



ST PETER'S ANGLICAN METHODIST VC PRIMARY SCHOOL

ATTENDANCE POLICY

RATIONALE/STATEMENT

St Peter's Anglican Methodist VC Primary School 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. The pupils with the highest attainment at the end of key stage two have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, children not meeting the expected standard in reading, writing and maths have a higher overall absence rate than those meeting the expected standard. Any absence and/or lateness affects the pattern of a child's schooling and regular absence will seriously affect their learning and wellbeing.

We aim 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 pupils at St Peter's.

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 Child Protection Policy, Anti-bullying policy and behaviour policy

AIMS

The school 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.
- Pupils who achieve attendance and punctuality targets throughout the academic year are recognised and rewarded.

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 AND GUIDANCE

This policy is based on the Department for Education's guidance, [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](#)

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.

[Education Act 1996 \(legislation.gov.uk\)- Part 6](#)

[Education Act 2002 \(legislation.gov.uk\)- Part 3](#)

PARTNERSHIP EXPECTATIONS

What the school expects of our pupils
That 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
Pupils tell a member of staff if there is any problem which may prevent them from attending school
What the school expects of parents/carers
Ensure that their children attend school regularly and on time to fulfil their legal responsibility
Notify school on the first day of absence and provide reason for absence
Communicate with school to discuss any absence in term time for exceptional circumstances
Book any medical appointments around the school day where possible.
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/ren from attending
Proactively engage with the support offered to prevent the need for more formal support.
What the parents/carers can expect from the school
A broad, balanced education
Encouragement and rewards for good attendance and punctuality at school
Schools regularly update parents on their child's 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

ROLES AND RESPONSIBILITIES

Headteacher

- The Head is responsible for:
 - 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. [Keeping children safe in education 2025](#)
- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](#)
- 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 - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort 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, 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 Body and Trusts the attendance figures and progress to achieving the set targets.
- Reminding parents of their commitment to this policy.
- Building and modelling respectful relationships with staff, pupils, 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, 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, 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 pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

The School Senior Attendance Champion SLT

The School Senior Attendance Champion is responsible for:

- Implementing the policy with the Head.
- Offering a clear vision for attendance improvement.
- Championing and improving attendance.
- Ensuring the practice that is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes
- Oversight of data analysis -

- Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes, raising concerns with other agencies like children's social care and early help services which are working with families.
- 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 such as:
 - children who have a social worker including looked-after children
 - young carers
 - children who are eligible for free school meals
 - children who speak English as a second language
 - children who have special educational needs and disabilities
- Keeping the Headteacher and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures.
- Compiling attendance data for the Headteacher, the Governing Body and the Local Authority.
- Ensuring a positive working relationship with the LA Attendance Team is fostered, including attending Attendance Targeted Support Meetings.
- Communicating messages to pupils and parents.
- If required, holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying pupils who need support from wider partners as quickly as possible and make 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.

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.
- Implementing the policy and ensuring it is applied fairly and consistently.
- Ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date.
- Reviewing class and individual attendance patterns.
- Informing the school attendance champion/line manager of any concerns.
- Emphasising with pupils the importance of punctuality and good attendance.
- Reminding parents of their commitment to this policy.
- Building respectful relationships with staff, pupils, families, and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- 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.
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or who are persistently or severely absent to discuss attendance and engagement at school.
- 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.
- Modeling respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:
 - treat pupils with dignity
 - build relationships rooted in mutual respect and observe proper boundaries
 - take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
 - handle confidential information sensitively

- understand 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
- communicate effectively with families regarding pupils' attendance and well-being
- Rehearse and reinforce attendance and punctuality expectations continually.
- Emphasise the importance of attendance and its impact on attainment.
- Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom.
- Promote rewards and celebrate progress but continue to outline sanctions.
- Apply rewards and sanctions consistently.
- Follow up on absence and lateness with pupils to identify barriers and reasons for absence.
- Contact parents and carers regarding absence and punctuality.
- Review form or tutor group attendance weekly to share data, identify issues, intervene early, and help set targets.
- Periodically review practice and consistency both across and between departments.
- Proactively promote attendance practice as part of staff induction.
- Consider the individual needs and vulnerabilities of pupils.

Attendance and pastoral staff are responsible for:

- Ensuring the recording of attendance and absence data is accurate.
- Ensuring robust day-to-day processes are in place.
- Tracking and following up absence and poor punctuality (implement punctuality routines such as late gate or sign in procedures).
- Providing appropriate support and challenge to establish good registration practice.
- Carrying out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding.
- Identifying any absences that are not explained for each session and contacting parents to understand why, and when the pupil will return to school.
- Where absences are recorded as unexplained in the attendance inputting the correct code as soon as the reason is ascertained, but no later than 5 school days after the session.
- Keeping parents informed on a regular basis of their child's attendance and absence record (this should be communicated to parents in an easy-to-understand format and percentage headlines should be avoided. For example, concentrate on the amount of time missed and the impact on the pupil's learning).
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identifying pupils who need support from wider partners as quickly as possible and making the necessary referrals.
- Undertaking home visits in line with safeguarding responsibilities to engage families and ensure children are safe.
- Identifying and, where possible, mitigating potential barriers to good attendance in liaison with families and relevant support agencies.
- Implementing children missing education (CME) procedures when appropriate.
- Where pupils have additional vulnerabilities, which may require multi-agency meetings trying to arrange those meetings outside of lesson time, where possible.

PROMOTING GOOD ATTENDANCE

The school leadership team will continue to promote the positive attendance of all pupils through a variety of mechanisms alongside all staff. These may include:

- Celebrating whole class and individual attendance in worship on a weekly basis.
- Whole school displays showing percentages of attendance for each class and those who achieved 100% attendance over either a week period or termly period.
- Certificates for 100% attendance on a termly and whole year basis
- Providing rewards for those with 100% attendance such as coffee mornings, additional play times, use of OPAL play equipment, etc

- Staff will discuss attendance at the start of the year as part of the 'Meet the Teacher' session for parents setting out expectations. These will be followed up with discussions on attendance as part of Parents Evenings in November and March.
- Staff will discuss with pupils on a weekly basis the attendance of the class and share those with 100% attendance.

For pupils at risk of persistent absence

- Providing regular attendance reports to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes.
- Initiating and overseeing the administration of absence procedures.

This should include:

- letters home
- attendance discussions and meetings
- 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 to leaders on the at-risk cohort
- providing regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils

For pupils who are persistently absent

- 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, make regular contact with families to discuss progress.
- Liaising with school leaders (designated safeguarding, SENCo and pastoral leads) on referrals to external agencies and multi-agency assessments.
- Coordinating and contributing to multi-agency meetings to review progress and agree on actions.
- Working in partnership with LA Attendance Team and other agencies to ensure the appropriate use of statutory parental responsibility measures.
- Providing regular reports to leaders on the impact of action plans and interventions.

ATTENDANCE PROCEDURES

Registration

- Registration takes place each morning at 8.55 am and each afternoon at 1.00 pm.
- Class teachers will enter a present mark (/) on the register for each pupil present and an absent mark for any pupil that is absent.

Responding to lateness

- Pupils arriving in the classroom after 8.55am when the register has been taken are deemed to be late and will be marked as L code.
- After 9.15am and 1.20pm the pupil is deemed to be Late/absent. Any pupil arriving in school after these times will be marked U. 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.
- Parents/carers will be contacted by school if their child is persistently late.

A pupil arriving late may seriously disrupt not only his or her own continuity of learning but also that of other pupils.

The school will investigate persistent lateness and work with the parents to set targets for improvements.

Responding to absence

- Repeated absences will lead to detailed monitoring by the school attendance staff.
- The school will monitor 'Broken Weeks' as a matter of course. These are when pupils miss days during the week on a regular basis, which will have an impact on their overall learning and progress.
- Targets for improvement will be clear and communicated to pupil and parent or carer.
- School will 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 the Local Authority Attendance Team

- School works in partnership with the statutory Education Welfare Officer (EWO) to devise a strategic approach to attendance through Register Checks and Targeted Support Meetings.
- The Headteacher/Senior Attendance Champion (SLT) and the Attendance school staff will meet with an EWO from the Attendance Team when required, to discuss and improve attendance for persistently absent or severely absent pupils.
- Action plans will be 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 Team.

AUTHORISED ABSENCE

Authorised absence is defined as:

- Genuine illness
- Medical or dental appointment (where possible routine appointments should be arranged out of school time)
- Bereavement – (Headteacher's discretion)
- 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 Headteacher.
- The pupil has a local authority licence to take part in a public performance and the school has granted leave of absence

UNAUTHORISED ABSENCE

Unauthorised absence is defined as:

- Being late after the registers have closed - 'U' code
- Staying at home to care for younger children or sick relatives
- Going shopping or having a haircut
- Where no explanation is offered by the parent or carer
- Where the school is not satisfied with an explanation offered
- Special occasions e.g. 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 Headteacher

Statutory intervention can include

- Penalty Notices
- Parenting Order
- Education Supervision Order
- Prosecution

LEGAL SANCTIONS

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for penalty notices issued for unauthorised absence recorded by schools after 19th August 2024.

National threshold:

There will be a single consistent national threshold for when a penalty notice must be considered by all schools in England of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10-school week period can span different terms or school years.

Who may be fined?

Penalty notices may be issued to each parent who allows their child to be absent from school. However, they should usually only be issued to the parent or parents who have allowed the absence (regardless of which parent has applied for a leave of absence).

Penalty Notices can be issued when there have been 10 unauthorised absences (1 school day = 2 sessions, 5 school days = 10 sessions). The threshold can be met with any combination of unauthorised absence within 10 school weeks. Penalty Notices are issued for any term-time or irregular absences that are unauthorised (for example, a 5-day term-time holiday) - whether these absences are taken consecutively or cumulatively over a period of 10 school weeks.

First Penalty notice

The first Penalty Notice is issued for term time absences or irregular absences, the amount will be:

- **£80** per parent, per child (if paid within 21 days of issue)
- **£160** per parent, per child (if paid after 21 days but within 28 days of issue)

No. of parents	No. of children	Fine amount up to 21 days	Fine amount after 21 days but within 28 days
1	1	£80	£160
1	2	£160	£320
2	3	£480	£960

Second Penalty notice

The second Penalty Notice is issued for term time absences or irregular absences, issued to the **same parent** for the **same child**, the amount will be:

- **£160** per parent, per child (if paid within 28 days). This is a flat rate. **There is no discount for early payment.**

No. of parents	No. of children	Fine amount up to 21 days	Fine amount up to 28 days
1	1	Not applicable	£160
1	2	Not applicable	£320

2	3	Not applicable	£960
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Further offences

The third time an offence is committed for unauthorised term time or irregular absences **within 3 years** by the same parent for the same child (including those from other schools or Local Authorities) may result in an automatic request for Prosecution.

Education Act: 1996: It is your responsibility as the parent/carer to ensure your child's school attendance is on a regular basis and if you fail to do this without good cause, you are liable to prosecution. If found guilty of this offence you could be liable to, amongst other things, a fine of up to £2500 and/or a custodial sentence of up to 3 months.

For more information on this issue please read the South Gloucestershire parental guidance on Penalty Notices at the following link: www.southglos.gov.uk/education-and-learning/schools-and-education/behaviour-and-attendance/school-attendance/authorised-and-unauthorised-absence-from-school/.

CHILDREN MISSING EDUCATION (CME)

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 \(DfE September 2016\)](#) and follow the procedure [Children missing education | South Gloucestershire \(southglos.gov.uk\)](#) and contact: childrenmissingeducation@southglos.gov.uk.

APPENDIX 1

The following codes are taken from the DFE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present for morning registration
\	Present (pm)	Pupil is present for afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school that is not a sporting activity or work experience. Examples are: <ul style="list-style-type: none"> attending taster days at other schools; attending courses at college attending unregistered alternative provision arranged by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered.
K	Attending education provision arranged by the local authority	Pupil is attending a place, other than school or any other school at which they are a registered pupil, for educational provision arranged by a local authority. Examples are: <ul style="list-style-type: none"> attending courses at college; attending unregistered alternative provision such as, home tutoring.
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school.
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school.
W	Work experience	Pupil is on work experience placement.

Code	Definition	Scenario
Authorised absence		

C	Leave of absence for exceptional circumstances	Leave of absence granted at the discretion of the school; For example: <ul style="list-style-type: none"> • bereavement of a family member or funeral • attending a wedding of a family member
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.	Pupil has been granted a leave of absence due to exceptional circumstances: Where the local authority have granted a licence for the pupil to take part in a performance Taking part in a regulated performance or employment abroad: in line with a licence issued by a local authority or Justice of the Peace or a body of persons approval (BOPA). Where a Justice of the Peace has given the pupil a licence to go abroad for a performance or other regulated purpose.
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable	This code is used to record when a pupil is absent with leave because they are subject to a part-time timetable in line with an agreement between the school and a parent the pupil normally lives with, that the pupil should temporarily be educated part-time.
J1	Attending an interview for employment or for admission to another educational institution	This code is used to record a leave of absence has been granted for the purpose of attending an interview for employment or for admission to another educational establishment.
E	Suspended or permanently excluded and no alternative provision made	The pupil is suspended from school or permanently excluded from school, but their name is still entered in the admission register, and no alternative provision has been made for the pupil to continue their education.
I	Illness (not medical or dental appointment)	The pupil is unable to attend due to illness (both physical and mental health related).
M	Leave of absence for the purpose of attending a medical or dental appointment	Pupil is at a medical or dental appointment.
Q	Unable to attend the school because of a lack of access arrangements	The pupil is unable to attend the school because a local authority have failed to make access arrangements to enable the pupil's attendance at school.
R	Religious observance	The pupil is absent on a day that is exclusively set apart for religious observance by the religious body the parent(s) belong to. If the parent applies for more than one day, the school may only record one day using this code; the rest of the time would need a leave of absence, and this is granted at the school's discretion as set out under Code C.
S	Leave of absence for the purpose of studying for a public examination	The school can grant leave of absence for a pupil to study for a public examination and the leave has been agreed in advance with a parent who the pupil normally lives with. Study leave should not be granted by default once tuition of the exam syllabus is complete and should be used sparingly.

T	Parent travelling for occupational purposes	Pupil is a mobile child and is travelling with their parent(s) in the course of their trade (i.e from a traveller community).
Y1	Unable to attend due to transport normally provided not being available.	The pupil is unable to attend because the school is not within walking distance of their home and the transport to and from the school that is normally provided for the pupil by the school or local authority is not available.
Y2	Unable to attend due to widespread disruption to travel.	The pupil is unable to attend the school because of widespread disruption to travel caused by a local, national, or international emergency.
Y3	Unable to attend due to part of the school premises being closed.	Part of the school premises is unavoidably out of use.
Y4	Unable to attend due to the whole school site being temporarily closed.	Where a school was planned to be open for a session, but the school is closed unexpectedly (e.g. due to adverse weather).
Y5	Unable to attend as pupil is in criminal justice detention.	The pupil is unable to attend the school because they are: <ul style="list-style-type: none"> • in police detention, • remanded to youth detention, awaiting trial • or sentencing, or • detained under a sentence of detention.
Y6	Unable to attend in accordance to with public health guidance or law.	The pupil's travel to or attendance at the school would be: <ul style="list-style-type: none"> • contrary to any guidance relating to the incidence or transmission of infection or disease • prohibited by any legislation
Y7	Unable to attend because of any other unavoidable cause.	An unavoidable cause, that is not covered by one of the other 'unable to attend' codes detailed above, is preventing the pupil from attending the school.

Code	Definition	Scenario
Unauthorised absence		
G	Holiday not granted by the school	The school has not granted leave of absence and the pupil is absent for the purpose of a holiday.
N	Reason for absence not yet established	When the reason for absence has not yet been established before the register closes; if a reason for absence cannot be established within 5 school days, schools must amend the pupil's record to Code O.
O	Absent in other or unknown circumstances	Where there is no reason for absence is established or the school is not satisfied that the reason given.
U	Arrived in school after the registration closed	Pupil arrived to school after the register closed (after 9.15am or 1.30pm).

Code	Definition	Scenario
X	Non-compulsory school age pupil not required to attend school	Pupil on non-compulsory school age is not required to attend.
Z	Prospective pupil not on admission register	Register set up but pupil has not yet joined the school.

#	Planned whole school closure	Whole or partial school closure due to half term break/bank holidays/INSET days
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MONITORING

The governors will review this policy annually.

Policy Agreed at the meeting of the Full Governing Body held on 10th November 2025

Review Date: September 2026