



LANDAU
FORTE
ACADEMY
MOORHEAD

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Landau Forte Academy Attendance Champions



Mr Cafferky

Deputy Headteacher



Miss Dashfield

Family Support Worker

Introduction

Landau Forte Academy Moorhead (LFADM) is proudly recognised as an Inclusive attendance school. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance

A Multi-Tiered System of Support

To guarantee a comprehensive approach to attendance, LFADM implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School's Attendance" statutory paper 2024.

Landau Forte Academy Moorhead (LFADM) Recognition-Based Approach

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families and staff.

The Importance of Attendance at Landau Forte Academy Moorhead

School attendance is not merely a legal requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- *Academic Achievement:* Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Knowledge Acquisition:* School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- *Social Development:* School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- *Building Routine:* School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- *Teacher Interaction:* Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- *School Engagement:* Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- *Legal and Parental Responsibility:* Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.

Factors Influencing Attendance

There are many factors which can impact on a child attending school and if you have any concerns you should contact the school as soon as possible:

Health Issues: Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.

Family Circumstances: Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.

Bullying and Safety Concerns: Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.

Socioeconomic Factors: Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.

Special Educational Needs (SEN): Students with special educational needs may require additional support and accommodations to attend school regularly.

Engagement and Motivation: Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.

Academic Challenges: Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.

Cultural and Language Barriers: Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.

Peer Pressure and Social Factors: Influence from peers can impact attendance. Children may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school.

Parental Involvement: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

Supporting Attendance at Landau Forte Academy Moorhead

To address any identified attendance issues effectively, LFADM will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

Attendance and Punctuality Expectations LFADM

Pupils must arrive in school by **8.45am** on each school day.

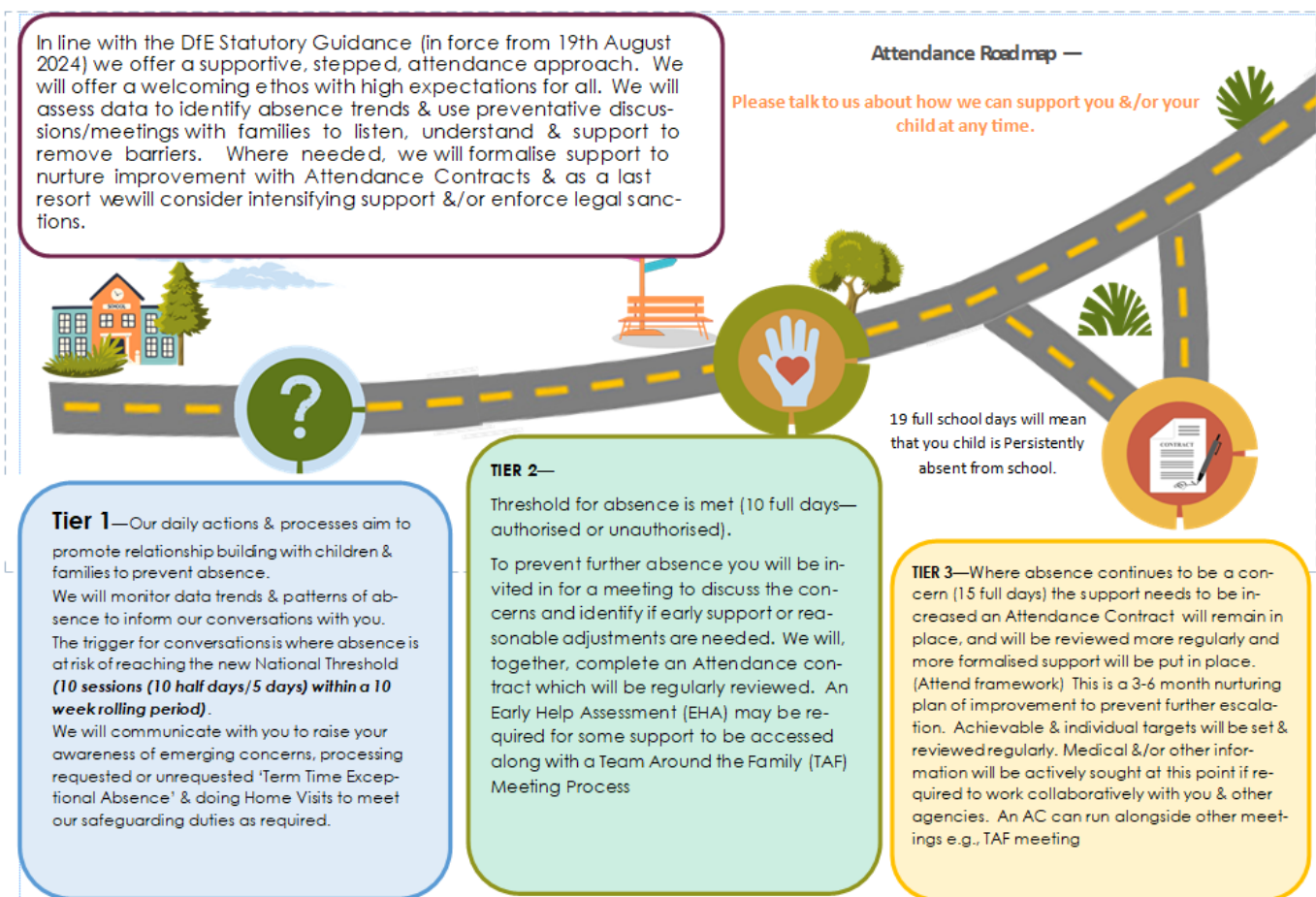
All absences are to be reported using the school absence line, 01332 571162, option 1 for absence reporting – no absences to be reported through Class Dojo. Absences are to be reported by 09.00am on the first day of absence.

Contact Details of LFADM Staff
01332 571162

Name of Staff Member	Roles and Responsibilities	Contact Details
Mr Cafferky & Miss Dashfield	Attendance Champion	01332 571 162
Mrs McNeil Mr Cafferky Mr Allison Miss Dashfield	Safeguarding Leader (DSL)	01332 571 162
Mrs McNeil	Head Teacher – if different to the Attendance Champion	01332 571 162
Miss O'Leary	Governor for Attendance.	Contact the school

Strategies for Using Data to Target Attendance Improvement Efforts at LFADM

- The whole school cohort, Individual year groups and individual classes.
- All pupils.
- Demographic groups, e.g., pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g., pupils with SEND, LAC, and pupils eligible for FSM.
- Pupils who have an allocated social worker or are known to social care.
- A pupil who is absent for prolonged periods, or repeated occasions, which may indicate a safeguarding concern, such as CSE or CRE, particularly county lines.
- Pupils at risk of PA.
- Pupils at risk of SA.



Roles and Responsibilities

Teachers and classroom based staff (LSA's)

Teachers are responsible for:

- recording attendance on a daily basis, using the correct codes, and submitting this information to the school office via completing MIS registers morning and afternoon. This must be completed on the same day and by 9am in the morning and within the first 5 minutes following lunchtime.
- attending training and CPD, as needed and appropriate;
- being aware of the importance of good attendance,
- ensuring they are consistent in their communication with pupils and parents identifying patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.

Roles

Providing Support: Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing these proactively can help improve attendance.

Creating a Welcoming Classroom Environment: Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

Identifying Barriers: Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.

Positive Relationships: Staff can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.

Reinforcing Expectations: Staff can reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.

Attendance Interventions: Staff can collaborate with teachers, counsellors, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.

Supporting Students with Special Needs: Staff often work with children with special educational needs. They should ensure these children receive the necessary support to overcome attendance barriers and participate in school.

The Senior Attendance Champion Responsible for Attendance

The Senior Attendance Champion for Attendance is responsible for embedding Working Together to Improve School Attendance (2024) through:

- improving children's attendance in school is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates.
- leading and championing attendance across the school
- offering a clear vision for attendance improvement
- evaluating and monitoring expectations, progress and processes, including the efficacy of strategies and processes
- having an oversight of data analysis;
- devising and implementing specific strategies to address areas of poor attendance identified through data
- arranging calls and meetings with parents to discuss attendance issues;
- delivering targeted intervention and support to pupils and families

- and;
- establish and maintain effective systems for tackling absence and make sure they are followed by all staff
- monitoring and analysing attendance data
- benchmarking attendance data to identify areas of focus for improvement
- providing regular attendance reports to school staff and reporting concerns about attendance to the Senior Leader responsible for attendance and the Principal;
- working with school partners, the Local Authority and Education Welfare Officers to tackle persistent absence
- advising the Principal when fixed-penalty notices are to be issued

The Attendance Champions responsible for attendance at Landau Forte Academy Moorhead are Tom Cafferky and Helen Dashfield. They can be contacted via 01332 571162

The Governing Body

The Governing Body, is responsible for:

- promoting the importance of attendance across the school's policies and ethos;
- making sure school leaders fulfil expectations and statutory duties;
- regularly reviewing and challenging attendance data;
- discuss and challenge trends to help school leaders focus improvement efforts;
- monitoring attendance figures for the whole school
- making sure staff receive adequate training on attendance;
- holding the Principal to account for the implementation of this policy
- share effective practice on attendance management and improvement across schools.

Parents/Carers

Parents/Carers are expected to:

- establish a routine: Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.
- make sure their child attends every statutory school day and on time;
- call the school to report their child's absence before 9:00am on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- provide the school with more than 1 emergency contact number for their child
- ensure children are collected on time at the end of the school day at 3:15pm
- ensure that, where possible, appointments for their child are made outside of the school day.

- only request leave of absences in exceptional circumstances and do so in advance via school processes
- engage positively with the school to identify and support any identified barriers to attendance.

All absences are to be reported using the school absence line on 01332 571162 option 1

	Role of Teacher and School	Role of Parents	Role of Children	Role of External Agencies
Tier 1— Universal Strategies Establishing a baseline universal attendance approach that benefits all children	Meet and Greet children and families, Create a positive school environment Build positive relationships with all children and families. Recognise all achievements Monitor daily attendance	Ensure the children attend school regularly and on time. Understand and support any concerns your child may have. Communicate with school regarding absences. Communicate with teachers about any concerns.	Attend school regularly and on time. Engage in classroom activities Support other children Share when you have a concern.	Provide resources to support with classroom strategies Collaborate with school on attendance initiatives Support with the children attend school regularly and on time. Understand and support any concerns your child may have.
Tier 2— Internal individualised strategies and Early help support – tailoring strategies to individual needs & providing early help support for PA challenges/	Proactively use data to identify children who are PA and at risk of PA. Work with identified families to address the reasons. Implement agreed strategies in daily practise Monitor progress Recognise achievements.	Work with the school to help identify and understand any barriers to attendance. Engage with the support offered to prevent the need for more formula support Continued to communicate effectively with the school regarding the absences.	Co Create and participate in any interventions Recognise personal achievements Share worries with staff Continue to engage in school life	Signpost or provide access to services. Any out of school barriers are identified and access to services is provided. Provide professional development and early interventions support to the school.
Tier 3— Higher needs strategies support: Furnishing specialised support for children and families with complex attendance requirements, including external agency support where required.	Take and active part in the Multi agency effort with the local authority and external partners. Use data driven information to identify children at risk of Severe absence Continuously assess and adapt strategies Monitor progress Recognise achievements	Collaborate closely with school on creating and implementing highly specialised interventions Continue to communicate with the school Take and active role on the Multi agency effort	Actively engage in interventions Recognise personal achievements Share worries with staff Continue to engage in school life	Offer specialised assessments and services for children with complex needs. Provide intensive training and consultation Take and active part in Multi agency effort with the school and other external partners

Recording attendance

Attendance register

We will keep an 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 afternoon session. It will mark whether every pupil is:

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

Any amendment to the attendance register will include:

- The amended entry with staff initials following the reason

We will also record

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

Pupils must arrive in school by 8:45am on each school day.

The register for the first session will be taken at 9am. The register for the second session will be taken at 12:45 for KS1 pupils and 13:15 for KS2 pupil. Registers for the second session will be taken within 5 minutes of returning to class following lunchtime.

Unplanned absence

The pupil's parent/carer must notify the school for the reason for the absence on the first day of an unplanned absence by 9am or as soon as practically possible by calling the school absence line – 01332 571162 option 1 if calling before 08.30am. LFADM will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide 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.

Following an attendance support meeting with school and family, Landau Forte Academy Moorhead may inform parents/carers that future absences without authenticity of illness or medical appointment as an unauthorised absence.

Planned absence

Medical/Dental appointment

Attending a medical or dental appointment will be counted as authorised if the pupil's parent/carers notifies and provides evidence to the school in advance of the appointment.

We encourage parents/carers 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.

Any other planned unavoidable absence should be negotiated with the Principal and will require approval. Parents/Carers must complete a leave of absence request and meet with the Attendance Champion. These absences may incur a fixed penalty charge.

Lateness and punctuality

A pupil who arrives late:

After the register has closed at 9am, pupils will be marked as late, using the appropriate code (L)

- Arriving after 9.20am will be recorded as unauthorised absence (U) and this will impact on the pupil's overall attendance

The number of minutes late is recorded on the register with reason given.

Lateness of more than 20 minutes will be recorded as unauthorised

The school monitors lateness on a daily basis and meetings with parents where frequent lateness is found to identify support to prevent regular lateness.

Following up unexplained absence

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

- call or send a message via Class Dojo to the pupil's parent/carers on the morning of the first day of unexplained absence to ascertain the reason. On a case by case basis, we may call other external agencies to ascertain and inform reason for absence.
- 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
- where a child has support from additional agencies, the school may liaise with relevant professionals to promote effective working across the local authority area. All decisions around information sharing will be recorded on CPOMS following Safeguarding and Child Protection Policy procedures.
- call the parent/carers on each day the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer

Reporting to parents/carers

The school will regularly inform parents about their child's attendance and absence levels at parents evenings and with the child's report. If there is cause for concern, the school may write to parents/carers more frequently to share the concerns.

Strategy for Reducing Persistent and Severe Absence at LFADM

By using the multi tiered approach, support and early interventions will be put in place following meetings with families and class teacher. Internal and external support will be recognised and accessed to help support on an individual basis. A whole school approach will ensure any patterns of absence is recognised and swift action is put in place.

Details of the National Framework for Penalty Notices at LFADM

Landau Forte Academy Moorhead or the Local Authority can issue fixed penalty notices to parents for the unauthorised absence of their child from the school, where the child is of compulsory school age.

Fixed penalty notices can be issued by a Principal or the Local Authority officer.

The decision on whether or not to issue a penalty notice may take into account:

- the threshold of 10 sessions of unauthorised absence in a rolling period of ten school weeks;
- one-off instances of irregular attendance, such as holidays taken in term time without permission, and;
- where an excluded pupil is found in a public place during school hours without a justifiable reason.

Under national framework for penalty notices, from Working Together to Improve School Attendance (2024), our school is required to consider issuing a fine when;

- a child has missed 10 or more sessions (5 or more consecutive days) for unauthorised reasons
- 10 sessions of unauthorised absence in a rolling 10-week period

If issued with an initial fine, or penalty notice, each parent must pay £80 within 21 days or £160 within 28 days. The payment must be made **directly to the Local Authority**.

If the same parent, for the same child is issued with a second fine, or penalty notice, within a 3-year rolling period, the parent will be charged at a flat rate of £160 if paid within 28 days.

If the payment has not been made after 28 days, the Local Authority can decide whether to prosecute or withdraw the notice.

If the same parent, for the same child triggers a further penalty notice,

alternative action will be explored. This may include considering prosecution but may include other tools such as another attendance legal intervention.

As part of our multi tiered approach to improving attendance, following a meeting an attendance contract will be completed. This is a formal agreement between parents and the school or local authority to address irregular attendance, providing support as an alternative to prosecution. An attendance contract aims to offer support rather than punishment.

Removal from roll

This refers to the process of a child's name being officially taken off the school's register, typically due to extended non-attendance or other circumstances. Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

Coding of Attendance

Attendance will be recorded using the DFE's statutory attendance codes, please refer to the appendix 1 for coding.

Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA)

Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

Risk of Persistent Absence

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

Severe Absence (or Severe Persistent Absence)

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

Authorised Absence

- an absence for sickness for which the school has granted leave.
- medical or dental appointments which unavoidably fall during school time,
- for which the school has granted leave.
- religious or cultural observances for which the school has granted leave
- an absence due to a family emergency

Unauthorised Absence

- parents keeping children off school unnecessarily or without reason.
- truancy before or during the school day.
- absences which have never been properly explained..
- arrival at school after the register has closed.
- absence due to shopping, looking after other children or birthdays.
- absence due to day trips and holidays in term-time which have not been agreed.
- leaving school for no reason during the day.

Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. Landau Forte Academy Moorhead adhere to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

Additional Policies aligned to the Attendance Policy at Landau Forte Academy Moorhead

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Mental Health Policy
- SEND statement
- Pupil Premium Policy

Safeguarding Children and Attendance at Landau Forte Academy Moorhead

The school has a duty to safeguard the welfare of all children. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow ***Keeping Children Safe In Education*** guidance to ensure safe practices.

Review

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

Appendix 1: Coding Attendance in line with DFE guidance 2024

Code /\ (Present at the school):

- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):

- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):

- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.
- Schools must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):

- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

Code P (Participating in a sporting activity):

- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):

- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):

- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):

- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.

- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):

- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

Code S (Leave of absence for studying for a public examination):

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):

- Schools can grant leave for compulsory school age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.

- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend Schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

Code R (Religious observance):

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):

- Indicates a pupil's inability to attend schools due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

<p>Code Y2 (Unable to attend due to widespread disruption to travel):</p> <ul style="list-style-type: none"> Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level. Classified as not a possible attendance for statistical purposes.
<p>Code Y3 (Unable to attend due to part of the school premises being closed):</p> <ul style="list-style-type: none"> Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts. Classified as not a possible attendance for statistical purposes.
<p>Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):</p> <ul style="list-style-type: none"> Applied when the entire school site is unexpectedly closed, such as due to adverse weather. Attendance registers are not taken, and pupils are marked with this code to signify the closure. Not applicable for planned closures like weekends or holidays. Classified as not a possible attendance for statistical purposes.
<p>Code Y5 (Unable to attend as pupil is in criminal justice detention):</p> <ul style="list-style-type: none"> Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention. Communication with the Youth Offending Team is encouraged to support educational needs during detention. Classified as not a possible attendance for statistical purposes.
<p>Code Y6 (Unable to attend in accordance with public health guidance or law):</p> <ul style="list-style-type: none"> Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission. Classified as not a possible attendance for statistical purposes.
<p>Code Y7 (Unable to attend because of any other unavoidable cause):</p> <ul style="list-style-type: none"> Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes. The nature of the unavoidable cause must be recorded. Classified as not a possible attendance for statistical purposes.
<p>Code G (Holiday not granted by the school):</p> <ul style="list-style-type: none"> Used when a pupil is absent for a holiday that the school did not approve in advance. Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized. Classified as unauthorized absence for statistical purposes.
<p>Code N (Reason for absence not yet established):</p> <ul style="list-style-type: none"> Employed when the reason for a pupil's absence has not been determined before the register closes. Schools must make efforts to ascertain the reason for absence promptly. If the reason cannot be established within five school days, the absence must be amended to Code O. Classified as unauthorized absence for statistical purposes.
<p>Code O (Absent in other or unknown circumstances):</p>

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

Code U (Arrived in school after registration closed):

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):

- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.



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Date	September 2024
Change Made	Version 4.0
Made By	TC & HDA