ATTENDANCE POLICY

REFERENCE:	
OWNERSHIP:	The Patch Project
AUTHORISED BY: **Hazel Goodier**	
REVIEW:	Oct 2027

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.

The Importance of Attendance at The Patch Project

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 consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Knowledge Acquisition:* School or Alternative provision 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:* Our provision 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:* 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 staff-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed learning, potentially resulting in long-term academic struggles.
- *School Engagement:* Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- *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 The Patch Project, if you have any concerns you should contact the provision 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 regularly.

Family Circumstances: Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences. 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, 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 regularly.

Engagement and Motivation: Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.

Academic Challenges: Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.

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.

Peer Pressure and Social Factors: Influence from peers can impact attendance. Children may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of 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.

To address any identified attendance issues effectively, our provision will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive 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.

Day-to-Day Processes for Managing Attendance at The Patch Project
Add your processes below.

First Day Calling and Safeguarding at X SCHOOL
On the first day we will contact school and parents/carers.
On the 3rd day we will contact schools, parents and carers
On the 5th day, if we have not heard from ether schools or parents/carers we will inform the L A and necessary agencies.
School Times of the Day at The Patch Project :

The school day begins at 9.30am and ends at 2.30pm

Registration opens at 9.20 am and closes at 9.35am

Children are expected to arrive on time and attend all scheduled lessons and activities.

Coding of Attendance

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

Requesting Absence Leave

Parents or carers must request leave of absence for their child in writing to the referring school or local authority.

Leave of absence during term time will only be authorised in exceptional circumstances and responsibility for this will lie with the referrer.

Reporting a Child's Absence

Parents or carers must contact the provision on the first day of their child's absence to provide the reason for the absence.

Holiday Request

Holidays during term time will not be authorised unless there are exceptional circumstances.

Holiday requests must be made to the referring school or local authority, the responsibility for dealing with these lies with the referrer.

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.

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. XXXX 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 The Patch Project

- Behaviour Policy
- Safeguarding Policy

Roles and Responsibilities

Provision Staff: Our staff play a vital role in monitoring and promoting school attendance. Ensuring

regular and punctual attendance is essential for the academic success and well-being of youngpeople.

Monitoring Attendance: Staff are responsible for monitoring the daily attendance of their young people. They should maintain accurate attendance records, noting both present and absent students.

Promoting Punctuality: Staff should encourage students to arrive at the provision on time each day. Punctuality is essential for a smooth start to the day and minimises disruption.

Taking Immediate Action: When a young person is absent without prior notification or a valid reason, staff should take immediate action.

Early Intervention: Staff should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.

Maintaining Communication: Staff should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a young person's attendance or punctuality.

Providing Support: Staff can provide academic and emotional support to young people who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

Setting Expectations: Staff can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.

Creating a Welcoming Classroom Environment: Staff should strive to create a positive and welcoming environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

Identifying Barriers: Staff should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them where appropriate can lead to effective interventions.

Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures.

Attendance Records: Accurate attendance records are crucial. Staff should submit attendance data promptly to the administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).

Supporting Positive Behaviour: Staff can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.

Safeguarding: Staff should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the provision DSL.

Professional Development: Continuous professional development will enhance staff skills in addressing attendance issues and implementing strategies to promote regular attendance.

Role Modelling: Staff can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

Education Leadership Team (ELT): The ELT play a crucial role in supporting children's attendance in BUSY Schools. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

Policy Development: ELT collaborate with provision leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.

Statutory Compliance: ELT ensure that the provision complies with all relevant statutory requirements related to attendance. They are responsible for monitoring adherence to attendance regulations.

Strategic Oversight: ELT take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

Monitoring Attendance Data: ELT review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

Accountability: ELT hold provision leadership accountable for attendance outcomes. They may question leaders about their strategies for improving attendance and the effectiveness of interventions.

Policy Implementation: ELT ensure that attendance policies are effectively implemented throughout the provision. They may inquire about the practical application of attendance policies and procedures.

Setting Targets: ELT collaborate with provision leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.

Training and Development: ELT ensure that provision staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

Safeguarding: ELT are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

Continuous Improvement: ELT regularly evaluate the provision's approach to attendance and seek ways to continuously improve attendance outcomes.

Provision Leads: Senior staff play a critical role in supporting attendance for young people. They provide leadership, set the tone for the attendance culture, and oversee the implementation of policies and strategies to promote regular attendance.

Leadership: Senior staff, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.

Policy Development: Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.

Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.

Setting Expectations: Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.

Professional Development: They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.

Early Intervention: Senior staff support early intervention efforts by identifying young people with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.

Parental Engagement: They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.

Data Analysis: Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.

Supporting Vulnerable Students: They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive appropriate support to attend regularly.

Recognising Attendance: They may implement incentives and recognition programmes to recognise young people and reinforcing a positive attendance culture.

Enforcing Policies: Senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.

Safeguarding: Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.

Promoting a Positive Culture: Senior staff actively promote a positive school culture where regular attendance is recognised, and young people feel motivated to attend school regularly.

Parents/Carers: Parents and carers play a crucial role in supporting attendance. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

Establish a Routine: Parents should establish a daily routine that includes regular attendance. Consistency in waking up, getting ready for, and arriving on time helps children develop good attendance habits.

Communicate with the provision: Establish open lines of communication. Inform the provision promptly if your child is going to be absent due to illness or other reasons. This helps the provision keep accurate attendance records.

Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.

Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of education and the opportunities it provides for the child's future.

Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending regularly and on time.

Monitor Progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.

Address Bullying or Safety Concerns: If your child is experiencing bullying or safety concerns, take the issue seriously. Communicate with the provision to ensure a safe and supportive environment.

Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the provision, healthcare professionals, or relevant agencies.

Children: and young people also play a significant role in attending The Patch Project regularly and ensuring their educational success.

Commitment to Learning: Children and young people should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.

Punctuality: Children and young people should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.

Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children and young people should be open to new experiences and willing to engage in classroom activities.

Responsibility: Children and young people can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for The Patch Project

Communication: If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the The Patch Project . Encouraging open communication helps keep attendance records accurate.

Peer Relationships: Building positive relationships with peers can make The Patch Project a more welcoming place. Children and young people should be friendly, respectful, and inclusive in their interactions with classmates.

Participation: Actively participating in classroom activities, discussions, and group projects can enhance

a child's learning experience and motivation to attend school.

Safety Awareness: Children and young people should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.

Respect for Teachers and Staff: Respecting teachers and school staff fosters a positive environment. Children and young people should follow instructions, be courteous, and seek help or clarification when needed.

Problem-Solving: Encourage children to develop problem-solving skills to address any challenges they may encounter at The Patch Project. This includes seeking help with academic difficulties or addressing issues with classmates.

Goal Setting: Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending The Patch Project regularly.

Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.

Attendance Awareness: Children and young people can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.

Ownership of Learning: Encourage children and young people to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.

Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

Safeguarding Children and Attendance at The Patch Project

The Patch Project 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 Patch Project to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

Appendix 1: Coding Attendance in line with DFE guidance 2024:

Code /\ (Present at the school):
- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):
- 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.

Code K (Attending education provision arranged by the local authority):
- 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.

Code V (Attending an educational visit or trip):
- 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.

Code P (Participating in a sporting activity):
- 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.

Code W (Attending work experience):
- 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.

Code B (Attending any other approved educational activity):
- 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.

Code D (Dual registered at another school):
- 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.

Code C1 (Leave of absence for regulated performance or employment abroad):
- 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.

Code M (Leave of absence for medical or dental appointment):
- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):
- 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 authorized.

Code S (Leave of absence for studying for a public examination):
- 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.

Code X (Non-compulsory school age pupil not required to attend school):
- 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.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):
- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):
- 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:
- 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.

Code T (Parent traveling for occupational purposes):
- 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 authorized absence for statistical purposes.

Code R (Religious observance):
- 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.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):
- 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 authorized absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):
- 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 authorized absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):
- 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.

Code Y1 (Unable to attend due to transport normally provided not being available):
- 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.

Code Y2 (Unable to attend due to widespread disruption to travel):
- 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.

Code Y3 (Unable to attend due to part of the school premises being closed):
- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):
- 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.

Code Y5 (Unable to attend as pupil is in criminal justice detention):
- 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.

Code Y6 (Unable to attend in accordance with public health guidance or law):
- 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.

Code Y7 (Unable to attend because of any other unavoidable cause):
- 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.

Code G (Holiday not granted by the school):
- 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 unauthorized.
- Classified as unauthorized absence for statistical purposes.

Code N (Reason for absence not yet established):
- 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 unauthorized absence for statistical purposes.

Code O (Absent in other or unknown circumstances):

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

Code U (Arrived in school after registration closed):
- 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 unauthorized absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):
- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.

This policy relates to the following legislative requirements, standards and internal documents:

Standards	•
Related Forms & Documents	•

VERSION CONTROL

Version	Date	Change Summary	Author/Reviewer	Approved by:
1	Oct 2025	Initial	H Goodier	Director