KINGSLAND SCHOOL

ATTENDANCE POLICY



The policy has been updated (September 2024) to reflect current practice and Department for Education guidelines. It will be subject to regular review and evaluation. It is intended to be a working document, providing guidance to all staff.

CONTENTS

1) **Purpose of the Policy**
2) **The Law on School Attendance and Right to a Full-Time Education**
3) **Leadership and Management of the Policy**
4) **Expectations of Kingsland School re to Attendance and Absence**
5) **Persistent and Severe Absence**
6) **References**

Appendix 1: DfE Attendance Codes
Appendix 2: Day to Day Absence Protocols

1) Purpose of the Policy

The Department for Education describes the barriers to accessing education as being wide and complex, both within and beyond the school gates. These barriers are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe and supportive environment where all pupils want to be and are keen and ready to learn.

The aims of the policy are to:

- Recognise the importance of school attendance and promote it across the school's ethos and policies
- Ensure school leaders fulfil expectations and statutory duties
- Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most
- Endeavour to encourage all children to attend to receive a full-time education which is suitable to their age, ability, aptitude and individual needs
- Set high expectations of all leaders, staff, pupils and parents
- Recognise that attendance improvement does not happen in isolation and it is prioritised in wider improvement strategies
- Ensure every child has access to a full-time education to which they are entitled
- Act early to address patterns of absence.

Kingsland School recognises that some pupils find it harder than others to attend school. We strive to work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships, and working together to put the right support in place. Pupils who suffer from long term medical conditions or who have special educations needs and disabilities can face greater barriers to education. All pupils at Kingsland School have an Education Health Care Plan. The right to an education is the same as any other pupil without additional needs and our attendance ambition is the same as they would be for any other pupil.
Securing good attendance is the responsibility of all, and Kingsland School aim for effective practices for improvement within the curriculum, behaviour policy, bullying, inclusive provision and pastoral support. It must be a concerted effort across all teaching and non-teaching staff in school, the governing body, the local authority and other local partner.

The most vital part of encouraging good attendance is to ensure that school is a place where:

- Children want to come
- Children are treated with respect and feel valued
- Needs are recognised and addressed
- All children can experience success within a rich, relevant and diverse curriculum.

2) The Law on School Attendance and Right to a Full-Time Education

From the DfE 'Working Together to Improve School Attendance':

- *The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.*

- *Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.*
- *This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances.* ***The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key***

stage compared to those with the lowest attainment*. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%).*

- *For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms.*

Kingsland School recognises that in order to meet the aims of the attendance policy, school staff must work to meet the complex and profound needs of the school pupil population. All of our pupils have an Education Health Care Plan. The senior management team will be applied fairly and consistently, whilst always considering the individual needs and pupils and their families in relation to attendance.

3) Leadership and Management of the Policy

The members of staff with overall responsibility for attendance is:

- Amy Johnston – Headteacher
- Helen Crook, Emma Ogden, Kirsty Rowlands – Deputy Headteachers
- Karen Lilley, Sarah Barker, Hannah Francis-McKenzie – Assistant Headteachers

The members of staff responsible for improving attendance are:

- Amy Johnston – Headteacher
- Kirsty Rowlands – Deputy Headteacher

The named Parent Support Workers who can offer attendance and pastoral support to families, conduct home visits and work in partnership with school leaders are:

- Bev Muhl – Stanley Site
- Katie West – Stanley Site / Castleford Site

Administrative officers working in school offices across both school sites are responsible for taking calls from parents about absence, contacting parents to ascertain reasons for absences and reporting absences to the Headteacher.

The Governing Body, Headteacher and Senior Management Team remain responsible for monitoring the attendance policy.

The Attendance link governor is Helen Ferguson.

All staff working within the school play an important role in the successful implementation of the attendance policy. The school termly safeguarding e-bulletin will include information for all staff concerning:

- The importance of good attendance and that absence is almost always a symptom of wider circumstances
- The law and requirements of schools including on the keeping of registers
- The schools' strategies and procedures for tracking, following up and improving attendance
- Processes and procedures for reporting concerns, and how the school work with services to support children who need it.

Additionally, all parents of children attending the school play an important role in the attendance rates of their child.

4) Expectation of Kingsland School concerning Good Attendance

Kingsland School recognises that attendance is the essential foundation to positive outcomes for all pupils. Good attendance at Kingsland School is paramount to pupil achievement, alongside setting high expectations for every pupil, communicating expectations clearly to pupils and parents, analysing data to target improvement efforts and working effectively with the local authority and local partner to overcome barriers to attendance.

Daily Attendance Routines

- The school day begins at 9:00am and ends at 3:30pm
- Pupils who are brought to school by parents are let into school at 8:50am
- Pupils who are brought into school by local authority transport services are let into school at 9:00am
- Registers will close at 9:30am in the morning, allowing for 30 minutes of transition into school. This is to ensure that the complex needs of pupils, differing modes of transport into school and transition into classrooms is calm, orderly and supportive of individual needs.
- Parents are expected to contact the school office as soon as possible on the first day of unplanned absence to report their child absent
- Where absences are not explained, parents will be contact by the school office between 9:30 – 10:30am
- Absence due to illness will be authorised unless the school has a genuine concern about the authenticity of the illness. The school may ask parents to provide viable medical evidence where there is a genuine concern
- Where the absence is recorded as unexplained, the correct code will be inputted as soon as the reason is ascertained, but no later than 5 working days after this registered session.
- See appendix B for an outline of day-to-day attendance procedures in place including illnesses, and children who are under child in need (child protection related) and child protection plans.

Attendance Support and Strategies

Kingsland School strive to build positive, respectful relationships between home and school for the foundation of good attendance. Communicating with parents will ensure that the best placed person in school works with and supports the family. This person will be instructed to work with the family following the headteacher's analysis.
Kingsland School will work with families to develop specific approaches for attendance in line with individual needs.

Kingsland School follows the below approach in order to work collaboratively with partners and parents to successfully treat the root cause of absences and removal of barriers to attendance:

MONITOR

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

EXPECT

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

LISTEN AND UNDERSTAND

When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

FACILITATE SUPPORT

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

FORMALISE SUPPORT

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.

ENFORCE

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

In the first instance, Kingsland School will:

Support pupils and parents by working together to address any in-school barriers to attendance. Where barriers are outside of the school's control, Kingsland School will seek to work with pupils and parents to access any support that they may need voluntarily. This may involve:

- Phone calls to parents
- Meetings with parents
- Support with home strategies to support regulation and behaviour
- Offering a place on in-school parent training workshops
- Support from in-school Parent Support Workers
- Liaising with onsite school nurses re medical issues
- Ensure joined up pastoral care is in place, and a phased return to school is considered for pupils who display Emotional Based School Avoidance
- Referrals to agencies including, but not limited to:
    - CAMHS/NIST
    - Speech and Language Therapists
    - Occupational Therapists
    - Physiotherapists
    - Educational Psychologists
    - Community Leaning Disability Nurses
    - Health Professionals
    - Complex Care Needs Team and Social Care (where appropriate)
    - Short breaks and Respite Carers
    - Affinity Trust PBS (where identified for individual pupils).

Where absence intensifies, is not improving and/or falls below 90%, the support provided will also increase and will involve the school working in tandem with the local authority and other relevant partners. This may involve:

- Voluntary early help assessment
- Expectation for parents to contact the school when their child is absent to explain the reason and put processes in place to contact parents on each day of absence where a reason has not been provided. If absence continues without explanation, further contact will be made in line with the school's Safeguarding and Child Protection policy.
- Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals
- Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps
- Formal letter from the Headteacher (Notice to Improve) outlining the concerns and next steps
- Formal conversations with parents which may include the School Attendance Support Team from the local authority
- Explanations to parents of the impact of persistent and severe absences on the pupil, and potential need for legal intervention in the future
- Revisiting support strategies listed above
- Headteacher to make School Attendance Support Team (EWO) aware of individual pupil attendance concerns so joint monitoring takes place

- More formal conversations with parents, led by the senior attendance champion, where engagement in support is proving challenging, to clearly explain the consequences of persistent and severe absence and the potential need for future intervention listed below.

Where voluntary support has not been effective and/or has not been engaged with, Kingsland School will work with the local authority to:

- Inform School Attendance Support Team (EWO) of individual attendance concerns to jointly manage the case
- Implement all strategies listed above in attempts to increase attendance levels
- Regularly inform parents about attendance and absence levels, avoiding headline percentages and focusing on the amount of time missed and the impact on the child's learning
- Hold regular meetings with the parents of the pupil to discuss attendance and engagement at school, and other professionals where applicable (e.g. team around the school)
- Reinforce expectations for parents to contact the school when their child is absent to explain the reason
- Put processes in place to contact parents on each day of absence where a reason has not been provided. If absence continues without explanation, further contact will be made in line with the school's Safeguarding and Child Protection policy.
- Work with the School Attendance Support Team (EWO) to consider whether formal support should be put in place in the form of an attendance contract or an education supervision order
- Work with the School Attendance Support Team (EWO) to consider whether to issue a fixed penalty notice where support would not be appropriate or has not been successful or engaged with and it is likely to change the absence rate
- Intensify support through statutory children's social care involvement where there are safeguarding concerns, and/or where absence becomes severe (below 50%).

Pupils with long term illnesses or other health needs (including mental health, emotional and neurodiverse needs) may need additional support to continue their education. Where alternative provision is deemed necessary due to children who would not otherwise receive suitable education as a result of health reasons, Kingsland School will liaise with the local authority who is responsible for arranging suitable education.

<u>Admissions Register</u>

The school's admission register is kept electronically on Integris. This register contains specific personal details of every pupil in the school, the date of their admission, information re parents and carers and details of the last school attended in accordance with regulation 5 of the Education (Pupil Registration England) Regulations 2006. Kingsland School will enter pupil details onto the admissions register at the beginning of their first day on the school roll or when the first day of school attendance has been agreed between the parents and the school. The details included on the admissions register are:

- Full name
- Sex
- Full name and address of each parent
- Which of the parents the child normally lives with, and at least one telephone number by which each parent who the child normally lives with can be contacted in an emergency
- Day, month and year of birth
- Day, month and year of admission or re-admission to the school
- Name and address of the school last attended, if any.

Kingsland School encourages parents to inform of any changes whenever they occur to ensure that the admissions register is kept up to date. Kingsland School also check details with families twice a year; once at the start of the school year and during annual EHCP meetings.

Kingsland School will delete names from the admissions register after children have completed their final year at the school (end of year 6).

In line with regulations set out in the Education (Pupil Registration England) 2006, Kingsland School will not delete children's names from the register unless:

- A pupil has a School Attendance Order which has been changed to name another school
- A pupil has been registered at another school

Kingsland School will notify the local authority in the first instance of any pupil name that is to be deleted from the admissions register. Where a pupil is transferring between schools, Kingsland School will follow the Department for Education 'Working Together to Improve School Attendance' guidance (September 2024) to ensure the child is not 'off-rolled' before being registered and attendance data is transferred between schools.

Attendance Register

Class teachers take an attendance register at the start of each morning and at the start of each afternoon. These registers are collated the school office at 9:30am and 1:30pm.
On each occasion, class teachers must record whether every pupil is present or absent (with reason if known). School admin will ensure that correct attendance codes are used when inputting into the electronic register. See Appendix 1 for Attendance Codes.

Retaining and Amending Registers

Kingsland School uses Integris to keep attendance and admission data to ensure accuracy and allow for quick sharing and analysis of information. As registers are legal records, Kingsland School preserves every entry in the admission and attendance register for six years from the date of entry.

Attendance registers may only be amended where the reason for absence cannot be established at the time it is taken, and it is subsequently necessary to correct the entry. Where amendments are deemed necessary to make, Kingsland School will ensure that the register shows the original entry, the amended entry, the reason for the amendment, the date on which the amendment was made, and the name and title of the person who made the amendment.

Where absence is recorded as unexplained in the attendance register, the correct code should be inputted as soon as the reason is ascertained, but no later than 5 working days after the session.

Granting Leaves of Absence

Pupil absence for the purposes of medical or dental appointments will be authorised when advanced notice is given. Parents are encouraged to make these appointments out of school hours; however where this is not possible, the pupil should be out of school for the minimum time necessary.

Kingsland School will consider applications for a term-time leave of absence from parents/carers on an individual basis, taking into account specific facts and circumstance and relevant background context behind the request. Parents and carers must wait for a written response from the headteacher, otherwise the absence may be recorded as unauthorised.

The headteacher may not grant any leave of absence to pupils during term time unless there are 'exceptional circumstances' to consider. Applications for a leave of absence where exceptional circumstances are involved must be made in advance in writing to the headteacher by parents/carers. If a leave of absence is granted, it is for the headteacher to determine the length of time the pupil can be away from school.

Parents do not have authorised entitlement to take children on holiday during term time. However, due to the complex needs of pupils at Kingsland School, the school will authorise term time holidays when 'exceptional circumstances' related to those needs justify authorising the holiday. Valid reasons for authorised absence include:

- Illness and medical/dental appointments (as detailed above)
- Pupils needing to travel at quieter periods due to needs arising from their diagnosis e.g. autism, medical needs, challenging behaviour

- Holidays given by charities who support disabled children
- Religious observance where the day is set apart by the religious body to which to child's parents belong
- Traveller pupil who are travelling for occupational purposes – absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with the school.

Children with Complex Medical Needs

Kingsland School caters for a cohort of children who have complex medical needs. Where these medical needs require short-term or long-term medical care that results in persistent absence from school, a member of the senior management team will liaise with the family and services involved with the child to support as necessary.

Communicating policy with parents

A condensed version of the attendance policy will be sent out to parents annually; outlining start and end of school day times, process for reporting absence, process for requesting a leave of absence for their child and who to contact for more detailed support on attendance. The parent version of the attendance policy will also be available on the school website.

Analysis of Attendance and Absence Data

The headteacher and senior attendance champion will conduct weekly attendance and absence data to monitor patterns and trends, specifically where attendance falls below 90%. This will generate overall percentages, as well as look at individual pupils, cohorts and groups across the school. This analysis will be communicated to members of the senior management team to facilitate discussions. These discussions will identify pupils who need support, and focus on developing targeted actions for those cases.

Kingsland School will use data analysis to identify where persistent absence is an issue for attendance, engagement and learning. This will inform meetings with parents of the pupils to offer support, ascertain reasons for absence, implement supportive strategies, communicate the impact of absences on learning and make necessary referrals where deemed appropriate in agreement with parents.

Furthermore, the headteacher will conduct a thorough analysis of half-termly, termly and full year data to further inform targeted interventions, as well as monitor the impact of interventions that have already taken place. This data will benchmark attendance at Kingsland School against local, regional and national levels to identify focus areas for improvement. The headteacher will provide the data and accompanying reports to the governing body.

Using data to target attendance improvement efforts

The headteacher will review and share attendance data at Full Governing Body meetings. This data will include comparisons of recent and historic trends at school level, as well as benchmarking to compare attendance with that of comparator schools within the local authority, region and nationwide.

The senior management team will work to set areas of focus for attendance as a result of data analysis, through strategies and actions detailed in this policy.

Where the headteacher deems attendance data is an area of concern, a comprehensive attendance action plan to improve attendance will be written, implemented, evaluated and reviewed regularly. This may also include working with local services and the local authority.

Working with the Local Authority School Attendance Support Team

Kingsland School will use attendance data to discuss elements of attendance management in order to:

- Share effective practice and communication to ensure good multi-agency working

- Attend termly 'Targeting Support Meetings' to discuss overall and individual attendance concerns
- Provide multi-disciplinary support for families where needed
- Discuss and progress legal intervention following exhaustion of voluntary support options where appropriate
- Action support strategies listed on page 6.

The local authority has a requirement to issue penalty notices to parents where they have failed to ensure their child regularly attends school where they are registered. The Department for Education 'Working together to improve school attendance' statutory guidance states that schools should not have a blanket approach of issuing or not issuing penalty notices and should make judgements based on each individual case. The threshold for penalty notices is 10 sessions, or 5 days equivalent unauthorised absence, in a rolling period of 10 school weeks. The Education Act 1996 sets out circumstances in which fixed penalty notices will not be issued including:

- Pupils prevented from attending school due to ill health, or any unavoidable cause
- Pupils being granted leave of absence by the school
- Absence on a day set aside for religious observance by the religious body to which the pupil's parents belong
- The local authority was under a duty to provide transport to the school and have failed to do so.

The local authority Local Code of Conduct outlines details and arrangements for issuing fixed penalty notices, which all schools within the Wakefield district must adhere to.
Kingsland School will work closely with parents, the local authority and supporting services to ensure voluntary support is in place to improve attendance.

Part-Time Timetables

In very exceptional circumstances where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. A part-time timetable must only be in place for the shortest time necessary, and subject to continuous review by the senior management team. Where a part-time timetable is in place, the absence will be treated as authorised.

Where pupils are affected by anxious feelings about school attendance, or have previously attended a different setting on a part-time basis, a time-limited phased return may be appropriate. The Headteacher and Senior Management Team will discuss based on individual circumstances. A part-time table will have:

- The agreement of both the school and the parent the pupil normally lives with
- A clear ambition and be part of the pupil's wider support, health care or reintegration plan
- Regular review dates which include the parents and pupil (where appropriate) to ensure it is in place for the shortest time necessary
- 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. In some limited cases, a pupil with a long-term health condition may require a part-time timetable for a prolonged period.

Kingsland School will discuss part-time timetables with the local authority and as part of a multi-disciplinary approach to support individual pupil needs.

Suspension and Permanent Exclusion

All pupils are entitled to an education where they can learn in a calm, safe and supportive environment. Where a child continues to display serious incidents of behaviour following implementation of pupil supports which may be deemed unsafe for pupils and staff, the Headteacher can use own professional judgement based on individual circumstances.

Kingsland School consistently seek to develop alternative strategies and approaches to meet the needs of pupils in school, and reduce behavioural incidents. Suspension and permanent

exclusion will only be considered if all pathways and avenues have been exhausted alongside local support services, without positive impact, and the persisting behaviour breaches the behaviour policy whilst posing a risk to the education and welfare of the pupil and other pupils in school.

The Headteacher and Senior Management Team will discuss strategies based on individual circumstances for reintegrating a pupil who is returning to school following a suspension.
See Kingsland School Behaviour Policy for full details.

Children Missing Education

Children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.
Where a child has 20 consecutive days of unexplained school absence and all reasonable steps have been taken by the school to establish the child's whereabouts without success, Kingsland School will make a referral to the Child Missing Education Officer and/or social care direct.
Reasonable steps to be taken by school staff include:

- Telephone calls to all known contacts
- Contact with other schools where siblings may be registered
- Announced and unannounced home visits
- Enquiries to friends and/or neighbours
- Enquiries to other services known to be involved with the family/child.

5) Persistent and Severe Absence

Where absence escalates and pupils miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year), Kingsland School may put targeted support in place (listed in section 4 of this policy) to consider reasons for absence and work to remove any barriers to attendance. The headteacher will discuss individual cases with the senior management team that are causing concern to decide on any course of action.

Severely absent children with absence rates of 50% or less will be given particular focus, as these children are likely to need more intensive support across a range of partners.

If all avenues of support facilitated by Kingsland School, the local authority and multi-disciplinary services have been exhausted and severe absence for unauthorised reasons continues, it is likely to constitute neglect. In this case, Kingsland School will work within the school's Safeguarding Policy to follow protocols for reporting in line with current safeguarding procedures.

Attendance Legal Intervention

Kingsland School will work with families, local services and the local authority to consider the full range of legal interventions once voluntary and formal support has been put into place. The school will work with the local authority to consider individual circumstances of a family, and whether the use of the following should be implemented to change parental behaviour in relation to attendance:

- Attendance contracts
- Education supervision orders
- Attendance prosecution
- Parenting orders
- Fixed penalty notices

Where implementing a legal intervention is deemed necessary by Kingsland School and the local authority, the Department for Education 'Working Together to Improve School Attendance' guidance (September 2024) will be consulted to ensure interventions are delivered purposely and compliantly.

6) References

- Equality Act 2010
- UN Convention on the Rights of the Child
- DfE – Working Together to Improve School Attendance (September 2024)
- Education (Pupil Registration England) 2006

Other policies linked and referenced to within this policy:

- Safeguarding and Child Protection policy
- Behaviour policy

Appendix 1: DfE Attendance Codes

Code	Definition	Scenario
/	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
K	Attending education provision arranged by the local authority	Pupil is attending a place, other than school or any other school they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is attending a place, other than the school, for an educational visit or trip arranged by or on behalf of the school and supervised by a member of school staff
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is attending a place for an approved educational activity that is work experience arranged by the local authority or school
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

Code	Definition	Scenario
Authorised absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil has been granted a leave of absence for participating in a regulated performance or licensed work abroad
M	Attending a medical or dental appointment	Pupil has been granted a leave of absence to attend a medical or dental appointment
J1	Attending an interview for employment or for admission to another educational institution	Pupil has been granted a leave of absence to attend an interview for employment or for admission to another educational institution
S	Studying for a public examination	Pupil has been granted leave of absence to study for a public examination

X	Non-compulsory school age pupil not required to attend school	Pupil is not of compulsory school age and has been granted a leave of absence to attend school part time
C2	Compulsory school age pupil subject to part-time timetable	Pupil has a temporary part-time timetable
D	Dual registered at another school	Pupil is absent with leave to attend the other school at which they are registered
C	Exceptional circumstances	Pupil has been granted leave of absence due to exceptional circumstances
T	Parent travelling for occupational circumstances	A mobile child whose parent(s) is travelling in the course of their trade or business and the pupil is travelling with them
R	Religious observance	Pupil is absent on a day that is set apart for religious observance
I	Illness	Pupil is unable to attend due to illness (both physical and mental health related) that is not medical or dental appointments
E	Suspended or permanently excluded	Pupil is suspended from school or permanently excluded from school
Y1	Transport normally provided not being available	Pupil is absent as the transport normally provided by the local authority is not available, or the school is not within walking distance of their home
Q	Lack of transport arrangements	Pupil is absent as the local authority has not arranged home-to-school travel, or the pupil attends a school that does not qualify for such travel arrangements and is more than walking distance from their home
Y2	Unable to attend due to widespread disruption to travel	Pupil is absent due to widespread disruption to travel caused by local, national or international emergency
Y3	Unable to attend due to part of the school premises being closed	Pupil is absent as part of the school premises is unavoidably out of use and the pupil cannot be practicably accommodated
Y4	Unable to attend due to the whole school site being unexpectedly closed	Pupil is absent because the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Unable to attend as pupil is in criminal justice detention	Pupil is unable to attend school because they are in police detention, remanded to youth detention

		or detained under a sentence of detention
Y6	Unable to attend in accordance with public health guidance or law	Pupil is well enough to attend, but Government guidance or rules say they should not attend to limit the spread of infection or disease
Y7	Unable to attend because of any other avoidable cause	Pupil is unable to attend due to an unavoidable cause that is not covered by one of the other 'unable to attend' codes listed above
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school or in excess of period agreed
N	Reason for absence not yet established	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after 5 working days)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence or no reason for absence is established
U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
Z	Prospective pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day etc.

Appendix 2: Day to Day Absence Protocols

Day 1

If parents haven't called to notify the school of an absence, admin will call parents by 10:30 to ascertain reason for absence.
Where the child has a Child protection plan, social workers will be notified by 10:30.
Where the child is CIN (child protection related), social workers may be notified by 10:30am where DSLs have considered individual factors.
Where there are safeguarding and attendance concerns, DSLs will discuss whether a home visit is required. If a home visit is deemed necessary, two members of staff (a DSL and admin staff) will visit the home. Where a sibling/siblings attends a different school setting, the home visit may be conducted jointly with a DSL from the other school.

Day 2

If parents haven't called to notify the school of an absence, admin will call parents by 10:30 to ascertain reason for absence.
Where parents have given a reason for subsequent absences on day 1, a phone call home may not be necessary. However, if a child was expected back in school on day 2 then admin will call parents to ascertain reasons for continuing absence.
Where the child has a Child protection plan, social workers will be notified by 10:30.
Where the child is CIN (child protection related), social workers may be notified by 10:30am where DSLs have considered individual factors.
Where there are safeguarding and attendance concerns, DSLs will discuss whether a home visit is required. If a home visit is deemed necessary, two members of staff (a DSL and admin staff) will visit the home. Where a sibling/siblings attends a different school setting, the home visit may be conducted jointly with a DSL from the other school.
Where a home visit is carried out and the child appears well, school staff will inform parents they will bring them into school.
The SMT team have a list of pupils who will always be visited on day 2 of an absence, regardless of reasons given by parents.

Day 3

All of the above protocols will be carried out on day 3, and any subsequent days of absence until the pupil returns to school.

Where an absence is continuing past day three, the senior management team will then review current absent levels to determine whether voluntary and supportive measures need to be put into place.

The senior management team will consistently refer to the attendance policy to determine next steps and support for individual attendance cases that move beyond day three.