



Kaleidoscope



## Kaleidoscope School: Pupil Attendance Policy

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## 1. Aims

The Beechfield School are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

Promoting good attendance and the benefits of good attendance.

Setting high expectations for the attendance and punctuality of all pupils.

Reducing absence, including persistent and severe absence

Ensuring every pupil 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 pupils have the support in place to attend school.

## 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 \(and 2010, 2011, 2013, and 2016 amendments\)](#)

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- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents>The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

<https://www.legislation.gov.uk/ukxi/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/carers
- 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

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- 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

The managing directors alongside the headteacher and designated senior leader responsible for attendance have overall responsibility for the termly monitoring of pupil attendance and have a duty to act promptly if an issue with attendance arises.

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### 3.2 The Head of School

The Head of School 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 Amy Sadler-Rhodes to be able to do so
- Working with the parents/carers 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/carers through all available channels
- Sharing information from the school register with the local authority, including:
  - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
  - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
  - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

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### 3.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') 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/carers 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 Amy Sadler-Rhodes who can be contacted via [AmySR@kaleidoscopeschool.co.uk](mailto:AmySR@kaleidoscopeschool.co.uk) 07990 034517

### 3.4 The Attendance officer

- The school attendance officer is responsible for:
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Advise the school when they need to start working with the LA to issue fixed penalty notices.

The attendance officer is Amy Sadler-Rhodes and can be contacted via the telephone on 07990 034517 or via email [AmySR@kaleidoscopeschool.co.uk](mailto:AmySR@kaleidoscopeschool.co.uk)

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### 3.5 School Staff

School staff will:

- Take calls from parents/carers/guardians about absences on a day-to-day basis and will pass the information onto the attendance officer who will record it on the school system.
- Meet and greet students at the front gate and relay AM attendance to the attendance officer. Class leads will inform the attendance officer of PM marks so that registers can be promptly updated.
- Transfer calls from parents/carers/guardians to the head of School or the attendance officer so they can provide more detailed support on attendance if required.

### 3.6 Parents/carers/guardians

Parents/carers/guardians are expected to:

- Do all that they can to facilitate their child attending every day and on time.
- Call the school to report their child's absence before 10am on the day of the absence (and each subsequent day of absence after) and advise when they are expected to return. The school requires this to be over the phone, and will not accept emails, text messages or messages over Whatsapp for reporting a child's absence.
- Provide the school with more than 2 emergency contact numbers for their child.
- Ensure that, where possible, medical appointments for their child are made outside of the school day.

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### **3.7 Pupils**

Pupils are expected to attend school every day on time.

## **4. Recording attendance**

### **4.1 Attendance register**

**The Beechfield School will keep an attendance register and will place all pupils onto this register.**

We will take our attendance register by 10am and 12.30pm on each school day; this is to mark the attendance for the morning and afternoon sessions. It will mark whether every pupil is:

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

Any amendment to the attendance register will include:

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

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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 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 3 years after the date on which the entry was made.

Pupils must arrive at school by 9.30 on each school day.

The register for the first session will be taken at 9.45am and will be kept open until 10am. The register for the second session will be taken at 12.30. A pupil who arrives after the register is closed is coded U. That is a statistical unauthorised absence.

#### **4.2 Unplanned absence**

The pupil's parent/carer/guardian must notify the school of the reason for the absence on the first day of an unplanned absence by 10am or as soon as practically possible by calling the school on Porthill office- 01782 624689 Fenton office- 01782 354572

(see also section 7).

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

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer/guardian to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied with the authenticity of the illness, the absence will be recorded as unauthorised, and parents/carers/guardians will be notified of this in advance.

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### **4.3 Planned absence**

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer/guardian notifies the school in advance of the appointment.

In this instance, parents/carers/guardians would be required to show evidence of the appointment to the designated senior leader responsible for attendance. The school would retain a copy for their records and the original would be returned. If parents/carers/guardians did not have an appointment letter they would be asked by the school to request a letter for the appointment before the leave could be authorised.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. 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.

Parents will be communicated with once there is ongoing punctuality issues and discussed if there is a reason behind this. Consideration will be taken as to whether more support at home is needed around morning routines and strategies for managing any anxiety around a transition into school. School will liaise with parents around any extra support that is needed, and the relevant strategies are put in place.

### **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:

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- Call the pupil'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 pupils' emergency contacts, the school will conduct a safe-and-welfare check through a home visit on the same day. The school's child protection and safeguarding policy and procedures will be followed.
- 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 2 working days after the first day of unexplained absence. Initially this would be an 'N'.
- Call 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 an education welfare officer and the local safeguarding teams.
- 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 a notice to improve, penalty notice or other legal intervention may be issued (see section 5.2 below)

#### **4.6 Reporting to parents/carers**

The school will regularly inform parents about their child's attendance and absence levels via an end of term report.

### **5. Authorised and unauthorised absence**

#### **5.1 Approval for term-time 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.

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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.

**We define 'exceptional circumstances' as**

In line with DfE guidance, holidays during term time will only be authorised in *exceptional circumstances*. For pupils in a SEMH (Social, Emotional and Mental Health) setting, the school recognises that individual needs may sometimes justify a flexible approach.

**Exceptional circumstances may include (but are not limited to):**

- Leave supported by a medical or mental health professional as part of a therapeutic or reintegration plan.
- Family trauma, bereavement, or crisis where time away may support emotional wellbeing.
- Cultural or religious events of significant importance to the child's identity.
- Leave recommended by a social worker, particularly for pupils who are Looked After, under child protection, or with complex family arrangements.
- Time-limited leave that supports a pupil's emotional regulation, reduces anxiety, or forms part of a wider plan to maintain school engagement and prevent exclusion.

**All requests will be considered on an individual basis**, taking into account the pupil's attendance record, safeguarding concerns, and input from relevant professionals (e.g. CAMHS, social care, SENCO).

Requests must be submitted in writing, and supporting evidence may be required. The final decision rests with the Headteacher.

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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.

Any request should be submitted as soon as it is anticipated and, where possible, at least **4 weeks** prior to the absence, and in accordance with any leave of absence request form, accessible via contacting Amy Sadler-Rhodes

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

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## 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.

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 pupil
- 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, 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 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.

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

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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

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## 6. Strategies for promoting attendance

Good attendance will be promoted at Kaleidoscope School through our school's values and ethos, this will be embedded into our curriculum and communication with pupils and their families which will include attendance monitoring meetings. Individual strategies will be used if required to promote good attendance and this will be individual to each child, their circumstances and their development and SEN needs.

We ensure:

- Equality and fairness
- Offering early help and support to families and working with other agencies to find solutions.
- The safety and welfare of pupils is at the heart of all plans relating to attendance.
- Individualised plans, such as incentives and rewards to be introduced if required.

If a pupil does not arrive at Kaleidoscope School 30 minutes after the school start time and no contact has been made by parents, carers, the Head of School will contact the parents to ascertain the reason for non-attendance. If the reason is not medical, parents will be encouraged to bring the child into school day at any point on the day, staff will also offer a visit to the child at home on that day and support with transport to bring them into school. Our priority will be to see the child in person, ensure they are safe and well, and break the cycle on non-attendance.

## 7. Supporting pupils who are absent or returning to school

### 7.1 Pupils absent due to complex barriers to attendance

#### Supportive Approach to Pupils with Complex Barriers to Attendance

- Monitor attendance data to spot patterns early.
- Use pupil profiles and holistic assessments to understand underlying issues (e.g. mental health, SEND, family concerns).
- Assign a trusted adult for regular check-ins.

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- Use non-judgemental, empathetic communication.
- Celebrate small improvements to build motivation.
- Communicate regularly through meetings, calls, and home visits.
- Involve parents/carers in planning and decision-making.
- Offer practical help (e.g. transport, breakfast clubs) and signpost to wider support.
- Provide access to pastoral support, counselling, and safe spaces.
- Adapt curriculum and classroom strategies for individual needs.
- Use flexible timetables or phased returns where appropriate.
- Collaborate with EWS, CAMHS, social care, and other services.
- Lead or contribute to TAC meetings and support plans with clear, measurable goals.

## **6. Ongoing Review and Support**

- Monitor the impact of interventions and adapt as needed.
- Maintain support over time to ensure sustained attendance improvements.

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

- Begin with a holistic understanding of the pupil's needs through dialogue with families and professionals.
- Avoid a "one size fits all" approach; tailor support based on medical advice, EHCPs, or SEND support plans.
- Maintain regular, open communication with parents/carers to ensure they feel listened to, informed, and involved.
- Offer flexibility in meetings (phone, online, home visits) and involve them in all planning and reviews.
- Signpost families to relevant external services and provide emotional/practical support where needed.
- Implement reasonable adjustments such as flexible timetables, adapted learning tasks, or access to a quiet space.
- Provide access to remote learning or work packs during longer absences.

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- Ensure reintegration plans are gradual, supportive, and closely monitored.
- Work closely with health professionals, CAMHS, social care, and SEND services to align support with expert recommendations.
- Use multi-agency meetings (e.g. Team Around the Child, EHCP reviews) to create a joined-up plan.
- Offer in-school support such as counselling, mentoring, or wellbeing check-ins.
- Provide targeted academic support on return to help close any learning gaps.
- Ensure key staff (teachers, TAs, pastoral leads) are aware of the pupil's needs and equipped to support them.

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**

Focus is on early planning, personalised support, and strong relationships.

Work closely with families and professionals to create a phased reintegration plan tailored to the pupil's needs, including flexible timetables, emotional support, and academic catch-up.

A key adult provides daily check-ins, while staff are briefed to ensure consistent support.

Involve external agencies where needed and review progress regularly with the pupil and family, adapting the plan to ensure a successful, sustained return to school.

## **8. Monitoring attendance**

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.

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

This policy will be reviewed as guidance from the local authority or DfE is updated every year by the Head of School, attendance champion and the attendance officer. At every review, the policy will be approved by the governors.

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**

**Kaleidoscope 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 facilitate discussions with pupils and families, and to the governing board and school leaders .
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

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- 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)

#### **9. Links with other policies**

This policy links to the following policies:

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- Child protection and safeguarding policy
- Behaviour policy

#### Appendix 1: attendance codes

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

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		

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<b>K</b>	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
<b>V</b>	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
<b>P</b>	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
<b>W</b>	Attending work experience	Pupil is on an approved work experience placement
<b>B</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
<b>D</b>	Dual registered	Pupil is attending a session at another setting where they are also registered
<b>Absent – leave of absence</b>		
<b>C1</b>	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school

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<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment
<b>J1</b>	Interview	Pupil has an interview with a prospective employer/educational establishment
<b>S</b>	Study leave	Pupil has been granted leave of absence to study for a public examination
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil 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	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance

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<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil 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	Pupil 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	Pupil 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	Pupil 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	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open

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<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	<p>Pupil is unable to attend as they are:</p> <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	Pupil'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	Pupil 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

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<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	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on admission register	Pupil 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

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