanding of the challenges pupils are facing.

7.2 Pupils absent due to mental or physical ill health or SEND

1 - Working with families

Regular Communication: We maintain regular contact with families to discuss the student's health, progress, and any emerging concerns. Meetings can be arranged in person, over the phone, or virtually to ensure ongoing support.

Individual Support Plans: For pupils with chronic health issues or SEND, we create an individualized support plan (ISP) or an Education, Health, and Care Plan (EHCP) in partnership with families, health professionals, and other relevant agencies. This ensures that their specific needs are understood and addressed.

Home Visits: In some cases, staff may conduct home visits to offer guidance, check in on progress, and help families access any needed resources or information.

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.

2 - Collaborating with External Agencies

When a pupil's health or SEND requires specialized care, we collaborate closely with external agencies to ensure continuity of support:

Health Professionals: We regularly communicate with health professionals involved in the pupil's care, such as doctors, mental health specialists, or physiotherapists, to ensure the educational environment aligns with their treatment plans.

Local Authority Services: For pupils with significant needs, the local authority may provide additional support, such as tutoring, outreach programs, or home education services. We work with local authority teams to coordinate these services and maintain an appropriate educational pathway.

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

1. Early Communication and Planning

- **Regular Contact:** During the period of absence, the school will maintain regular communication with the pupil's family to keep updated on their situation and offer support as needed. This includes sharing relevant schoolwork, updates, and any changes within the school community.
- **Pre-Return Meeting:** Prior to the pupil's return, we will hold a meeting with the family, the pupil (if appropriate), and any relevant professionals (e.g., healthcare providers, SEND coordinators) to discuss their return plan. This will include addressing any specific needs, concerns, or adjustments required to support their reintegration.

2. Personalized Reintegration Plan

- **Phased Return:** Depending on the nature of the absence (e.g., illness, mental health concerns), a phased return to school may be arranged. This might include part-time attendance or reduced hours to help the pupil transition back gradually.
- **Individual Support Plan:** We will develop an individualized support plan (ISP) tailored to the pupil's specific needs. This plan may address academic catch-up, emotional support, and any physical or learning accommodations necessary to support their successful return.

3. Academic Support

- **Catch-Up Support:** Upon return, the school will assess the pupil's academic needs and create a plan to help them catch up on missed work. This may involve:
 - One-to-one tutoring or small group sessions to help with key areas.
 - Homework or independent study programs with tailored tasks.
 - Flexible deadlines and modified assignments to reduce pressure while catching up.
- **Classroom Adjustments:** Teachers will be informed of the pupil's return and will make necessary adjustments to their teaching strategies, offering additional support and flexibility where required. This may include differentiated tasks, extra time to complete work, or regular check-ins during lessons.

4. Emotional and Social Support

Pastoral Care: The pastoral team will provide emotional support to help the pupil feel comfortable and settled. This might include:

- Regular check-ins with a designated staff member (e.g., pastoral lead or form tutor) to offer guidance and address any concerns.
- Access to school counseling services, if needed, for mental health or emotional support.
- Encouraging positive peer relationships and facilitating social interactions to reduce any feelings of isolation.

Peer Support: Where appropriate, a buddy system or peer mentoring program may be used to help the returning pupil reconnect with their classmates and feel part of the school community.

5. Monitoring and Ongoing Review

- **Initial Monitoring:** In the initial weeks following the pupil's return, regular progress reviews will be held to assess how well they are settling back in. Any adjustments to their reintegration plan can be made based on their progress and feedback from the pupil, family, and teachers.
- **Ongoing Review:** For pupils with significant or long-term needs, the reintegration plan will be reviewed regularly in collaboration with the family and relevant professionals to ensure they continue to receive the support required for their academic and emotional well-being.

6. Involvement of External Agencies

Where necessary, we will continue to work with external agencies, such as healthcare professionals, social services, or the local authority, to ensure the pupil's needs are met. For pupils with Education, Health, and Care Plans (EHCPs), these will be updated to reflect any new needs or challenges following their absence.

8. Attendance monitoring

8.1 Monitoring attendance

Attendance information will be entered into compass and paper registration on a daily basis, with staff confirming attendance prior to all session starting.

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

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

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.

8.2 Analysing attendance

The school will:

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

8.3 Using data to improve attendance

The school will:

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

8.4 Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)
- When students are absent for 3 consecutive sessions, the DSL [Lizzy Porter] will contact parents and arrange a home visit and meeting with parents/local authority/feeder school

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum. 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:

- Safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

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

Code	Definition	Scenario
I	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