



**Castle  
School**

## **Pupil Attendance Local Agreement**

<b>Approved By</b>	Director of Education (DCEO)	<b>Date:</b>	20/03/2026
<b>Author:</b>	Director of Safeguarding and Attendance	<b>Date:</b>	01/11/2025
<b>Last reviewed on:</b>	20/03/2026		
<b>Next review due by:</b>	30/03/2027		

## **1. Statement of Intent**

Castle School is committed to fostering a culture of respect, inclusion, and high expectations for all members of our community. We value the dignity and individuality of every pupil, parent, and staff member. This attendance policy will be applied fairly and consistently, upholding our core value of RESPECT in every decision and action.

We recognise that some individuals may face additional barriers to attendance or participation. Where appropriate, we will make reasonable adjustments to ensure that our procedures are accessible and supportive, particularly for those with disabilities or additional needs.

Our aim is to work in partnership with families and external agencies to remove barriers, promote regular attendance, and enable every pupil to achieve their full potential. To ensure clarity and consistency in our attendance procedures, we operate a zonal approach that clearly defines expectations, support, and escalation for all pupils.

## **2. Introduction**

Castle School believes that good attendance and punctuality are essential if pupils are to learn effectively and reach their full potential. The School strives to provide a welcoming, caring and safe environment where every member of the school community feels valued.

The School aims to achieve good attendance and punctuality by working with an attendance policy where the staff, pupils, parents, the local community work in partnership.

The Attendance Policy links closely to the School's Teaching and Learning Policy, Behaviour and Safeguarding Policies.

This document should be considered in conjunction with the Pupil Attendance – Standard Operating Procedure (appendix 2).

The School sets rigorous targets for attendance and has high expectations for punctuality. The School has a systematic approach to gathering and analysing attendance related data and protocols and monitoring procedures which reinforce the high expectations set for pupils. Individual attendance is closely monitored, and targets are reviewed regularly. Good attendance and reaching targets are rewarded and the importance of good attendance and punctuality is supported by celebrating positive attendance across the School.

Where individual pupils have identified issues that legitimately impact attendance e.g. health issues, these will be handled with care and sensitivity to support the pupil and the family. The Attendance Lead works closely with the Designated

Safeguarding Lead which helps to ensure a holistic approach is taken to increase school attendance.

### **3. Roles and responsibilities**

#### **Key workers**

The keyworkers at Castle School are designated members of staff who take on specific responsibilities to support and improve pupil attendance. Acting as a consistent point of contact for an individual/group of pupils, the keyworker monitors attendance patterns, engages with pupils and their families to understand and address barriers to regular attendance, and helps implement strategies to encourage positive attendance habits. They work collaboratively with other staff, such as the Attendance Lead and pastoral team, to ensure that interventions are timely and effective.

Keyworkers also play a role in setting and reviewing attendance targets with pupils, providing encouragement and recognition for improvements, and maintaining accurate records of attendance-related conversations and actions. Through their proactive and supportive approach, keyworkers contribute to creating a school environment where every pupil feels valued and is encouraged to attend regularly.

- Key workers will monitor attendance on a weekly basis and report any concerns to the Attendance Lead
- Any pupil with attendance below 95% they will follow Attendance interventions
- Monitor weekly spreadsheet from Attendance Leads and use this to inform discussions with pupils
- Initiate and update Attendance Support Plans where attendance falls below 90%
- Regularly (at least weekly) meet with pupils to discuss attendance, review/evaluate progress towards targets and celebrate success
- Report and provide feedback on attendance intervention to school leaders

#### **Family Support Workers**

Family Support Workers work intensively with pupils, their families and external agencies to overcome barriers to regularly attending school and engaging in education. Family Support Workers are typically used as part of the schools graduated response when other interventions lead by the pastoral team have not been successful. Due to the nature of this work, Family Support Workers will often conduct regular home visits work with pupils/families in the community.

- Liaise with DSL/Attendance Leads to Identify pupils at risk of non-attendance
- Work intensively with pupils and families to overcome barriers to attendance and engagement
- Develop and share strategies to support attendance
- Provide feedback and guidance to staff at all levels

- Conduct home visits where absences occur to carry out discussion and identify plan to address absences
- Conduct Safe and Well checks
- Signpost families and/or pupils to external support services or agencies
- Act as an advocate for families when seeking to access external support
- Contribute and/or create child and family centred action plans focused on overcoming barriers that impact attendance e.g Early help assessments and single point of access referrals

## **Attendance Lead**

The Attendance Lead at Castle School plays a pivotal role in promoting, monitoring, and improving pupil attendance across the school. The Attendance Lead is responsible for overseeing the daily management of attendance systems, ensuring that registers are completed accurately and promptly, and that any unexplained absences are followed up in line with school procedures.

They provide guidance and support to colleagues on attendance matters, deliver training on registration processes, and ensure that all attendance data is recorded and reported in accordance with statutory requirements. In addition, the Attendance Lead liaises with external agencies, such as the Local Authority, to escalate concerns and coordinate support for pupils at risk of persistent absence.

Through regular analysis of attendance data, the Attendance Lead informs school leaders of trends and areas for improvement, contributing to the development of whole-school strategies that foster a culture of high attendance and punctuality. Their work is integral to safeguarding pupils and ensuring that every child has the opportunity to engage fully in school life.

- Have daily overview of the registers and challenge inaccuracies
- Support and train relevant staff on the use of the registration system and attendance processes, refreshing the knowledge of existing staff where need is identified
- Meet with Deputy Headteacher and other identified staff to support attendance monitoring and improvement processes half-termly
- Produce weekly cumulative attendances for all pupils and email these to referring schools
- Identify pupils and families for the purpose of safe and well checks, meetings etc
- To attend meetings where attendance is an issue
- To monitor and support pupils and families where there are on-going and/or historic attendance concerns
- To follow CME processes where required
- Complete safe and well visits to ensure pupils whereabouts are known and action attendance procedures
- To produce other data related to attendance monitoring as required.

- To support the Deputy Headteacher/DSL with admissions/leavers to the school
- To be responsible for the 2 day absence visits (safe and well visits) as DDSL to ensure all pupils are seen and escalated to the DSL when required.

#### **4. Protocols:**

##### **Registration**

The School uses an MIS system for registration, and it is essential that attendance is marked for every session and lesson each day. Attendance must be recorded at the beginning of each session (typically morning and afternoon), and staff are required to mark attendance for every individual lesson or session they deliver. This ensures that accurate and up-to-date attendance records are maintained throughout the school day.

##### **Close of Register**

The close of register is 10am and 1pm.

L mark is used for up to 30 minutes after the close of register.

U mark is used after (Unauthorised) 10.30am and 1.30pm.

Where a pupil is late the time of arrival should be logged as a comment on the pupils register within the register notes with a detailed reason for absence with full name.

##### **Use of Codes**

Registers are completed using the codes outlined by the statutory guidance: [Working together to improve school attendance. Statutory guidance for maintained schools, academies, independent schools and local authorities August 2024](#). (see appendix 4)

##### **Authorised and unauthorised absences**

All unexplained absences will be logged as unauthorised. All absences will be followed up on the same day of the absence before the close of the morning or afternoon register.

Attendance Leads will use their discretion to determine whether an absence can be authorised or unauthorised. All absences explained by pupils must be confirmed by a parent/carer before it can be recorded

Examples of the type of explanation that cannot be authorised:

- Appointment for a haircut

- Looking after younger children
- Waiting for a maintenance person to visit the home

Example of an absence that could be authorised:

- Sickness
- Bereavement
- Court appearance

The reason for any absence should be logged on Arbor as a comment on the register, giving details of who was spoken to, what time and the reason with the member of staff's full name.

### **Amended Timetables**

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for an amended timetable to meet a pupil's individual needs. In agreeing to an amended timetable, the school has agreed to a pupil being absent from school for part of the week or day and therefore must be recorded as an authorised absence using the code C2.

Amended timetables are requested directly to the Headteacher for consideration and a timetable amendment document must be completed to outline the reason for any change in timetable, which includes changes to alternative provision. All amended timetables must be reviewed as a minimum fortnightly.

Amended timetable will only be used for the following reasons:

- Integrational timetable- Pupils who are new to school who require an integrational timetable to support their introduction to school (after their initial 2 week induction period)
- Re-engagement timetable- Following a period of absence from their previous timetable
- Transitional timetable-Pupils moving between Trust schools or to mainstream schools
- Intervention timetable-Intervention to enhance a pupil's individual offer or mitigate risk.

### **Register Audits**

Registers are checked by the Attendance Lead at the close of each am and pm registration and any anomalies will be resolved no later than 10:30am for the am register and no later 1:30pm for the pm register The Attendance Lead will quality assure the registers daily.

### **Holidays during school time**

The Castle School will not authorise holidays during term time except in clearly defined exceptional circumstances. If a parent/carer submits a Leave of Absence request (see Appendix 1), the school will follow the agreed Leave of Absence process. Where a request is declined and the parent/carer proceeds with the absence, they may be issued with a penalty notice in line with local authority procedures.

All Leave of Absence forms will be passed to the Headteacher for consideration and only the Headteacher or their appointed Deputy can authorise a Leave of Absence request, although advice can be taken from the Attendance Lead.

## **5. Registration with external delivery partners**

External providers are responsible for updating attendance electronically by the close of the registration period for that session. Providers are responsible for attendance follow up and initiating the First Day Response

## **6. Interventions**

There are often complex reasons for non-attendance and we are committed to supporting pupils in attending school and accessing learning. We closely monitor and track pupil attendance to allow us to intervene in a timely way and evaluate the impact of the support we offer. This also lets us recognise and celebrate those who attend regularly. Whilst we recognise the need for support, we also recognise our statutory and moral duty to challenge pupils and parents in ensuring pupils attend school regularly.

### **First day response Procedure:**

- Daily absences for pupils are followed up before 10:30 and 1:30 on the first day of absence (Pupils who are identified as having additional vulnerabilities e.g. CP plan, LAC, PP should be prioritised)
- All unexplained absences are followed up again before the close of the next register (e.g. if a pupil is absent for their AM mark, a satisfactory explanation should be achieved prior to the start of the PM session) and/or by the end of the working day if a satisfactory explanation for the absence cannot be ascertained
- All notes must be added to the register immediately and the register code amended accordingly

Only the most appropriate and effective means of communication is used e.g. texting, phoning, emailing or home visits where required.

**Schools have a statutory duty to follow up all absences for pupils on roll. This is set out in the Department for Education (DfE) guidance: *Working together to improve school attendance (2024)*, paragraph 17, which states:**

***“Schools must take responsibility for recording attendance and following up any absence to safeguard pupils and ensure they receive their entitlement to education.”***

## **2 day/session absences (Safe and well visits)**

Pupils should receive a home visit for each 2 full days they are absent. This time should be used to verify reasons for non-attendance and challenge/support pupils to attend regularly. Where a pupil has not been seen following a 2 day absence home visits should be carried out daily.

All home visits should be logged on Arbor and on the pupil's Attendance support plan where appropriate.

Attendance Leads monitor this on a weekly basis for Children Missing Education (CME) purposes.

## **7. Tracking Attendance**

Any Pupil whose attendance falls below 90% is classed as persistently absent (PA), as a school we are duty bound to report our persistent absence figures to the local Authority. Any pupil who becomes persistently absent will be subject to the same attendance procedures as all other pupils who attend School. It is at the Headteachers discretion to authorise absences where a pupils attendance falls under 90%. As a school we will endeavour to work with all pupils who are persistently absent and develop strategies to improve their attendance. Our zonal approach to attendance enables early identification of concerns and ensures that interventions are matched to pupil need

### **Below 95% Attendance:**

- Early engagement begins. Keyworkers use attendance data to identify concerns and hold supportive conversations with pupils and families to understand barriers and agree initial strategies.

### **Below 90% (Persistent Absence):**

An Attendance Support Plan is initiated by the Keyworker.

- The pupil should be met at least weekly to review progress against agreed targets.
- The plan is monitored and updated regularly, with parental involvement.
- If attendance continues to decrease, parents will be invited in for an Attendance Support Plan Review

### **Below 80%:**

A formal Attendance Support Plan Review Meeting is arranged with parents/carers, led by the Attendance Lead.

- Barriers to attendance are explored in detail.
- Additional support services (e.g., Engagement Mentors, Family Support) are considered and documented.
- Referral to the Inclusion Support Attendance Officer and/or external agencies is made in line with local authority procedures.

**Below 50% (Severe Persistent Absence):**

Escalation to statutory intervention.

- The Attendance Officer or Deputy Headteacher meets with parents/carers to review previous actions.
- Referral to the Inclusion Support Attendance Officer and/or external agencies is made in line with local authority procedures.
- A multi-agency approach may be initiated to safeguard the pupil's education and wellbeing.

**Proactive Action:**

Staff do not need to wait for pupil's attendance to fall into the prescribed thresholds before acting. If concerns arise, staff should take early steps such as sending a letter, arranging a meeting, or reviewing an Attendance Support Plan to prevent further decline.

**The Role of the Local Authority**

Where all of the school's attendance procedures have been followed and no improvement has been made, then consultation with the Local Authority will be made, this may result in a recommendation for court action and/or penalty notice being issued to parents/carers.

The DSL/Attendance Lead will meet with the Local Authority through Targeted Support Meetings to discuss and share any concerns regarding school attendance. The outcomes of these meetings are fed back to SLT to ensure a whole school approach to attendance.

DSL/Attendance Lead will take direction and guidance from the Local Authority with regards to appropriate interventions for individual guidance if the school's internal systems and interventions are not successful.

The Local Authority and the DSL/Attendance Lead will work in partnership to collate appropriate materials and reports in the instance of court action.

**Induction procedure**

If attendance concerns are identified on admission or through the induction process then this will be highlighted with parents/carers and appropriate procedures followed i.e. parenting contracts etc.

An attendance discussion will be held with all parents and pupils as part of the induction process. All parents will be asked to sign a home/school agreement that informs them of our expectations about attendance.

### **Punctuality**

The school sets high expectations around punctuality as it is viewed as an important life skill for our pupils. However, the school recognises that for some of our pupils, sensitivity and an individual approach needs to be taken to support them to develop this skill. It is the responsibility of the Key Worker and the Attendance Lead to put in place appropriate interventions for individual pupils to improve and reward punctuality.

Persistent lateness, where a pupil arrives after the register closes, is recorded as an unauthorised absence and can lead to legal action.

### **8. Rewards**

We actively celebrate and reward good attendance across our schools. We recognise not only 100% attendance but also significant improvements, ensuring every pupil feels motivated and valued. These rewards are embedded in our whole-school approach and take place regularly throughout the year, creating a positive culture where attendance is consistently promoted and celebrated. Key workers regularly set and review attendance targets which are appropriate to each pupil.

### **9. Children Missing Education (CME)**

The school follows [children missing education- statutory guidance for Local Authorities Sep 2025](#), and has a legal duty to notify the local authority when a pupil is missing education or at risk of doing so. Schools must take all reasonable steps to establish a child's whereabouts and ensure their welfare.

#### **When Concerns Must Be Raised**

Staff must inform the Attendance Lead and DSL immediately if any of the following occur:

- Leave of absence – failure to return
- Request to Electively Home Educate (EHE)
- Moved out of area – destination known

- Moved out of area – destination unknown
- Pupil leaves site without permission
- Pupil is absent for an appointment and does not return

### **Recording Requirements**

- All actions (phone calls, emails, home visits, checks) must be recorded on Arbor.
- Relevant actions should also be reflected in the pupil's Attendance Support Plan.
- Where concerns are of a safeguarding nature, this must be logged on CPOMS

### **Monitoring**

The Attendance Lead monitors potential CME cases weekly and liaises with the local authority in line with statutory requirements.

## **10. Children Who Are Absent from Education**

Prolonged or repeated absence can indicate safeguarding concerns. The DSL and Attendance Lead monitor pupils whose attendance patterns suggest risk and ensure support through the school's graduated response. This is essential in preventing pupils from becoming CME.

### **Statutory Duty to Locate Children**

Schools must make every reasonable effort to locate a pupil whose whereabouts are unknown. Where a pupil cannot be located, this must be treated as a safeguarding concern and escalated immediately to the DSL.

Reasonable enquiries may include:

- Phone calls to parents/carers
- Home visits
- Emails or letters
- Contacting emergency contacts
- Liaison/referral to the Local Authority

These actions reflect duties under KCSIE and Working Together to Safeguard Children, which require schools to act swiftly where a child may be missing or at risk of harm.

## **11. Safe and Well Checks**

The school has a legal and safeguarding duty to confirm the safety and whereabouts of pupils who are absent. Where absence is unexplained, prolonged, or concerns exist, staff must take steps to physically see the child.

## **Legal Framework**

This requirement is set out in:

- Children Missing Education: Statutory Guidance for Local Authorities (2025)
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children

## **Duty to See the Child**

It is not sufficient to rely on a parent's verbal information. Where the school cannot be assured of a child's safety, safe-and-well checks must be completed. These may include:

- Home visits
- Requests to physically see the child at a door or window
- Welfare checks by school staff
- Welfare checks via external agencies if school attempts fail

These checks are statutory safeguarding practice and not optional. Parents may perceive them as intrusive, but they are essential to ensure the child's welfare and to meet the school's legal obligations.

## **When a Safe and Well Check Will Be Carried Out**

A safe-and-well visit or request to see the child will occur when:

- The pupil is absent and the reason cannot be verified
- The absence becomes prolonged
- The pupil is known to be vulnerable or open to Early Help/CIN/CP/LAC
- There are concerns regarding the household or known risks
- A pupil leaves the site without permission
- Reasonable attempts to contact the family have failed

## **Escalation**

If the child cannot be physically seen and all reasonable enquiries have been exhausted:

After one week of continuous absence, the case will be escalated to Social Care or the Police, in line with CME guidance. Earlier escalation may occur when risk levels require it

## **Communication with Parents**

The school acknowledges that home visits and requests to see a child may cause frustration for some parents. However, these actions are necessary to:

- Meet statutory safeguarding responsibilities
- Ensure children are safe
- Reduce the risk of CME
- Comply with CME guidance and KCSIE

These procedures apply consistently to all pupils to ensure their safety.

## **12. Quality assurance of attendance**

Attendance review is an integral part of the school's Quality Assurance Cycle. Each half term, the Attendance Lead and School Leadership Team complete a detailed analysis of attendance data, including whole school trends, persistent absence, vulnerable cohorts, intervention effectiveness and emerging concerns.

## **13. Monitoring and Evaluation:**

This policy will be monitored by the Director of Safeguarding. It will be formally reviewed **annually**, or sooner if there are changes to DfE guidance or legislation, with findings reported to Trustees and updates made to ensure continued effectiveness and alignment with statutory requirements.

## **14. GDPR**

Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.

## Appendix 1 – Leave of Absence Form



### Application for Pupil Leave of Absence during Term Time

Pupils must attend school for **190 days** each year. Regular attendance is essential for progress. The DfE states that **leave of absence in term time may only be granted in exceptional circumstances**, and a holiday is not considered exceptional.

**Term-time holidays will normally be unauthorised and may result in a Fixed Penalty Notice under Section 444 of the Education Act 1996. The national threshold is 10 sessions of unauthorised absence in any rolling 10-week period.**

If you wish to apply for leave, please complete this form and return it to school **at least two weeks before** the planned absence.

Name of School:

Full name of child(ren)

Address ;

Reason for application:

Dates;–

Signature of parent(s) carer(s)

Date :

Office use only

Seen by Headteacher

Agreement reached

Other outcome

Date / /

## Appendix 2

### Pupil Attendance – Standard Operating Procedure

**1. Registration** - all pupils should be marked appropriately by Class Teachers before the close of the register.

Marking the AM PM register accordingly

- Present mark / \
- N where absence for reason is not known

Key workers (TA) will complete any absence phone calls and update the register with notes by no later than.

AM 10:30

PM 1:30

Planned absences will be used for that day when a reasons has been identified and the absence will be for the full day. All N codes must be resolved at this point

**Where teachers do not have a TA in class, teachers must refer this to the Attendance Lead and absence phone calls will be followed up by the Attendance Lead, DDSL or Family Support Worker**

If a pupil is accessing an amended timetable which does not directly include the AM or PM session mark for example attending periods 4,5,6. A C2 will be added to the am session and the PM session updated with the relevant mark when the pupil arrives.

#### **Close of Register**

The close of register is 10am for am session and 1pm for the pm session

L mark is used for up to 30 minutes after the close of register

U mark is used after 10.30am and 1:30pm.

#### **Lesson Registers**

Lesson registers must be taken at the start of each lesson

## **2. Registering off-site provision**

#### **Vocational providers**

Outside/External providers are responsible for updating attendance electronically by the close of the registration period for that session. The follow up of absences will be the same as for Schools – hence, all external providers will contact parents on the same day of absence and log this conversation on Arbor. The Register code B will be used for pupils accessing vocational provisions

### 3. Punctuality

Pupils are expected to arrive on time. Pupils that do not arrive on time should be challenged and promptly escorted to lesson. The register will be updated using the correlating register code i.e.

- L- prior to the close of the register
- U-if the register has closed

### 4. First Day Response

- Daily absences for pupils are followed up before 10:30 and 1:30 on the first day of absence (Pupils who are identified as having additional vulnerabilities e.g. CP plan, LAC, PP should be prioritised)
- All unexplained absences are followed up again before the close of the next register (e.g. if a pupil is absent for their AM mark, a satisfactory explanation should be achieved prior to the start of the PM session) and/or by the end of the working day if a satisfactory explanation for the absence cannot be ascertained
- All notes must be added to the register immediately and the register code amended accordingly.

### 5. 2 day/session absences (Safe and well)

If staff are unable to make contact or have not received an explanation for absence after 2 days/sessions then staff will follow the Attendance Action Plan for 2 Day Absence flowchart. (Appendix 3)

Pupils should receive a home visit for each 2 full days they are absent. This time should be used to verify reasons for non-attendance and challenge/support pupils to attendance regularly. Where a pupil has not be seen following a 2 day absence home visits should be carried out daily.

All home visits should be logged on Arbor and on the pupil's Attendance support plan where appropriate.

### 6. Tracking and Monitoring

- **Weekly Data Updates:** Attendance Leads maintain the school's attendance tracking spreadsheet, updating it weekly. This information is shared with Keyworkers to support conversations with pupils and families.
- **Review and Action:** The Attendance Lead reviews attendance data each week and initiates appropriate actions, including scheduling attendance meetings and issuing letters where necessary.

- **Local Authority Liaison:** Where persistent poor attendance continues, the Attendance Lead makes referrals to the local authority in line with statutory requirements.
- **Half-Termly Analysis:** Whole-school attendance data is collated and reviewed by the Attendance Lead every half term. Findings are shared with the Headteacher, and recommended actions are communicated to school leaders to drive improvement.

## 7. Intervention

### **Below 95% Attendance:**

- Early engagement begins. Keyworkers use attendance data to identify concerns and hold supportive conversations with pupils and families to understand barriers and agree initial strategies.

### **Below 90% (Persistent Absence):**

An Attendance Support Plan is initiated by the Keyworker.

- The pupil should be met at least weekly to review progress against agreed targets.
- The plan is monitored and updated regularly, with parental involvement.
- If attendance continues to decrease, parents will be invited in for an Attendance Support Plan Review

### **Below 80%:**

A formal Attendance Support Plan Review Meeting is arranged with parents/carers, led by the Attendance Lead.

- Barriers to attendance are explored in detail.
- Additional support services (e.g., Engagement Mentors, Family Support) are considered and documented.
- Referral to the Inclusion Support Attendance Officer and/or external agencies is made in line with local authority procedures.

### **Below 50% (Severe Persistent Absence):**

Escalation to statutory intervention.

- The Attendance Officer or Deputy Headteacher meets with parents/carers to review previous actions.
- Referral to the Inclusion Support Attendance Officer and/or external agencies is made in line with local authority procedures.
- A multi-agency approach may be initiated to safeguard the pupil's education and wellbeing.

### **Proactive Action:**

Staff do not need to wait for pupil's attendance to fall into the prescribed thresholds before acting. If concerns arise, staff should take early steps such as sending a

letter, arranging a meeting, or reviewing an Attendance Support Plan to prevent further decline.

### **8. Rewards**

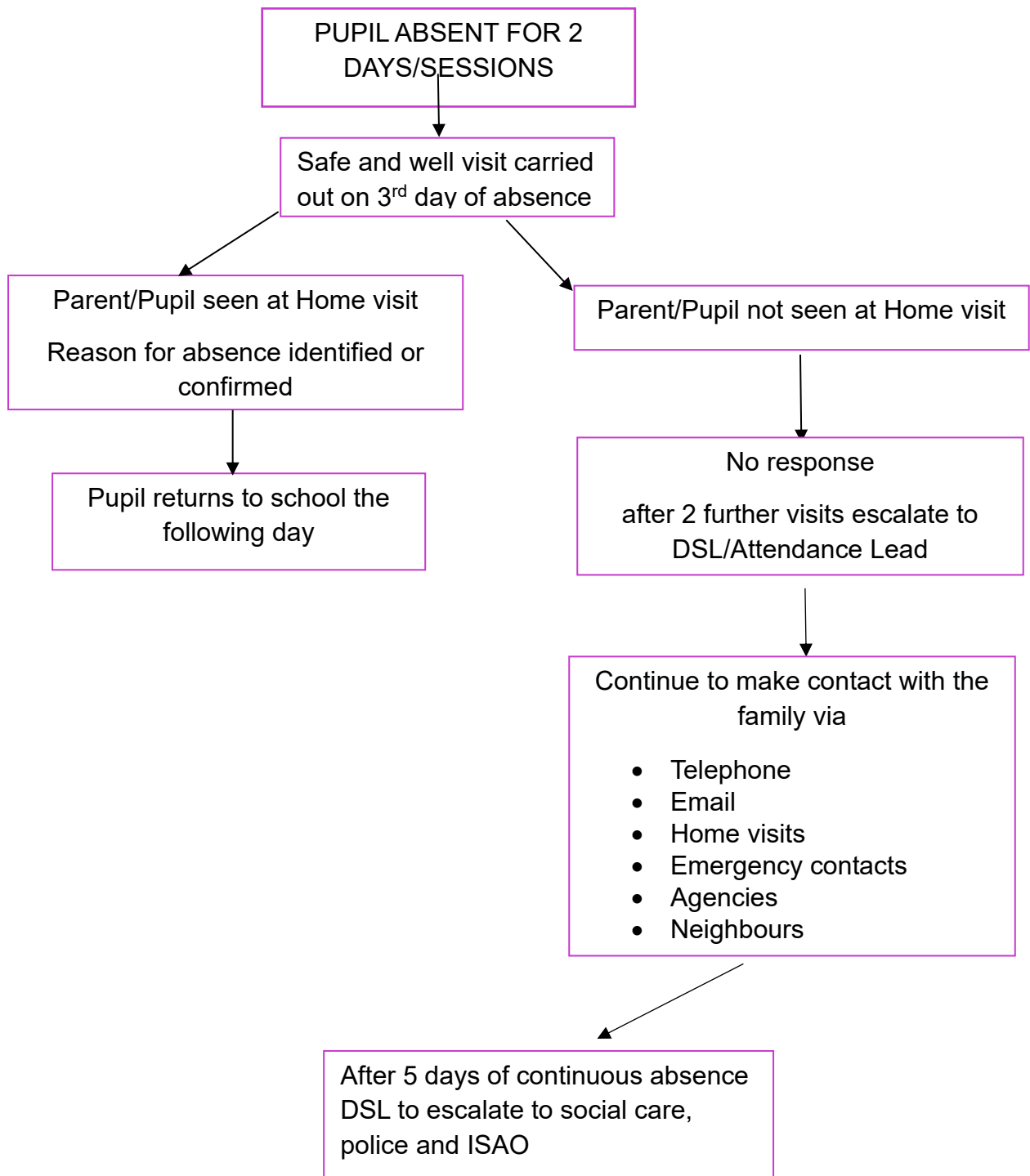
Keyworkers set appropriate attendance targets and work together to monitor progress towards these targets. This needs to be recorded on the school MIS as an intervention.

### **9. School and Classroom Environment**

Pupil attendance is everyone's responsibility. Pupil's should be welcomed to school warmly and greeted at the door. The school and classroom environment should celebrate achievement and a be a clean, safe space for pupils to enjoy learning.

### Appendix 3

#### Attendance Action Plan- 2 Day Absence



## Appendix 4

### Attendance Register Codes

This appendix provides a summary of the registration codes used in school attendance registers and their meanings. These codes ensure consistency and compliance with statutory requirements.

Register Code	Description
/	Present AM session
\	Present PM session
L	Late (before registers closed) – marked as present
I	Authorised absence due to illness (NOT medical or dental appointments)
M	Authorised absence due to medical/dental appointments
R	Authorised absence due to religious observance
S	Authorised absence due to study leave
T	Authorised absence – parent travelling for occupational purposes
E	Authorised absence – pupil excluded, no alternative provision made
C2	Authorised absence – part-time timetable for compulsory school age pupil
C	Authorised leave of absence for exceptional circumstance
C1	Leave of absence for regulated performance/employment abroad
B	Approved education activity – pupil educated off site (NOT dual registration)
D	Dual registered at another establishment (NOT counted in possible attendances)
J1	Authorised leave of absence – attending interview for employment/education
P	Approved education activity – attending approved sporting activity
V	Approved education activity – educational visit or trip
W	Approved education activity – work experience
G	Unauthorised absence – holiday not granted by the school
U	Unauthorised absence – pupil arrived after registers closed

O	Unauthorised absence – missed sessions for unauthorised absence not covered by other codes
N	Unauthorised absence – missed sessions for a reason not yet provided
X	Non-compulsory school age absence (not counted in possible attendances)
K	Attending education provision arranged by the local authority
Y1	Unable to attend – transport normally provided not available
Y2	Unable to attend – widespread disruption to travel
Y3	Unable to attend – part of school premises closed
Y4	Unable to attend – whole school site unexpectedly closed
Y5	Unable to attend – pupil in criminal justice detention
Y6	Unable to attend – in accordance with public health guidance or law
Y7	Unable to attend – any other unavoidable cause
Q	Unable to attend – lack of access arrangements
Z	Pupil not yet on roll (not counted in possible attendances)
#	Planned whole or partial school closure (NOT counted in possible attendances)