



Attendance Policy

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1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education’s (DfE’s) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education’s (DfE’s) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). 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](#)
- It also refers to:
- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

3. Roles and responsibilities

3.1 The Trustees board

The Trustees board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Holding the headteacher to account for the implementation of this policy

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to Trustees
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Supporting staff with monitoring the attendance of individual pupils
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues

- The school's legal requirements for keeping registers
- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Meeting with parents whose absence has been escalated
- Monitoring the impact of any implemented attendance strategies
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

3.3 The SENCo

The SENCo is responsible for:

- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs

3.4 The DSL

The DSL is responsible for:

- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher

3.5 The Kindergarten, Class & Subject teachers

The Kindergarten, Class & Subject Teachers will:

- record attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office by 8.50am and 2.15pm daily.

The Kindergarten & Class Teachers will:

- champion and improve attendance across the school

- Set clear boundaries with parents for improving and maintaining good attendance
- Evaluate and monitor lateness and absences

3.6 School Admin staff

School Admin staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the DSL or Headteacher where appropriate, in order to provide them with more detailed support on attendance

3.7 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 or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Email the school to report their child's absence before 8am on the day of the absence and each subsequent day of absence, and advise when they are expected to return using absence@stpaulswaldorfschool.org.
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Seek support, where necessary, for maintaining good attendance, by contacting their child's class teacher in the first instance

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8.15am and ends at 1.15pm or 3.30pm depending on your child's age and their Kindergarten or Class.

Pupils must arrive in school to be ready inside the classroom by **8.30am** on each school day.

Any child arriving late must sign in the book at reception or their parents if the child is not able to. The date and time of arrival is to be recorded along with the reason for the lateness.

The register for the first session will be taken at **8.30am** and will be kept open until 8.50am.

If a child arrives between 8.40am – 8.50am, they are considered late and the 'L' code will be used. At 8.50am – the register is closed and returned to reception. Any child arriving between 8.50am – 2.00pm, they 'U' code will be used.

The register for the second session will be taken at **2.05pm** and will be kept open until **2.10pm**.

If a child arrives between 2.10pm – 2.15pm, they are considered late and the 'L' code will be used. At 2.15pm – the register is closed and returned to reception. Any child arriving between 2.15pm - 3.30pm, they 'U' code will be used.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8.00am or as soon as practically possible, by calling the School Admin staff and sending a follow-up email. The team can be contacted via 0207 226 4454 and by email at: absence@stpaulswaldorfschool.org.

The school office will contact parents by 9.30am if we have not heard from them.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school may ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment.

Parents should request leaves of absence for exceptional circumstances by completing the absence request form. See Section 5.1 below.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

Persistently Late Procedure

At St Paul's, pupils will be considered persistently late when they are late 5 times or more in a half-term. We will follow the procedure below:

- The **Admin Team** will provide a half-termly late report to Parents at the end of each half-term.
- The **Kindergarten & Class Teachers** will communicate by letter to the parents within the first 5 days of returning to school from half-term. A copy of the letter will be added to CPOMS.
- If there's no improvement in lateness **after two half-term**, then the **Kindergarten & Class Teachers** will send a letter to parents requesting a meeting. The letter and notes from the meeting will be added to CPOMS.
- **After three half terms**, if there is still no improvement, the **Headteacher** will contact the parents and make notes on CPOMS.
- The **Safeguarding Team** will get involved if there is no improvement after **four half-terms**.

4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Contact the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may contact police.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Contact the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

- Where support is not appropriate, not successful, or not engaged with, we may contact the Local Authority for advice and assistance.

4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels. We will do this by sending the pupil's attendance percentage in October/November by email, in February Mid-Year report and the May End of Year report.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as unavoidable circumstances that are 'rare, significant, unavoidable and short'.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least **4 weeks** before the absence, and in accordance with any leave of absence request form, available via the school office. The headteacher may require evidence to support any request for leave of absence.

Exceptional circumstances

This information seeks to help clarify the meaning of 'exceptional circumstances' and outline some guiding principles to aid the head teacher's decision-making process while giving parents a consistent and fair approach to requests for any term-time absence.

Guiding principles

Term times are for education. This is the priority. Children and families have 175 days off school to spend time together, including weekends and school holidays. The head teacher will rightly prioritise attendance. The default school policy is that absences will not be granted during term time and will only be authorised in exceptional circumstances.

1. The decision to authorise a pupil's absence is at the head teacher's discretion based on their assessment and merits of each request.
2. If an event can be reasonably scheduled outside of term time then it would not be normal to authorise absence for such an event, for example:
 - a. holidays or other travel, including as a result of parental work commitments, are therefore not considered 'exceptional circumstances';
 - b. leave which is taken because of the availability of cheaper fares or other costs are not regarded as exceptional circumstances;
 - c. claims of illness as a reason for a delayed return, particularly after normal school holidays will not be considered unless accompanied by travel tickets dated before the school opens or other agreed dates. Medical documentation from abroad will not normally be accepted unless accompanied by travel documents indicating travel dates prior to school reopening.
3. Absences to visit seriously-ill relatives or for a bereavement of a close family member are usually considered to amount to 'exceptional circumstances', but for the funeral service and travelling time only, not for extended leave. Absence will only be authorised if the head teacher is satisfied that the circumstances are truly exceptional.
4. Absences to attend parents' own wedding may be exceptional if the head teacher is satisfied that there is a persuasive reason for holding the wedding during term time and there will be an onus on parents to show clear evidence that this absence is absolutely an exceptional circumstance. In difficult family situations the head teacher may use his discretion in granting leave and each case should be addressed on its individual merits, taking into account the overall welfare of the child.
5. Absences for important religious observances are often taken into account, but only for the ceremony and travelling time, again, not for extended leave. This is intended for one-off situations rather than regular or recurring events.
6. The needs of the families of service personnel will be taken into account if they are returning from long operational tours that prevent contact during scheduled holiday time.
7. Reasonable adjustments for pupils with special educational needs and/or disabilities will be made and may result in a leave being granted as an exceptional circumstance.
8. Families may need time together to recover from a trauma or crisis, including where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.
9. When making absence-related decisions, the head teacher will consider:
 - a. a pupil's record of attendance for the current and previous academic years;
 - b. time of absence being taken in the school year. If the request is made to extend the beginning or end of a school holiday period, it is unlikely to be considered exceptional.
10. The head teacher can determine the length of the authorised absence as well as whether a particular absence is authorised.

The following factors may also help the head teacher to reach a decision:

- number of school days being missed;
- any exceptional term-time leave requested and/or taken in previous academic years for a similar purpose;
- whether alternative care arrangements been considered by the parent to limit the time away from school;
- impact on any interventions, assessments or referrals being undertaken with the child or family, for example, family support, social care assessments, CAMHS, SEN;

- the potential impact that the absence will have on the child;
- whether the absence falls within any WRAT period.

How to tell us about exceptional circumstances:

- A parent should complete an application form for term-time leave in good time. The parent with whom the pupil normally resides must make the application.
- Leave may only be granted where proper procedures have been followed and the permission given.
- Tickets and/or other travel arrangements should not be booked prior to discussion with and agreement of the school.
- Parents should not confuse telling the school with having permission.
- Where the school and the parents fail to reach an agreement and the child is then absent from school the absence will be marked as unauthorised. Unauthorised absences are an offence and can be liable to legal action or a fixed penalty fine.
- Extended absences may put your child's school place at risk.
- In the event of an emergency when you have to take leave urgently, taking children, then you should inform the school or have the school informed immediately. Leave of absence cannot be granted retrospectively and evidence other than your word may be asked for.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

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

6. Strategies for promoting attendance

Good attendance is closely linked to the ethos of the school.

At St Paul's Waldorf School we don't incentivise or reward attendance as such. As a Waldorf-Waldorf school we are particularly focused on the development of the healthy, breathing rhythm to the pupils' days. The circadian rhythm is closely linked to wellbeing.

In Kindergarten the children create their social games and find their place in the room or garden at the beginning of the day. The first 15 minutes of the day in the school until the register is taken is important for social purposes. It also gives the child the time to get organised.

The main lesson is carefully designed to create a moment of reverence at the very beginning and the different elements of the warm up activities are serving different purposes and creating different moods. The class is focusing on a block for around three weeks and then this subject is often revisited in another term. The same main lesson block is never repeated.

Finally, there is an awareness that persistent lateness and avoidable absence is disruptive for the learning community that each KG group and class creates, for teachers and for staff.

This message is communicated on a regular basis, in newsletter, parent evenings and in lessons, to both pupils and parents.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

We will work with parents who has complex reasons for the attendance of a pupil being affected, what we call complex barriers. This could be parents who have long term illnesses, etc. Reasonable adjustments will be made on a case-by-case basis and reviewed regularly with

parents, teachers, and relevant departments.

7.2 Pupils absent due to mental or physical ill health or SEND

Where a child's needs are a significant factor in their attendance, the SENCO will host a planning meeting with the class teacher and family to identify barriers to attendance and explore reasonable adjustments. They will also meet with the child where possible. A plan will be written up with a review meeting for two weeks later.

If the child's attendance does not improve after two weeks, we will upgrade the meeting to a Team Around the Child meeting and carry out a home visit.

The SEND & inclusion policy outlines Emotional Based School Non-Attendance (EBSNA), support systems and referral processes.

Government guidance includes the following information:

"Schools should inform the LA where pupils are likely to miss more than 15 days, and work with the family to provide educational provision whilst determining with the LA whether alternative provision should be provided under section 19 of the Education Act 1996, as outlined in statutory guidance".

7.3 Pupils returning to school after a lengthy or unavoidable period of absence

Pupils who have been away from school for long periods will have a return to school meeting with their parents and Kindergarten or Class Teacher. Where appropriate, the SENCo, DSL or Head teacher will also be present.

8. Attendance monitoring

Our school will monitor attendance and absence data (including punctuality data) half-termly and follow the relevant procedures of this policy.

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- 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

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to Kindergarten & Class teachers, to facilitate discussions with families, and to the Trustees board and school leaders (including special educational needs co-ordinators, designated safeguarding leads)
- 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, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

Persistently Absent Procedure

At St Paul's, pupils will be considered persistently absent when they have missed more than 10% of school sessions. We will follow the procedure below:

- The **Admin Team** will provide a half-termly late report to Kindergarten & Class Teachers at the end of each half-term.
- The **Kindergarten & Class Teachers** will communicate by letter to the parents within the first 5 days of returning to school from half-term. A copy of the letter will be added to CPOMS.
- If there's no improvement in lateness **after two half-term**, then the **Kindergarten & Class Teachers** will send a letter to parents requesting a meeting. The letter and notes from the meeting will be added to CPOMS.

- **After three half terms**, if there is still no improvement, the **Headteacher** will contact the parents and make notes on CPOMS.
- The **Safeguarding Team** will get involved if there is no improvement after **four half-terms**.

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every 2 years by Administration Manager. At every review, the policy will be approved by the Trustees.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Arrival & Departure Policy
- Lost Child Procedures Policy

Appendix 1: attendance codes

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

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
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
D	Dual registered	Pupil is attending a session at another setting where they are also registered
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
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: <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	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