



Attendance Policy



Scope of Document:	All Stakeholders
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Name of the Senior Attendance Champion: Mrs K. Kulyk Headteacher.

Introduction

High Point Academy is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

At High Point Academy, we are driven by an unwavering commitment to making school attendance a top priority, fully integrated with every aspect of school improvement. Using the Inclusive Attendance Model – the first and only accredited programme providing the pedagogy of practice – we support children and families to connect, belong, and thrive.

Inclusive Attendance Professional Development Model

The Inclusive Attendance professional development model fundamentally guides our attendance approach. Comprising six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management seamlessly integrate theory into practice.



Inclusive Attendance Implementation Programme

Each year, High Point Academy reviews and further enhances attendance practices through dedicated participation in the Inclusive Attendance 7-month implementation programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible support.

Impact and Collaboration

Through our ongoing year-long implementation programme, and five year long-term strategy, we deliver measurable impact by creating an inclusive attendance culture and improving outcomes for children and young people. We are outward-facing in our approach and value working regionally and nationally, through a systems-led model with other schools and external agencies. We continually strengthen and enhance our offer year on year. This work is underpinned by ongoing accredited CPD for staff, ensuring sustainable change, stronger outcomes for children and young people, and a deeply embedded culture of collective responsibility.

The Importance of School Attendance at High Point Academy

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- *Academic Achievement*: Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Knowledge Acquisition*: School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- *Social Development*: School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- *Building Routine*: School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- *Teacher Interaction*: Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- *Legal and Parental Responsibility*: Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- *Community Well-being*: High levels of school attendance contribute to the overall well-being of communities.

Factors Influencing Attendance

There are many factors which can impact on a child attending school, if you have any concerns you should contact the school as soon as possible:

- *Health Issues*: Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.
- *Family Circumstances*: Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.
- *Bullying and Safety Concerns*: Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.
- *Transportation Issues*: Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.
- *Socioeconomic Factors*: Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.
- *Special Educational Needs (SEN)*: Students with special educational needs may require additional support and accommodations to attend school regularly.
- *Cultural and Language Barriers*: Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.
- *Parental Involvement*: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

Supporting Attendance at High Point Academy

To address any identified attendance issues effectively, High Point Academy will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

What is expected of parents and carers?

- To ensure that their child/children attend school as much as possible
- To ensure that their child/children attend school on time
- To provide reasons for lateness and absence by 8.30am on the day of absence.

- To provide medical proof for any appointments, where possible before the appointment date. Where possible, to have appointments outside of school hours
- To work in partnership with school to resolve any problems that may impact their child's attendance
- To take family holidays during the school holidays times as all requests for holidays will be refused except in special/exceptional circumstances
- To be aware of the impact that poor attendance can have on their child's all-round progress
- Support High Point Academy in raising and maintaining a good level of whole school attendance

What is expected of the Attendance Champion?

The Headteacher and attendance champion is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data, including the monitoring and tracking the attendance of vulnerable groups;
- Building relationships with parents/carers to discuss and tackle attendance issues:
 - Creating intervention reintegration plans in partnership with pupils and their parents/carers
 - Delivering targeted intervention and support to pupils and families
- Regular meetings with the Family Support Worker reporting on progress and next steps planning; providing training and support to staff;
- Producing an overview of attendance and record keeping.
- Overseeing multi-agency working e.g. Hospital School

What is expected of Teachers:

- To keep an accurate attendance register
- To inform the attendance team via the school office if no message has been received regarding a pupil absence
- To highlight concerns regarding attendance to the Attendance Lead.

What is expected of Form Teaching Assistants: (TA Form attendance champion)

- To call missing/absent pupils from 0900-0915 to establish reason for N code absences
- To share any outstanding / concerns with Administration staff for second call
- To record on CPOMS if they have been unable to make contact with the family to establish a reason for absence

What is expected of the Administration Staff:

- Input attendance data via BROMCOM
- Print off reports weekly for monitoring purposes
- Managing the Pupil Signing in/out procedures.
- Make the first day absence calls and record reasons for absence

What is expected of the Attendance Champion & Attendance Lead:

- To act as 'attendance champion' with responsibility for the strategic management of the attendance agenda
- To set clear, challenging and realistic targets as part of the school self-review
- Intervene early when individual pupil absence gives cause for concern

- Monitor patterns of attendance and lateness
- Inform/meet with parents/carers where there are attendance concerns
- Liaise with the Special School Nursing Team (where appropriate)
- Monitor attendance and any child below 90% attendance will trigger concern and an action plan put in place where appropriate
- To share attendance data with local authorities
- Take legal action if and when necessary

What is expected of the Head Teacher

- To inform the Trust of attendance issues and records.
- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Issuing fixed-penalty notices, where necessary

What is expected of the Local Academy Council:

- To monitor whole school attendance half-termly and take appropriate action, which may be seeking support from the Trust.

Attendance and Punctuality Expectations at High Point Academy

Registration

- Registration begins at 08:50am (for all pupils) in the morning and at 1:05pm in the afternoon.
- Register close at 09:20 and 1:35pm.

A register of attendance for all pupils on the school roll is taken twice a day: once at the start of the morning registration session and once during the afternoon registration session.

For each pupil, the register will be marked either as present, engaged in an approved educational activity away from the school site or absent. If the pupil is absent, the register will say whether or not the absence has been authorised by the school.

Any pupil who is not present at this time will be marked unauthorised absent, unless leave has been granted by the school in advance or the reason for absence is already known and accepted by the school as legitimate. School attendance team will amend the registers to indicate lateness if a pupil arrives after the register closes.

Unplanned Absence

In the case of unavoidable delay for pupils using school transport, arrival after 9.20 a.m. will not incur a late mark.

Unplanned absence The pupil's parent/carer must notify the school on the first day of an unplanned absence by 8.30am or as soon as practically possible.

Parents and carers can contact the school office on 0121 594 0750. We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Planned Absence

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

A copy of the appointment letter should be sent prior to the appointment to the school office at enquiries@highpoint.fet.ac . 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.

Lateness

A pupil who arrives late:

- When the register is closed between 09:20am and 09:30am will be marked as late, using the appropriate code L between 09:20-09:30am.
- After the register has closed will be marked as absent, using the appropriate code U after 9.30am

Following up absence

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

- Follow up on their absence with their parent/carer to ascertain the reason, by the form attendance team or Safeguarding, Attendance and family support team.
- Ensure proper safeguarding action is taken where necessary
- Identify whether the absence is approved or not
- Identify the correct attendance code to use

Coding of Attendance

Attendance will be recorded using the DFE's statutory attendance codes, please refer to the appendix 1 for coding.

Reporting to parents Individual attendance

figures are shared with parents during the annual review process for Education, Health and Care Plans, Mid-year reports and End of year reports.

Authorised Absence

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave

- An absence due to a family emergency

Unauthorised Absence

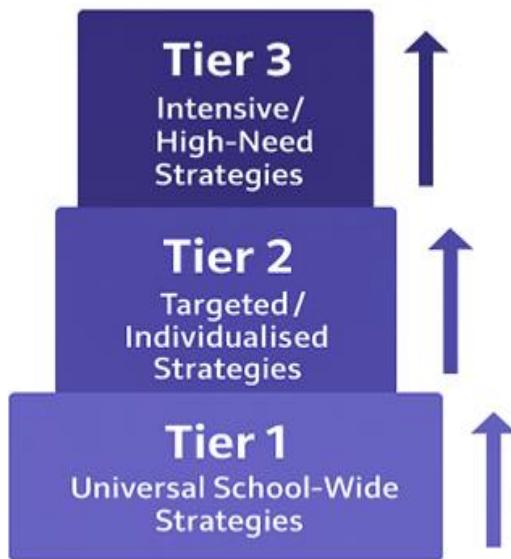
- Parents keeping children off school unnecessarily or without reason.
- Absences which have never been properly explained..
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed

Strategies for Using Data to Target Attendance Improvement Efforts at High Point Academy

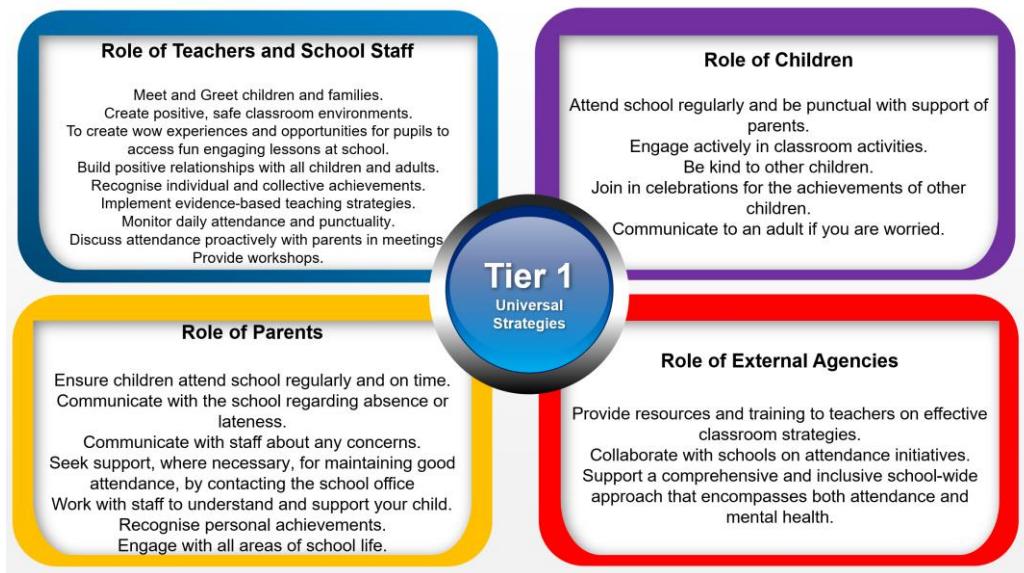
- The whole school cohort and Individual year groups.
- Individual pupils.
- Demographic groups, e.g., pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g., pupils with SEND, LAC, and pupils eligible for FSM.
- Pupils who have an allocated social worker or are known to social care.
- A pupil who is absent for prolonged periods, or repeated occasions, which may indicate a safeguarding concern, such as CSE or CRE, particularly county lines.
- Pupils at risk of PA.
- Pupils at risk of SA.
-

A Multi-Tiered System of Support

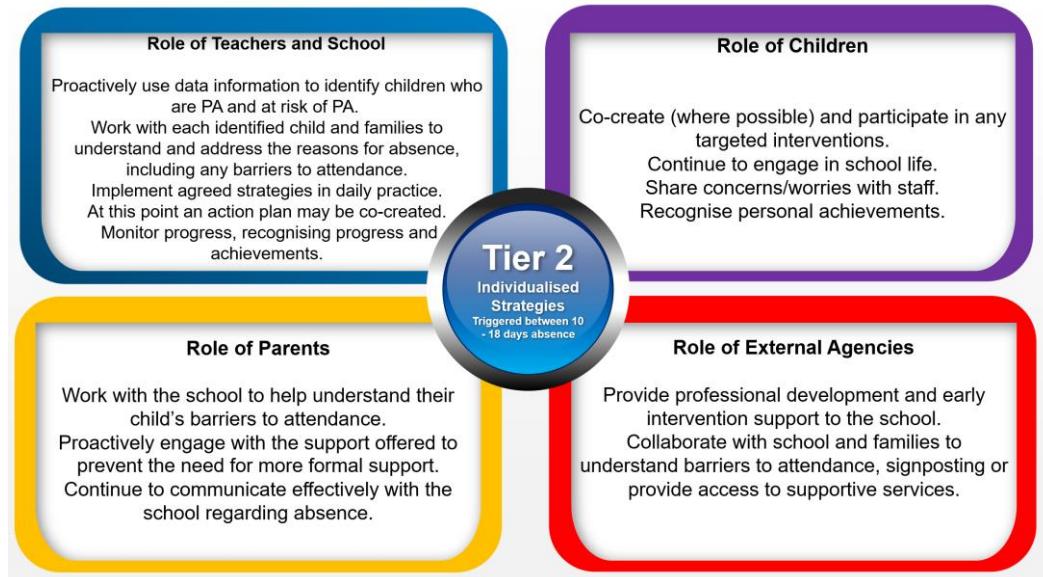
To guarantee a comprehensive approach to attendance, High Point Academy implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.



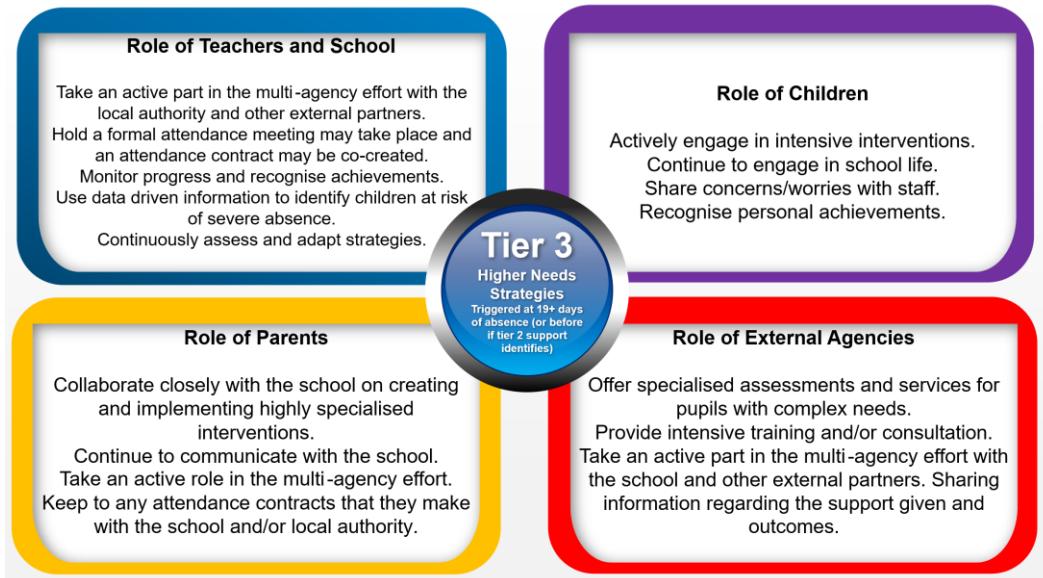
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



High Point Academies Recognition-Based Approach

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent

victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

Promoting Good Attendance

At High Point Academy we believe in celebrating fantastic attendance and appreciate the support we receive from families. We aim through the following methods:

- Home/School Agreement
- Attendance section in whole school Newsletters
- Class Attendance Displays
- Certificates for attending and improving attendance/ house attendance weekly and termly
- Attendance celebration Assemblies
- Letters/texts are sent to parents/carers congratulating them on their child's improved or outstanding attendance
- Pupils who achieve 100% per half term are awarded a Diamond Card, which allows pupils to have a reward time to celebrate their attendance success.
- Pin badges to recognise good attendance (95% and above) termly (Bronze, silver, gold) • Attendance celebratory postcards
- Weekly attendance draws with a prize trolley choice
- Termly prize drawer for parents



Strategies for Using Data to Target Attendance Improvement Efforts High Point Academy

- The whole school cohort and Individual year groups.
- Individual pupils.

- Demographic groups, e.g., pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g., pupils with SEND, LAC, and pupils eligible for FSM.
- Pupils who have an allocated social worker or are known to social care.
- A pupil who is absent for prolonged periods, or repeated occasions, which may indicate a safeguarding concern, such as CSE or CRE, particularly county lines.
- Pupils at risk of PA.
- Pupils at risk of SA.

Contact Details of School Staff at High Point Academy

Name of Staff Member	Roles and Responsibilities	Contact Details
Mrs K. Kulyk	Attendance Champion	head@highpoint.fet.ac 0121 594 0750
Mrs K. Kulyk	Attendance Manager/Officer	head@highpoint.fet.ac 0121 594 0750
Mrs K. Kulyk	Safeguarding Leader (DSL)	head@highpoint.fet.ac 0121 594 0750
Mr C Longmore	Governor for School Attendance.	c.longmore@lac.fet.ac
Miss L Plested Mrs Siddall Mr Turrell	Attendance Support Phase Leader of Connectors Phase Leader of Developers	l.plested@highpoint.fet.ac r.siddall@highpoint.fet.ac d.turrell@highpoint.fet.ac

Authorised & Unauthorised

The school are not allowed to authorise holiday for any reason. Authorised leave is where the school has either given approval in advance for a pupil to be absent, or has accepted an explanation offered afterwards as a satisfactory justification for absence e.g. illness. Only the school may authorise the absence. Unauthorised absence is absence without permission from an authorised representative of the school. This includes all unexplained or unjustified absences.

Holiday in Term Time

High Point Academy does not allow absence for holidays. Any absence, other than for illness or emergency medical attention, will be coded as unauthorised:

(G) – Family holiday not agreed or (O) Unauthorised.

High Point Academy follows Sandwell Local Authorities guidance on Term Time Holidays

Parents/carers do not have a right to take their children out of school during term time and may be fined for taking holidays without the school's consent. A penalty may be issued to both parents/carers fail to ensure regular school attendance. For further information please view Sandwell's guidance: [Holidays in Term Time | Sandwell Council](#).

Parents/carers may choose to complete a 'Leave of Absence Request Form' stating why they are removing their child during term time. This is given to the Head teacher. Only

exceptional circumstances will be authorised on a case by case basis. Should the parent still proceed with the removal of their child during term time, maybe dealt with under Leave in Term Time Penalty processes, if the Leave of Absence was declined

School attendance, Safeguarding and Children Missing Education

If a child goes missing from education it can be potentially be deemed as abuse or neglect. School staff will follow the Local Authority procedures for dealing with children that go missing from education. All Schools are required to make the local authority aware of every registered pupil who fails to attend school regularly and any children who have been absent from school, where the absence has been treated as unauthorised for a continuous period of not less than 5 school days. This attendance policy is part of broader suite of Safeguarding policies including the schools Safeguarding Policy and the Behaviour and Pupil Behaviour regulation and relationships Policy which support the wellbeing of our children. Regulations place a duty on schools and local authorities to jointly carry out reasonable enquiries to try and locate pupils absent from school whose whereabouts are unknown.

This might be:

- A child who is not at their last known address and:
 - has 5 or more days of continuous absence from school without explanation,

or:

- has left school suddenly and their destination is unknown.
- The family moving within the area but the parents fail to inform the school of the house move or transfer to a new school.
- The family move out of the area and relocate to a new area within the UK but parents fail to inform the school.
- The family relocate abroad and fail to inform the school of their destination.
- The family is displaced as a result of 'crisis' e.g. domestic violence, homelessness.
- Parent/school disagreement and parents withdraw the child from school.
- Family separation.

Where a child cannot be accounted for the school may carry out a home visit or a health and wellbeing concern may be raised. Any child whose whereabouts are known but continues to have unauthorised absences, should be assessed to determine if they have additional needs and require support such as a referral to Early Help, or to the school nurse or the Local Authority's Safeguarding Team. If there are no additional needs and the parent does not consent to additional support, or support has been put in place and it has not impacted on attendance, the school should seek advice from the local authority attendance team and sanctions may be implemented.

Parents who wish to educate their child at home

Where a parent notifies the school in writing of their intention to home educate, the school must inform the local authority. Pupils with a statement of Special Educational Needs / Education Health and Care Plan can be educated at home providing the Local Authority (Special Education Needs team) judges the arrangements to be appropriate for the child's

age, ability and aptitude. The EHCP will need to be amended so that the child is no longer on role at the school.

If you home school your children, or if you are thinking about home education, please email home_education@sandwell.gov.uk or call us on 0121 569 8147 for advice and support.

Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

Absence Definitions

- Arrival at school after the register has closed.
- Not attending school for any reason.

Authorised Absence

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

Unauthorised Absence

- Parents keeping children off school unnecessarily or without reason.
- Truancy before or during the school day.
- Absences which have never been properly explained..
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed.
- Leaving school for no reason during the day.

Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. High Point Academy adhere to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

Additional Policies aligned to the Attendance Policy at High Point Academy

- Behaviour, Relationships and Regulation Policy
- Teaching and Learning Policy
- Safeguarding Policy
- SEND statement
- Pupil Premium Policy

Safeguarding Children and Attendance at High Point Academy

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow **Keeping Children Safe In Education** guidance to ensure safe practices.

Review

This Attendance Policy will be reviewed annually by the school's Local Academy Council to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

Appendix 1

Attendance codes, Descriptions and Meanings

Code	Description	Meaning
A	Present at School	<ul style="list-style-type: none"> Pupils must be present during registration to be counted. If a pupil leaves after registration, they are still counted as attending for statistical purposes.
L	Late arrival before the register is closed):	<ul style="list-style-type: none"> The pupil arrives after the register starts but before it closes. Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes. If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.
K	Attending education provision arranged by the local authority	<ul style="list-style-type: none"> Pupil attends educational provision arranged by the local authority, not by the school. Examples include attending courses at college or receiving home tutoring. Schools must record the nature of the provision and ensure notification of absences.
V	Attending an educational visit or trip	<ul style="list-style-type: none"> Pupil attends a school-arranged educational visit or trip supervised by school staff. Must take place during the recorded session. If pupil doesn't attend, record absence using relevant absence code.
P	Participating in a sporting activity	<ul style="list-style-type: none"> Pupil attends an approved educational sporting activity. Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision. Schools must ensure safeguarding measures and

		record absences with relevant codes.
W	Attending work experience	<ul style="list-style-type: none"> Pupil attends work experience as part of their education arranged by the local authority or school. Criteria for recording attendance are similar to other approved educational activities. Schools must ensure safeguarding measures and record absences with relevant codes.
B	Attending any other approved educational activity	<ul style="list-style-type: none"> Pupil attends an approved educational activity other than sports or work experience. Criteria for recording attendance are similar to other approved educational activities. Schools must record the nature of the activity and ensure safeguarding measures.
D	Dual registered at another school	<ul style="list-style-type: none"> Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school. Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily. Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.
C1	Leave of absence for regulated performance or employment abroad	<ul style="list-style-type: none"> Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances. Criteria for granting leave include licenses issued by local authorities or exemptions. Schools must record the absence using this code and consider its impact on the pupil's education.
M	Leave of absence for medical or dental appointment	<ul style="list-style-type: none"> Schools encourage appointments outside of

		<p>school hours; otherwise, prior agreement is necessary.</p> <ul style="list-style-type: none"> Leave of absence is granted under specific conditions, including exceptional circumstances. Absences for medical or dental appointments are recorded using this code.
J	Leave of absence for interview for employment or admission	<ul style="list-style-type: none"> Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution. Applications for leave must be made in advance, and leave is granted based on specific criteria. The interview must occur during the recorded session, and the absence is classified as authorised.
S	Leave of absence for studying for a public examination	<ul style="list-style-type: none"> Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents. Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision. Absences for studying for public examinations are recorded using this code.
X	Non-compulsory school age pupil not required to attend school	<ul style="list-style-type: none"> Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances. Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted. For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.
C2	Leave of absence for compulsory school age pupil subject to part-time timetable	<ul style="list-style-type: none"> Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.

		<ul style="list-style-type: none"> Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.
C	Leave of absence for exceptional circumstances	<ul style="list-style-type: none"> Schools may grant leave of absence at their discretion, but only for exceptional circumstances. Each application is assessed individually, considering specific facts and circumstances. Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.
	Pregnant pupils	<ul style="list-style-type: none"> Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances. Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion
T	Parent traveling for occupational purposes	<ul style="list-style-type: none"> Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them. Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence. Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending. Classified as authorised absence for statistical purposes.
R	Religious observance	<ul style="list-style-type: none"> Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body. Schools may seek guidance from the parent's religious body to ascertain such days. Strategies such as setting term dates around religious observance days are encouraged.

		<ul style="list-style-type: none"> Classified as authorised absence for statistical purposes.
I	Illness - not medical or dental appointment	<ul style="list-style-type: none"> Indicates a pupil's inability to attend school due to illness, both physical and mental health related. Schools should not routinely request medical evidence but may do so when necessary. Classified as authorised absence for statistical purposes.
E	Suspended or permanently excluded and no alternative provision made	<ul style="list-style-type: none"> Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged. Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion. Classified as authorised absence for statistical purposes.
Q	Unable to attend school because of a lack of access arrangements	<ul style="list-style-type: none"> Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements. Classified as not a possible attendance for statistical purposes.
Y1	Unable to attend due to transport normally provided not being available	<ul style="list-style-type: none"> Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable. Walking distances for different age groups are specified. Classified as not a possible attendance for statistical purposes.
Y2	Unable to attend due to widespread disruption to travel	<ul style="list-style-type: none"> Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level. Classified as not a possible attendance for statistical purposes.
Y3	Unable to attend due to part of the school premises being closed	<ul style="list-style-type: none"> Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.

		<ul style="list-style-type: none"> Classified as not a possible attendance for statistical purposes.
Y4	Unable to attend due to the whole school site being unexpectedly closed):	<ul style="list-style-type: none"> Applied when the entire school site is unexpectedly closed, such as due to adverse weather. Attendance registers are not taken, and pupils are marked with this code to signify the closure. Not applicable for planned closures like weekends or holidays. Classified as not a possible attendance for statistical purposes.
Y5	Unable to attend as pupil is in criminal justice detention	<ul style="list-style-type: none"> Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention. Communication with the Youth Offending Team is encouraged to support educational needs during detention. Classified as not a possible attendance for statistical purposes.
Y6	Unable to attend in accordance with public health guidance or law	<ul style="list-style-type: none"> Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission. Classified as not a possible attendance for statistical purposes.
Y7	Unable to attend because of any other unavoidable cause	<ul style="list-style-type: none"> Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes. The nature of the unavoidable cause must be recorded. Classified as not a possible attendance for statistical purposes.
G	Holiday not granted by the school	<ul style="list-style-type: none"> Used when a pupil is absent for a holiday that the school did not approve in advance. Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorised.

		<ul style="list-style-type: none"> Classified as unauthorised absence for statistical purposes.
N	Reason for absence not yet established	<ul style="list-style-type: none"> Employed when the reason for a pupil's absence has not been determined before the register closes. Schools must make efforts to ascertain the reason for absence promptly. If the reason cannot be established within five school days, the absence must be amended to Code O. Classified as unauthorised absence for statistical purposes.
O	Absent in other or unknown circumstances	<ul style="list-style-type: none"> Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorised codes. Classified as unauthorised absence for statistical purposes.
U	Arrived in school after registration closed	<ul style="list-style-type: none"> Applied when a pupil arrives late after the register has closed but before the end of the session. Schools should discourage late arrival and set a specific time limit for registering attendance. Late arrival beyond the specified time results in the pupil being marked as absent. Classified as unauthorised absence for statistical purposes.
Z	Prospective pupil not on admission register	<ul style="list-style-type: none"> Utilised to set up registers in advance for prospective pupils who have not yet officially joined the school. Aims to streamline administrative processes.