Scholes (Elmet) Primary
St James' CE Primary
Moortown Primary

Attendance policy

Date: reviewed and updated regularly; see document name for date

> Good attendance "is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances."
> (St James' CE Primary Junior Leadership Team member, Spring 2 2023)

Sphere Federation schools are local authority maintained or voluntary controlled schools. As such, we closely follow Leeds model policies and processes. This includes this policy which is based on the model attendance policy produced by Leeds Children's Services.

Introduction

The United Nations Convention on the Rights of the Child (1989) sets out the rights of a child. Article 28 recognises the right of the child to education.

Sphere Federation seeks to ensure that all its pupils receive an education which enables them to reach their full potential. There is a strong link between good attendance and increased attainment. Pupils who regularly attend school make much better progress socially and academically. Regular attendance enables pupils to adapt better to routines, schoolwork, and friendship groups.

Sphere Federation aims to work in partnership with parents and other agencies to ensure that every child can get the best out of the educational opportunities provided.

By working in partnership with parents and other agencies, we ensure that we have clear and robust strategies in place to manage and promote regular attendance for all students in our schools.

We are committed to a whole school approach to attendance and a partnership relationship with parents and carers.

This attendance policy is part of broader suite of safeguarding policies and should not be viewed in isolation. Safeguarding policies include the Safeguarding and Child Protection Policy; Positive Relationships Policy and Anti-Bullying Policy. The policy is reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every two years.

Aims

Sphere Federation aims to ensure that:

- appropriate action is taken in a timely manner to safeguard and promote children's welfare
- all staff are aware of their responsibilities with respect to attendance and understand the correlation with safeguarding
- parents, carers, and pupils are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality

The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, parents, staff, and governors. It is fully incorporated into the whole school ethos and culture.

Legislation

This policy is based on the Department for Education's (DfE's) statutory guidance Working Together to Improve School Attendance (Department for Education, August 2024).

The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

Also relevant:
- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

The importance of good attendance and punctuality

There are 190 school days every year. Pupils should attend as many of these as possible to achieve their full potential at school and beyond. Good attendance and punctuality are key to ensuring that children and young people have the best life chances and opportunities.

There are lots of other reasons why good attendance and punctuality are so important. Good attendance means:
- better progress academically (pupils with the highest attainment at the end of Key Stage 2 have higher rates of attendance)
- children learn how to form and maintain positive relationships
- children grow socially because they are around many different people and in different situations: they learn to engage, interact and behave appropriately around peers and adults
- regular attenders benefit from school routines, school work and friendships
- regular attenders cope better with life in and out of school
- regular attenders find learning more satisfying
- regular attenders are more successful in transferring between primary school, secondary school, and higher education, employment or training

Similarly, there are lots of reasons why low attendance is a problem. Low attendance means:
- children have a broken experience of the curriculum
- a lack of continuity which in turn leads to a lack of coherent support
- there is a barrier to learning to read
- children can feel demotivated and disengaged, and feel vulnerable and left behind
- attendance is an aspect of safeguarding: low attendance is a safeguarding concern (attending school safeguards the welfare of children whilst they are not in the care of their parents)
- absence in term time is disruptive for everyone
- children are not prepared for the next stage of their education and there is a potential impact on earning potential in the future

In Sphere Federation schools, attendance is presented in terms of the following bands, using a percentage figure based on the number of sessions (half-days) a child attends school. We've equated the % figure to the number of days off (figures are rounded):

Accessing all or most learning: 98.0% - 100%	98% = 3½ days of missed learning in a school year *best chance of success*
Missing some learning: 95.0% - 97.9%	95% = 9½ days of missed learning in a school year *progress may be weakened*
Risk of underachievement: 92.0% - 94.9%	92% = 15 days of missed learning in a school year *progress is weakened due to gaps in learning* *absence is monitored*
High risk of underachievement: 90.0% - 91.9%	90% = 18½ days of missed learning in one school year (this equates to a ½ day each week or a day every fortnight) *progress is slowed down by significant gaps in learning* *absence is monitored closely*
Serious risk of underachievement: less than 90.0%	this is classed by the DfE as *persistent absenteeism* *limited chances of future success in learning and in work* *absence is monitored closely*

Absence

Parents/carers do not have the right to remove their children from school during term time, although we recognise that from time to time an absence from school can be unavoidable. Authorised absence is defined as:

- genuine illness
- medical or dental appointment (where possible routine appointments should be arranged out of school time)
- bereavement (at the discretion of the Head of School; should be a close friend or relative)
- religious observance (the day must be exclusively set apart for religious observance by the religious body to which the parents belong)
- approved leave in term time where there are exceptional circumstances, as agreed by the Head of School
- the pupil has a local authority licence to take part in a public performance **and** the school has granted leave of absence

Unauthorised absence includes:

- being late after the registers have closed (recorded as a 'U' code)
- staying at home to care for younger children or sick relatives
- going shopping
- having a haircut
- where no explanation is offered by the parent or carer
- special occasions eg birthdays/weddings
- holidays / leave in term-time
- taking the rest of the day off before or after a medical appointment
- translating for family members
- visiting sick relatives
- exceptional term time leave longer than agreed by the Head of School
- where the school is not satisfied with an explanation offered

This list is not intended to be exhaustive.

The authorisation of absence in term time is considered only if parents/carers make a request to the school on the appropriate form giving **exceptional** reasons why the application for absence has been requested and provide information to support their application.

The Head of School or Head of Federation decides whether or not the absence will be authorised. **A holiday during term-time is not an exceptional circumstance.**

'Exceptional' means that a second request is highly unlikely to be considered.

Support

If a child's attendance falls below certain levels, we will take actions to support families. This is to try to avoid the high risk of underachievement:

Accessing all or most learning: 98.0% - 100%	No action needed.
Missing some learning: 95.0% - 97.9%	No action taken, but attendance will be monitored.
Risk of underachievement: 92.0% - 94.9%	First level of support *This includes initial communications to highlight concerns and offer support.*
High risk of underachievement: 90.0% - 91.9%	Second level of support *This includes setting a monitoring period followed by a School Attendance Panel.*
Serious risk of underachievement: less than 90.0%	Third level of support *The support here varies, but is likely to include support from outside agencies and School Attendance Panel meetings. In more extreme cases, it may include an Education Supervision Order.*

Penalty notices

Schools must consider penalty notices for ten unauthorised absences (equivalent to five school days). At Sphere Federation, we always refer ten or more absences for a penalty notice.

The fine for school absences is £80 if paid within 21 days, or £160 if paid within 28 days.

In the case of repeated fines, if a parent receives a second fine for the same child within any three-year period, this is charged at the higher rate of £160.

Fines per parent are capped to two fines within any three-year period. Once this limit has been reached, other action like a parenting order or prosecution is considered. This can result in a criminal record and fines of up to £2,500.

Persistent absenteeism

Attendance of 90% or below is classes as persistent absenteeism by the Department for Education. This table is an illustration of what this represents in terms of the number of days missed:

half-term	number of sessions	number of days
1	7	3.5
2	14	7
3	20	10
4	25	12.5
5	31	15.5
6	38	19

Average attendance of 85-90% over five school years equates to pupils missing half a school year of education.

Average attendance of 80% over five school years equates to pupils missing a whole school year.

Children and young people may be at risk of harm if they do not attend school regularly. Safeguarding the interests of each child and young person is everyone's responsibility. Children who miss education are at greater risk than those who are seen regularly in school. Risks include:

- neglect
- child exploitation (sexual/criminal)
- radicalisation
- domestic violence
- honour-based violence
- human trafficking
- modern day slavery
- forced marriage
- female genital mutilation

A child not attending school is considered a safeguarding matter. That is why information about the cause of any absence is always required.

The importance of punctuality

All children are expected to be present on the school playground for 8.45am. At this time, they are able to enter school for the start of the school day. **Learning starts straight away in Sphere Federation schools.**

Being late to school has a significant impact on learning. It can also impact on a child's wellbeing – he/she misses out on time to socialise and 'connect' with the class as they enter school, and arriving late to a class can be uncomfortable for a child.

Children who are consistently late are disrupting not only their own education, but also that of others. We contact parents/carers where persistent lateness gives cause for concern to discuss what support can be offered.

The table below demonstrates how much learning time is lost by regularly being late:

minutes late per day	number of days over a year
5	3.4
10	6.9
15	10.3
20	13.8
30	20.7

School staff are alert to patterns of late arrival, which could provide grounds for prosecution or a penalty notice being issued.

Any child arriving after the pupil arrival gates close needs to enter via the school reception. This is coded as L ('late arrival before the register has closed') in the class register.

The registration period is 8.45am to 9.00am.

Any child arriving after registration may be coded U ('arrived in school after registration closed').

Legislation and guidance

This policy is based on the Department for Education's guidance Working together to improve school attendance (2022).

The Education Act 1996 states that:

- all parents and carers have a legal responsibility to ensure that their children receive a suitable education for their age and aptitude, either by regular attendance at school or through education otherwise

- failure by parents to ensure the regular attendance at school of a registered pupil is an offence punishable by law
- schools must complete attendance registers at the beginning of the morning session and during the afternoon session
- schools must report to the local authority pupils who are absent for more than ten days without explanation
- local authorities have a duty to ensure that parents fulfil their legal responsibilities
- local authorities must provide school places to parents who wish their children to be educated at school

Education Act 2002 (legislation.gov.uk) – Part 3 (maintained schools)
Education Act 1996 (legislation.gov.uk) – Part 6 (school admissions, attendance and charges)

Partnership expectations

Parents

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

- all natural parents, whether they are married or not
- all those who have parental responsibility for a child
- those who have day-to-day responsibility for the child (ie lives with and looks after them)

What we expect of parents/carers

- ensure that their child attends school regularly and on time to fulfil their legal responsibility
- contact school to report their child's absence as soon as possible on the day of the absence and each subsequent day of absence (unless a date to return is agreed in some specific cases such as diarrhoea and vomiting)
- ensure that, where possible, appointments for their child are made outside of the school day
- complete a request form for absence in term-time for exceptional circumstances
- supply medical evidence when required
- ensure all parental and child contact details are up to date
- provide school with two emergency contact details
- speak to relevant members of staff if they know of any problem which may prevent their child from attending
- seek support, where necessary, for maintaining good attendance, by contacting the Head of School

What parents / carers can expect from school

- a broad, balanced education
- positive messages celebrating good attendance
- prompt action when a problem has been identified
- efficient and accurate recording and monitoring of attendance
- contact with parents and carers on the first day when absence is unexplained
- liaison with officers from the local authority from a variety of teams to assist and support families where needed
- regular communication with parents and carers

Pupils

What we expect of our pupils:

- pupils attend regularly, on time and ready to learn
- pupils are prepared for the day with appropriate equipment
- pupils who arrive after registration time report to the office

Roles and responsibilities

The Head of Federation is responsible for:

- implementing the policy alongside Heads of School
- ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with the latest edition of Keeping Children Safe in Education
- developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems, and special educational needs and disabilities (SEND)
- ensuring compliance with Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England (Department for Education, December 2015)
- ensuring every member of staff knows and understands their responsibilities for attendance
- ensuring accurate completion of admission and attendance registers
- ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and whole school attendance
- having clear processes in place to address persistent and severe absence because pupils who are severely absent may be at risk of child criminal exploitation / child sexual exploitation / grooming and other harms, and therefore these pupils must be made the top priority for action and support
- ensuring all staff are aware of any potential safeguarding issues

- ensuring joint working between the school, Leeds Children's Social Work Services and other statutory safeguarding partners; often, severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided / accessed
- ensuring that all staff adopt a consistent approach in dealing with absence and lateness
- monitoring and analysing data and trends
- reporting to the governing board attendance figures and progress to increasing attendance for the school / cohorts / groups
- reminding parents of their commitment to this policy
- making sure there is a welcoming and positive culture across the school
- building and modelling respectful relationships with staff, pupils, families and other stakeholders to secure their trust and engagement
- ensuring open and honest communication with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them
- liaising with other agencies working with pupils 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, local authorities, and other partners when absence is at risk of becoming severe or persistent
- ensuring the attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance
- complying with obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child

The Head of School is responsible for:

- implementing the policy alongside the Head of Federation, ensuring it is applied fairly and consistently
- alongside administration staff, tracking and following up absence and poor punctuality, including the implementation of punctuality routines (ie ensuring school gate closes promptly)
- offering a clear vision for attendance improvement
- championing and improving attendance
- evaluating and monitoring expectations and processes
- oversight of data analysis, including monitoring and analysing attendance data regularly to allow early intervention to address issues (eg raising concerns with agencies such as Leeds Children's Social Work Services)
- ensuring an effective working relationship with the school attendance service is fostered, including attending attendance targeted support meetings
- communicating messages to pupils and parents, particularly positive messages celebrating good attendance
- ensuring the practice that is in place to address persistent and severe absence is robust; actions are taken to meet individual needs and circumstances and include:
  - holding regular meetings with the parents of pupils considered to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school
  - identifying and, where possible, mitigating potential barriers to good attendance in liaison with families and relevant support agencies
  - identifying pupils who need support from wider partners as quickly as possible and making the necessary referrals
  - making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly
  - undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe

Typical actions for pupils at risk of persistent absence include:	Typical actions for pupils who are persistently absent include:
- letters home - attendance clinics - engagement with local authorities and other external agencies and partners - working with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and finding methods that work and are understood - consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures - providing regular reports/caseloads to local authority attendance team or independent	- developing and implementing persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines - identifying tailored intervention which meets the needs of the pupil - leading daily or weekly check-ins to review progress and impact of support - making regular contact with families to discuss progress. - liaising with other Sphere Federation leaders on referrals to external agencies and multi-agency assessments - coordinating and contributing to multi-agency meetings to review progress and agree on actions

attendance organisations to raise awareness of emerging at-risk pupils	- working in partnership with School Attendance Service and other agencies to ensure the appropriate use of statutory parental responsibility measures

Administration staff are responsible for:

- tracking and following up absence and poor punctuality, including the implementation of punctuality routines (ie sign in procedures)
- carrying out robust first day calling procedures including priority routines for vulnerable children including children with a social worker, and making further contact if absence continues without explanation to ensure safeguarding
- identifying any absences that are not explained and contacting parents to understand why, and when the pupil will return to school
- where absences are recorded as unexplained, inputting the correct code as soon as the reason is ascertained, but no later than five school days after the absence
- ensuring robust school systems are in place which provide useful data at cohort, group, and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups (eg children who are eligible for free school meals, children who speak English as a second language, children who have special educational needs and disabilities)
- compiling attendance data for the Head of Federation, Head of School, other school staff, the Governing Body and the Local Authority, thereby keeping senior leaders and other stakeholders informed of attendance figures and trends and enabling attendance procedures to be put in place
- implementing procedures around children missing education when appropriate

Teaching staff are responsible for:

- ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance
- ensuring that registers are taken at the start of the morning session and the afternoon session and are accurate and up to-date
- informing the Head of School of any concerns
- rehearsing and reinforcing attendance and punctuality expectations continually, including when appropriate, emphasising with pupils the importance of punctuality and good attendance, including impact on learning
- reminding parents of their commitment to this policy
- making sure there is a welcoming and positive culture across the school
- building mutually respectful relationships with staff, pupils, families, and other stakeholders in order to secure their trust and engagement (including treating pupils with dignity; observing proper boundaries; handling confidential information sensitively; communicating effectively with families regarding pupils' attendance and wellbeing)
- communicating openly and honestly with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them
- understanding the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity
- taking into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
- if required, liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable

Attendance procedures

Registration

School gates open at 8.35am.
Children are expected to arrive in the school playground ready for 8.45am.
Registration takes place each morning at 8.45am and each afternoon at the start of the afternoon session (1.00pm or 1.10pm).
Class teachers enter a present mark (/) on the register for each pupil present and an absent mark for any pupil that is absent.

Responding to lateness

Any pupil arriving after the school gates close must enter school via the school reception; this is coded as either L ('late arrival before the register has closed') or U ('arrived in school after registration closed'; in case of emergency the register shows the pupil is on the premises, but they will not receive a present mark toward their overall attendance).
The vast majority of pupils stay on school premises for the whole day therefore it is rare for a pupil to be late for the afternoon session; in such cases, similar process applies to the afternoon.
Parents/carers are contacted by school if their child is persistently late.

Responding to absence

Repeated absences will lead to detailed monitoring.

Targets for improvement will be clear and communicated to pupil and parent or carer.
School will aim to organise support to remove barriers to regular attendance.
School will organise meetings with parents or carers to review and improve attendance.
If attendance does not improve, school will refer to the local authority for legal action.

Working with Leeds School Attendance Service
School works in partnership with the statutory School Attendance Service to devise a strategic approach to attendance through Register Checks and Targeted Support Meetings.
The Head of School and administration staff meet with an Attendance Improvement Officer from the School Attendance Service when required to discuss and improve attendance for persistently absent or severely absent pupils.
Action plans are developed for persistently and severely absent pupils.
If parents/carers do not proactively engage with support offered through the action plan, then formal legal intervention may be requested from the School Attendance Service. Statutory intervention can include:

- penalty notices
- parenting order
- education supervision order
- prosecution

Attendance monitoring

Because of the importance of attending school, we carry out close monitoring. We:

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

In response to this monitoring, we:

- develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts
- make targeted communications where absences may be a cause for concern
- provide targeted support where absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence
- use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- share information and work collaboratively with other schools in the area, and with other partners/professionals where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate
- provide regular attendance reports to the governing board

We have granted the DfE access to our management information system so data can be accessed regularly and securely at a national level. Data is collected and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

Part-time timetables

All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances their education may be provided partially at school and partially at another educational setting or through education otherwise than at a school

In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible.

A part-time timetable should:

- have the agreement of both the school and the parent the pupil normally lives with
- have a clear ambition and be part of the pupil's wider support, health care or reintegration plan
- have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary
- have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision; it can, however, be extended as part of the regular review process

A part-time timetable is not used to manage a pupil's behaviour.

Children missing education

A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education, we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (Department for Education, September 2016) and follow the Leeds Children's Services LA procedure.
Email: cme@leeds.gov.uk
Tel: 0113 378968

Appendix: Attendance codes

There are different codes that should be used to record attendance and absence.
For guidance, refer to paragraphs 203 – 276 of Working Together To Improve School Attendance.

Taken from Working Together to Improve School Attendance (Department for Education, August 2024).

Code	Definition	Scenario
Present		
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
Absent: leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
D	Dual registered	Pupil is attending a session at another setting where they are also registered
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances

Absent: other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent: unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent: unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays