



**GUISELEY
SCHOOL**

Attendance Policy

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Governors' committee	Curriculum, Standards and Effectiveness
Responsible officer	Assistant Headteacher - Attendance

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Attendance Principles

All schools across the Aireborough Learning Partnership Trust (ALPT) recognise that good attendance is essential in order to raise standards of pupil attainment and to give every child/young person the best educational experience possible. Each member and partner school within the ALPT has its own Attendance Policy written with the above statement in mind that underpins the Trust ethos.

We are committed to meeting our obligations with regards to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence
- Ensuring every pupil has access to full-time education to which they are entitled
- Acting early to address patterns of absence
- We will also support parents to perform their legal duty to ensure their children of compulsory school age attend regularly, and will promote and support punctuality in attending lessons

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Section 1: Introduction, Ethos and Background

This policy sets out the procedures through which we seek to raise attendance, improve **and consequently** raise levels of achievement.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996 - Part 6 (sections 434(1)(3)(4) & (6) and 458(4) & (5))
- Education Act 2002 - Part 3
- Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010, 2011, 2013, 2016
- Equality Act 2010
- Children Act 1989
- DfE (2024) 'Working together to improve school attendance' (statutory from 19 August 2024)
- DfE (2024) 'Children missing education'
- DfE (2025) 'Keeping Children Safe in Education' (KCSIE)
- UN Convention on the Rights of the Child

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Complaints Policy
- Children Missing Education Policy
- Anti-Bullying Policy
- Equality and Diversity Policy

The Education Act 1996 states that:

- All pupils of compulsory school age receive a suitable full-time education by regular attendance at school or otherwise
- The Local Authority must provide school places to parents who wish their children to be educated at school
- The school must complete attendance registers at the beginning of the morning session and during the afternoon session
- The school must report to the Local Authority pupils who are absent for more than ten days without explanation
- The Local Authority has a duty to ensure that parents fulfil their legal responsibilities
- Failure by parents to ensure the regular attendance at school of a registered pupil is an offence punishable by law

We believe that there is a clear link between attendance and positive outcomes for children and young people. Research findings and learning from best practice shows that:

- Students must attend regularly to achieve their full potential and improve life chances.
- Students who miss out on school can feel vulnerable and left behind.
- Leave in term time is disruptive and can seriously affect your child's education.
- On average students who consistently miss 17 or more days in a school year lose one full grade in their GCSEs.

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The following shows the link between % attendance at school and number of days absent:

- 98% = less than 4 days absent in one school year.
- 95% = less than 10 days absent in one school year.
- 90% = 4 weeks (20 days) absent in one school year.
- 85% = 5½ weeks (28 days) absent in one school year.
- 80% = 7½ weeks (38 days) absent in one school year.

DFE research illustrates there is direct link between attendance and attainment. Specifically, students with no absence are 2.8 more times likely to achieve 5+ GCSEs 5-9 or equivalent including Maths and English, than students missing 15-20% of Key Stage 4 lessons.

While we recognise some children face additional barriers to attendance **and** we are committed to working with parents and carers to remove those barriers as we understand the importance of great attendance.

Our aim is to therefore is to encourage great attendance for all students at Guiseley School. We do this by:

- Creating a warm and welcoming environment
- Ensuring that students feel safe at all times
- Developing a strong sense of citizenship within our students
- Offering a curriculum that engages and inspires
- Ensuring high quality teaching at all times
- Ensuring parents/carers follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age will receive a full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise
- Working with the Local Authority to ensure an appropriate level of support and challenge for all students
- Promoting daily contact for students who are not in school
- Encouraging, praising and celebrating achievement and success
- Unauthorised absence can lead to prosecution.

This policy outlines the process by which parents/carers can request leave under exceptional circumstances for their child/ren. In addition, this policy provides clear procedures regarding absence through illness and the school's response to illness and absence. This policy follows the latest Government legislation and guidelines and is the culmination of detailed consultation with both Leeds City Council. It has been developed and agreed alongside the Aireborough Learning Partnership Trust (ALPT) agreed principles to ensure consistency, fairness and clear decision making in relation to school absence.

Section 2: Roles and Responsibilities

At Guiseley School we are clear that attendance is everybody's responsibility. By working in partnership with parents, carers, students, and other professionals, we seek to ensure every child has an attendance that meets or exceeds the Guiseley School target of 96%. Outlined below are the roles and responsibilities of key stakeholders and how they will help to ensure this target is achieved:

Parents/carers

Parents/carers have a legal responsibility to ensure their child is in school and that they do not undertake periods of absence without good reason.

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Parents/carers are responsible for:

- Ensuring their child arrives at school before 8:25am
- Wherever possible, arrange medical/dental appointments outside school hours
- If appointments during school hours are unavoidable, provide evidence of the appointment to school so that the absence can be authorised
- Providing accurate and up-to-date contact details
- Providing school with more than one emergency contact number
- Update school if their details change
- Taking full responsibility for the attendance of their children during term-time
- Promoting excellent attendance and ensuring their child attends school every day

Note that any child arriving after the registers close at 9:00am will receive an absence mark for the morning session

Parents/carers should:

- Ensure their child is fully prepared for school each morning and has packed their bag the night before – this avoids unnecessary stress and lateness
- Not allow their child to be absent from school for trivial reasons
- Contact school on the first day of absence and any subsequent day of absence
- Provide notes for absence and medical evidence of appointments and illnesses
- Liaise with the relevant Pastoral Team if they have concerns or need support
- Attend meetings and respond to letters or calls

If a child is too ill to come to school (please see NHS guidance: <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>) parents/carers must contact school via telephone before 8am and leave a message on the school's absence line for each day of absence.

Students

Students will be expected to:

- Attend school every day as required
- Attend school and every lesson punctually
- Attend every timetabled lesson

Students must:

- Aim for 100% attendance: only be absent through genuine illness
- Arrive at school no later than 8.25am, fully prepared and in correct uniform
- Pack school bags the night before
- Sign in at reception if late to school
- Speak to their Form Tutor or Pastoral Team if they are worried, stressed and/or have concerns
- Not phone or text parent/carers if they are ill. They should go to the First Aid Room where school staff will contact parents/carers if appropriate
- Never leave the school premises without permission

The Governing Body

The Governing Body has overall responsibility for:

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- Monitoring the implementation of the attendance policy and procedures of the school Ofsted State-Funded School Inspection Toolkit
- Promoting the importance of good attendance through the school's ethos and policies Ofsted State-Funded School Inspection Toolkit
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation
- Handling complaints regarding this policy as outlined in the school's Complaints Policy
- Having regard to 'Keeping Children Safe in Education' when making arrangements to safeguard and promote the welfare of children
- Monitoring the school's attendance data and holding leaders to account for attendance performance
- Being available to attend Attendance Panel meetings with parents/carers as appropriate

Headteacher

The Headteacher will consider any exceptional circumstances request for absence and choose whether to authorise based on the school's policy. This can be delegated to a senior leader in the Headteacher's absence.

The Headteacher will:

- Provide a safe environment that encourages outstanding attendance
- Provide a varied, broad, motivating and inclusive curriculum for all students
- Ensure school systems meet statutory requirements
- Consider any exceptional circumstances request for absence and choose whether to authorise based on the school's policy
- Have overall responsibility for the strategic approach to attendance

Assistant Headteacher (Attendance)

The Assistant Headteacher with responsibility for attendance will provide a strategic lead throughout the school by line managing key members of attendance staff, supporting other school leaders in the effective deployment of resources, ensuring compliance with the policy outlined and having oversight of cases that are being prepared for formal prosecution.

The Assistant Headteacher will also be responsible for quality assurance of all processes, data analysis and reporting to the Senior Leadership Team and Governing Body.

The Assistant Headteacher with responsibility for attendance will also work alongside the Local Authority to address attendance concerns and to agree a joined-up approach for severely absent pupils.

The Assistant Headteacher will:

- The day-to-day implementation and management of the attendance policy and procedures of the school and distributing these to parents/carers
- Building and modelling respectful relationships with staff, students, families, and other stakeholders to secure their trust and engagement
- Making sure there is a welcoming and positive culture across the school
- Open and honest communication with staff, students and families about their expectations of school life and performance so that they understand what to expect and what is expected of them

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- Ensuring that every student has access to full-time education, acting as early as possible to address patterns of absence
- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping Children Safe in Education 2025
- Ensuring every member of staff knows and understands their responsibilities for attendance
- Liaising with other agencies working with students and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable
- Sharing information on and working collaboratively with other schools in the area/cluster, LAs, and other partners when absence is at risk of becoming severe or persistent
- Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of students and their families who have specific barriers to attendance
- The overall strategic approach to attendance in school
- Developing a clear vision for improving attendance
- Monitoring attendance and the impact of interventions
- Analysing attendance data and identifying areas of intervention and improvement to Guiseley school's attendance policy

Pastoral Leaders

Pastoral Leaders will:

- Have an overview of attendance and priorities within their key stage
- Work alongside the Assistant Headteacher and attendance team to identify attendance trends for both individuals and cohorts of students
- Be responsible for identifying barriers to attendance and developing and implementing strategies to help students overcome these barriers
- Ensure attendance remains a priority for staff and children within their key stage through assemblies, regular communication, sharing of data, supporting difficult cases and rewarding excellent attendance as well as improvement
- Monitor and support attendance routines for vulnerable or persistent absentee students including alternatives to registration, absence calls and the quality assurance of trackers and other interventions

Pastoral Teams

Pastoral Teams will:

- Support the Pastoral Leader in using data to identify priorities, recognise barriers to attendance and plan to overcome them
- Regularly make direct contact with home when students are absent from school
- Where absence is ongoing, provide a bridge between home and school and develop an understanding of the barriers to attendance
- Through liaison with other colleagues in school, plan to overcome those barriers
- Work directly with students to assess and review attendance, set targets, complete attendance trackers and review progress
- Be involved in the communication around attendance to staff, students and home including meetings with families, students and the Attendance/Wellbeing Officer
- Support and challenge students with poor punctuality, whether to school or lessons

Attendance Officer (AO) and Wellbeing & Welfare Officer (WVO)

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The Attendance Officer plays a critical role in the management of absence through illness, leave or other means. They will:

- Be the initial point of contact between home and school
- Ensure contact is made in all cases on the first day of absence either by text message, email or by phone call
- Monitor punctuality, communicating with home to determine the reasons for students arriving late to school where a reason has not already been provided
- Monitor and record the attendance of all students attending any offsite learning opportunities
- Maintain and ensure the accuracy of all registers
- Engage with the Local Authority on legal interventions including leading on the 'Fast Track' part of the attendance system by monitoring data and trends, issuing warning letters, monitoring for improvement and following up the appropriate course of action
- Work with the Pastoral Leads and Assistant Head to identify a 'casework' cohort where additional support is required
- Track and log all actions and interventions
- Where attendance remains persistently low, prepare the evidence for prosecutions
- Be responsible for reporting children as missing education where this is appropriate

The Wellbeing & Welfare Officer (WVO) will:

- Work with the AO addressing first day absences and ensuring registers are accurate
- Work closely with a caseload of families where the barriers to attending school have resulted in attendance below 80%

Both the AO and WVO will:

- Undertake, or support home visits as is appropriate in line with attendance and safeguarding processes
- Log all communication on PARS or CPOMS where appropriate

Administrators

Administrators will:

- Ensure that registers are completed and that follow up systems are enacted where there are any concerns
- Respond to any gaps in attendance on a lesson-by-lesson basis by instigating safeguarding checks and notifying parents in the case of any unaccounted absence or other concerns

Form Tutor

Form tutors have a critical role in supporting their form group with regards to attendance, punctuality and target setting. They will:

- Use the register procedures with accuracy
- Monitor the individuals in their form and any attendance patterns that occur – liaise with Pastoral Teams
- Have discussions with students in their form about attendance at every level
- Initiate early interventions
- Be aware of general attendance patterns, reasons for absence, who the persistent absentees are in their form group and support all efforts to improve attendance

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- Be central in addressing initial concerns regarding attendance, having discussions around attendance, supporting students in their catch up and identifying any potential barriers to attendance
- Where appropriate, escalate concerns, intelligence and information with regards to absence
- Play an integral role in ensuring the planner reflects current attendance, attendance targets and that catch up systems have been administered and are being followed

Class Teacher

Class teachers are responsible for:

- Ensuring the effective whole school culture of high attendance by emphasising with students the importance of punctuality and good attendance
- Following the attendance policy, and for ensuring students do so too
- Ensuring the policy is implemented fairly and consistently
- Modelling good attendance behaviour
- Using their professional judgement and knowledge of individual students to inform decisions as to whether any welfare concerns should be escalated
- Completing all lesson registers accurately and promptly and within the first 10 minutes of the lesson
- Alerting the Attendance Officer if they notice that there is a child absent who has not been absent for the previous lesson
- Alerting the Attendance Officer immediately if they have any issues with taking their register
- Understanding their responsibilities in regard to the safeguarding of students and key vulnerable students

SENDCo and Wellbeing Team

The SENDCo and Wellbeing Team (Safeguarding and Mental Health) will:

- Work closely with the AO and WWO as well as the pastoral teams to ensure all barriers to attendance are removed as far as possible, while continuing to uphold the culture and ethos of the school
- Have an input into attendance interventions, considering any reasonable adjustments where necessary
- Ensure all referrals for part time programmes are submitted to the Vulnerable Learners Group for agreement, safeguarding measures to be agreed, and ongoing monitoring
- Refer families to any appropriate outside agencies who they believe can support them with improving attendance
- Uphold the school's attendance policy to ensure all students have the best possible attendance

Local Authority

Where parents and carers are not fulfilling this responsibility, the Local Authority have a statutory responsibility to uphold the rights of children and young people to full time education. Where necessary, this includes taking legal action against parents.

The Local Authority will:

- ***Work with the school to provide formal support including parenting contracts and Education Supervision Orders***

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- ***Issue penalty notices and prosecute parents in the Magistrates Court for non-payment of penalty notices or for ongoing attendance offences in line with the New National Penalty Notice Framework (unauthorised school absence)***

Supporting Attendance

In order to support great attendance, we will record two attendance sessions a day (AM and PM) and report student attendance at fixed periods throughout the year. During lessons, we will also ensure registers are complete and that all children are accounted for as this is a key part of our safeguarding protocols.

Students with great attendance will be acknowledged and celebrated through the use of achievement points and, therefore, eligibility for our rewards programmes.

Students who we feel need to improve their attendance will be set targets and supported in identifying barriers to attendance and, wherever possible, removing or overcoming these barriers. This will be done through a graduated response to absence across the year (see School Response to Absence). Attendance targets may be set through informal discussion, the use of pastoral attendance trackers and the use of a Fast Track.

Attendance data will be used to plan for effective strategies, analyse the impact of the school's work and identify priorities and areas for improvement.

Data will be used to:

- Monitor individual absence and lateness to both school and lessons
- Identify patterns and trends in attendance and punctuality
- Identify students who should be celebrated for great attendance or significant improvement

School will monitor absence rates on days of school consequences (i.e., detentions). While we would expect it to be rare, in the event of any patterns of concern, we reserve the right to not authorise absences on days those consequences are due to be served unless appropriate evidence can be provided.

Term Time Absence and Requests for Leave

Parents/Carers do not have the right to remove their children from school during term time without prior permission and agreement by the Headteacher or those granted that level of authorisation by the Headteacher.

Parents do not have the right to remove their children from school during term time. We are committed to ensuring that children attend school unless there is an **unavoidable** reason for them not to - we recognise that in some exceptional circumstances parents may request leave during term-time and these requests will be considered as follows:

- The Headteacher will decide whether or not the absence should be authorised and the number of days.
- Exceptional Leave in term time will only be considered if parents or carers make a request to the school prior to the leave being taken. The request must explain why the leave they have asked for is 'exceptional' and why it is 'unavoidable'. Please be aware common leave requests that are not regarded as exceptional and unavoidable include family holidays, a relative's special birthday and family weddings abroad as examples

In the event that unauthorised leave is taken, then the school will consider referring to the local authority

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for the issuing of a fixed penalty fine.

Please note, we cannot take into consideration the impact of other Local Authority school holidays, continental shift patterns or public service shift patterns when considering holiday and leave requests.

The Attendance Policy operates within an agreed set of principles across the Aireborough Trust. As such, we may liaise with other schools within the Trust and the Local Authority to moderate decision-making processes and consistency of approach.

Fixed Penalty Fines During Term Times

Under the latest Government Legislation parents / carers who take their children out of school during term time, without authorisation, may be issued with a fixed penalty fine by the Local Authority and could face possible prosecution in court.

New National Penalty Notice Framework (unauthorised school absence)

The following changes came into force for Penalty Notice Fines from 19th August 2024 across the whole of England

Schools MUST consider a penalty notice for 10 unauthorised sessions (usually 5 school days) within a rolling 10 school week period of time (these sessions do not have to be consecutive and can be made up of any unauthorised absences and can span different terms and school years).

Penalty Notices are issued per parent, per child (For example, if there are 3 children in a family, each parent may receive 3 separate penalty notices).

National Penalty Notice Framework (offences in a three-year rolling period)

First Offence

The first penalty notice will be issued at £160 per parent if paid within 28 days (this will be reduced to £80 if paid within 21 days).

Second Offence

The second penalty notice will be issued at £160 per parent if paid within 28 days (this will not be reduced)

Third Offence (or any further offences within 3 years)

A penalty notice will not be issued, and the case will be considered for potential legal action. This can result in a criminal record and fines of up to £1,000 plus costs.

Punctuality

Guiseley School are clear that the punctual arrival to school and lessons is a vital part of both attendance to school, and effective learning habits. We understand that sometimes students may be late to school for reasons that lie outside of their control, however, we take a 'no excuses' approach to punctuality as it is not for school staff to determine whose reasons are 'good enough'. Therefore, anybody arriving late to school for any reason will receive a break time detention and a negative comment.

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Students with Special Educational Needs and Disabilities

The Equality Act 2010 states schools must not discriminate against a pupil because of either additional needs or a disability. Guiseley School will take positive steps so that all pupils can access and participate in the education and other activities we provide.

In cases where students with poor attendance have SEN, disabilities, or other medical needs, and we feel a change of provision or support may be required, we will seek advice from the SENCo, Wellbeing Team and other professionals to work with parents/carers to support them in improving their child's attendance and/or punctuality.

In cases where students are experiencing mental health difficulties, Pastoral and Wellbeing Teams will work with the student, parents/carers and professionals to ensure plans are in place to support the student in accessing school. In instances where a medical professional has written to school to confirm the student cannot attend school, the absence will be authorised on medical grounds.

While Guiseley School recognises that part-time timetables are occasionally necessary, we will only seek to utilise them as a last resort, and all applications for part time timetables must be approved through the Vulnerable Learners Group. Professional requests for reduced timetables will be considered as one factor within a wider eco-system and will be balanced with the professional judgement of school-based staff, parent voice and student voice.

Where Guiseley School are considering, or are asked to consider, a reduced timetable we will always look to establish which risk factors are behind the barriers to attendance and seek to develop and emphasise protective factors in school thereby reducing risk. In practice, this means we will look to consider reasonable adjustments in school, prior to reducing a student's educational entitlement, as this is consistent with our commitment that part time programmes should only be used as a last resort and must be regularly reviewed with a view to returning to full time education.

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School Responses to Absence

At Guiseley School we value great attendance and work in close partnership with parents and carers to ensure every child is accessing their education. As with every school, and in line with DFE guidance, we make a distinction between ‘authorised absence’ and ‘unauthorised absence’. Below are some examples of both, but please be aware this list is not exhaustive:

Authorised absence	Unauthorised absence
<ul style="list-style-type: none"> • Medical or dental appointment with evidence • Family bereavement • 2 days of religious observance • Participating in a sporting activity 	<ul style="list-style-type: none"> • Truancy • Arriving late to school after the register has closed (0900) • Family holiday in term time • Birthdays • Missed public transport

Absence due to illness will be authorised until attendance falls below 90%, at which point school is unable to authorise further absences without medical evidence. Medical evidence may be in the form of prescriptions and appointment cards or doctors’ notes.

Our responses to non-attendance are evidence based and intended to be implemented at the point of most impact. Below are the key stages for parents and carers to be aware of:

Trigger point	Maximum absence by year end	Trigger point hit in term 1	Trigger point hit in term 2	Trigger point hit in term 3
3 days = 15 hours of learning	98%	Form tutor monitors – discussion with students about catch up work and support for absence. Note in planner		
5 days = 25 lessons = 1 week of learning	97%	Immediate intervention with contact from Pastoral Team . Parents/carers made aware that further absences will generate supportive monitoring. Is there a medical/emotional issue? Can we support? Do they need to complete an IHP?	Form tutor monitors – discussion with students about catch up work and support for absence. Note in planner	
7 days absence = 35 lessons = 1.5 weeks of learning	96%	Tracker by pastoral team	Immediate intervention with contact from Pastoral Team . Parents/carers made aware that further absences will generate supportive monitoring. Is there a medical/emotional	Form tutor monitors – discussion with students about catch up work and support for latest absence. Note in planner

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			issue? Can we support? Do they need to complete an IHP?	
10 days = 45 lessons = 2 weeks of learning	95%	Fast Track begins where there are five days of unauthorised absence within a twelve-week period Referral to Local Authority if Fast Track fails	Tracker by pastoral team	Immediate intervention with contact from Pastoral Team. Parents/carers made aware that further absences will generate supportive monitoring. Is there a medical/emotional issue? Can we support? Do they need to complete an IHP?
15 days = 75 lessons = 3 weeks of learning	92%	Referral to Local Authority	Fast Track begins where there are five days of unauthorised absence within a twelve-week period Referral to Local Authority if Fast Track fails	Tracker by pastoral team Fast Track begins where there are five days of unauthorised absence within a twelve-week period Referral to Local Authority if Fast Track fails

As there are times absence may be inevitable or unavoidable, we commit to undertaking a thorough risk assessment process for cases under 90% to ensure that our decision making is fair and reasonable while ensuring it is consistent with this policy.

Safeguarding & Responding to Absence

Safeguarding is the highest priority for all staff at Guiseley School. We recognise the clear relationship between children being in school and being able to effectively discharge our safeguarding duties. As DFE guidance states; when children are not in school, they miss the protection and opportunities school can provide and can become more vulnerable to harm. Therefore, the following steps are undertaken to ensure the safeguarding of all Guiseley School students:

- First day absence texts and calls
- Follow up phone calls if there is no response
- If a student has five days unauthorised absence we will undertake a home visit
- If a student has between five and ten days authorised absence, we may also undertake a home visit in order to support their return to school

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Appendix 1: Guidance on authorising absence / leave requests

Leave categorisation	Authorised?	Number of days	Other information?
Death of immediate family member	Yes	5 + 1	Up to 5 days + one day for funeral with additional consideration where required
Death of extended family member	Yes	1 + 1	One day + one day for funeral
Religious Observance	Yes	2	2 days i.e. Eid = one day for each observance. If in doubt, consult with local place of worship
Hospital Appointment	Yes	1	Only authorised with evidence of dates and times of appointment
Medical / dental Appointment	Yes	.5	Only authorised with evidence of dates and times of appointment
Sports Representation	Yes*	HT's Discretion	* Representation at city, regional and above
Weddings	Yes	1	One day for immediate family

As a Trust, we recognise that there will always be exceptional circumstances that sit outside the confines of this policy. The Headteacher reserves the right to consider individual applications on the merits of each case.

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Appendix 2: Coding

Attendance codes: From September 2024

Attending school	
/ \	Present at school. /= AM session \= PM session
L	Late before registration close
K	Attending education provision arranged by the local authority
V	Educational visit/trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered at another school
Absent- leave of absence	
C1	Leave of absence granted for participating in a regulated performance or undertaking regulated employment abroad
M	Medical appointment/dentist appointment (where evidence has been provided)
J1	Attending an interview for employment or for admission to another educational institution
S	Study leave
X	Non-compulsory school age pupil not required to attend school
C2	Compulsory school age pupil subject to a part-time timetable
C	Leave of absence granted for exceptional circumstances
Absent- other authorised reasons	
T	Traveller absence
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made
Absent- unable to attend school because of unavoidable causes	
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause
Absent- unauthorised absence	
G	Holiday, not approved by school
N	No reason for absence
O	Absent without authorisation
U	Arrived after registration has closed