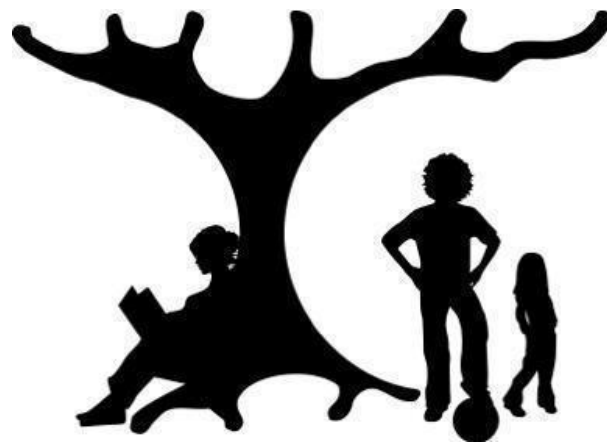


# New Forest Small School

## Attendance Policy



Member of Staff Responsible	Headteacher
Regularity of Review	Annual
Approved By	Lead Proprietor
Last reviewed	May 2025

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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 good 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. Our school clarifies persistent absence at 15% absent and severe absence at 50% absent.
- 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 Lead Proprietor**

The Lead Proprietor is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- 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
- 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
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- 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
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- 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 the proprietor
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing notice to improve letters, where necessary, and/or authorising the Attendance Champion to be able to do so
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, 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
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
  - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times

- o Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
- o Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

### **3.3 The designated senior leader responsible for attendance**

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- 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/carers 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

The designated senior leader responsible for attendance is Alex James and can be contacted via 023 8028 4415/[alex@newforestsmallschool.com](mailto:alex@newforestsmallschool.com)

### **3.4 The attendance officer**

The school attendance officer is responsible for:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- 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
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

Emails which excuse a pattern of poor attendance should be stored in a pupil's file, as these may be needed for any further action that is taken. E-mails which appear to condone absences must be referred to the Head Teacher in order for contact with the home to be made.

The attendance officer is Caroline Bright and can be contacted via 023 8028 4415/[caroline@newforestsmallschool.com](mailto:caroline@newforestsmallschool.com)

### **3.5 Class teachers**

Class teachers are responsible for recording 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 10:15 and 2:45.

### **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

- Call the school to report their child's absence before 9:45am, where possible, 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 that, where possible, appointments for their child are made outside of the school day
- Seek support, where necessary, for maintaining good attendance, by contacting our head of pastoral, Lorraine Brown, or our DSL, Alex James who can be contacted via 023 8028 4415

### **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

See Appendix 1 for the DfE attendance codes.

We will also record:

- For pupils of compulsory school age - 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 9am/9:30am and ends at 3:30pm/4:30pm

The register for the first session will be taken at 9am/9:30am and will be kept open until 9:30/10:00 am. The register for the second session will be taken at 2:30pm and will be kept open until 2:45pm.

#### **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 9:45 am or as soon as practically possible, by calling the school office staff who can be reached on 02380 284415. 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.

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
- Must sign in on the sign in sheet by the office
- Give a reason for lateness where appropriate

#### **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:

- Call 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 the police/local authority if they have a safeguarding concern
- 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
- Call 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

#### **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 via yearly reports. Where concerns arise it will be reported at the time of concern.

### **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
- Study leave
- 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 understand that holidays and trips are enriching for students and provide valued experiences. Though we strongly advise against holidays taken in term time, we will sometimes make exceptions on a case by case basis.**

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

For pupils in Kindergarten and school years 1-9, requests for extended absence during term time will be considered on an individual basis and may be denied at the discretion of the Headteacher. If absolutely necessary, the school will generally authorise a maximum of one week's holiday per year. Any additional holiday during term time will be dealt with on a case by case basis, where the best interests of the child are considered. The Headteacher will make a final decision.

For pupils in years 10 and 11, family holidays will not be authorised. Absences of two days or more will be authorised only in exceptional circumstances (such as funerals held overseas, or visits with a specific educational purpose) and should be kept to a minimum.

In the event that absence during term-time is authorised, parents are responsible for ensuring that their children complete any additional homework tasks set by teachers to cover the lessons that they will be missing. If this is not achieved to the satisfaction of the Head Teacher, any future requests for family holidays during term-time could be refused, and if parents still proceed to take their children out of school, the resulting absence will be treated as unauthorised.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence.

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

## **6. Strategies for promoting attendance**

We will work closely with parents to promote attendance by making clear the benefits of a full attendance and the issues that students may face if they miss sessions - such as falling behind on work, missing key input sessions, and interrupting the promotion of social friendships and groups.

It is not within our ethos to punish or reward. Students who have a full attendance will naturally be rewarded by the benefit of not missing out. In the case of too many absences, whereby the child's academic progression is being affected or a safeguarding issue has arisen, we will meet with parents and create a plan to improve attendance moving forward.

Teachers should praise pupils whose attendance is consistently good or those who make an effort to attend.

Subject teachers also have a role in praising good attendance as one way of keeping up with work and gaining maximum benefit from the many curricular opportunities.

## **7. Supporting pupils who are absent or returning to school**

### **7.1 Pupils absent due to complex barriers to attendance**

In the case of a student being absent due to a complex barrier to attendance we will work closely with parents and/or other professionals involved to improve attendance. This may include - an individual pastoral plan, the opportunity to take a break if needed during the day, or an individual plan agreed with the parents on how we can get the child back to school.

It will be natural for pupils who are absent for a long period to feel isolated from their school.

Where this is the case, arrangements are made for work to be sent home and for pupils to visit to allow some feeling of 'being in touch' to take place.

Head Teachers will normally take responsibility for these contacts to be made and continued throughout the period of absence.

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

The school takes a holistic, whole child approach to absences due to mental health, physical health, or SEND. The Headteacher and Pastoral Lead will work closely with parents/caregivers and our Head of SEND to create an individual pathway for the child back into education.

In the case of absence due to mental health this may include - access to our sensory room if they need a break from the classroom, the use of additions to the classroom (on

a case by case basis) to improve comfort and wellbeing, meetings with our pastoral lead and a referral to our in school ELSA support. The plan will be individual to the student with their best interest in mind and with the goal of helping them achieve at school.

In the case of absence due to physical ill health the school will work with the parents/caregivers to ensure a reasonable timescale and/or phased return to school. The plan will be individual to the student with their best interest in mind. This will be decided on by the Headteacher and the parents.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

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

It is accepted that some absence will be caused by domestic, social or school based reasons. Where this is the case the school will work closely with the home and the pupil to help overcome difficulties, ensuring that any potential safeguarding issues are closely monitored in accordance with the school's Safeguarding Policy.

Strategies that help to establish the pupil as a full attendee will be employed and this may involve part time attendance or flexi-schooling initially, on a case-by-case basis.

When a pupil returns to school, effective monitoring of attendance, academic performance and social integration will need to be undertaken by the Head Teacher.

Pupils with a record of truancy who return to school should be quietly welcomed back and efforts made to reintegrate them fully into the life of the school.

#### **Flexi-schooling**

"Flexi-schooling" or "flexible school attendance" is an arrangement between the parent and the school where the child is registered at school and attends the school only part time; the rest of the time, the child is home educated (on authorised absence from

school). Flexi-schooling is not the same as temporary part-time absence where full reintegration is expected.

NFSS allows flexi-schooling in the primary years, either on a long-term basis or as a short-term measure for a particular reason, if it is agreed in advance by the Headteacher/Designated Safeguarding Lead after an interview with the parents/carers.

Full-time attendance is a requirement by secondary age, although on rare occasions where a child has an Education, Health and Care Plan, part-time attendance may be more appropriate for a specified period of time. For more information on the management of flexi-schooling, and the Flexi-Schooling Agreement to be completed by parents, refer to the separate Flexi-Schooling Policy.

### **8. Attendance monitoring**

The School Administrator monitors the daily register every morning & every afternoon. The class register document has embedded formulas which give a clear analysis of the total overall percentage of attendance for each child on roll at the school. This is also broken down into separate percentages for each 'reason for absence'. The total overall percentages are then discussed at regular staff meetings.

### **SAFE KEEPING OF ELECTRONIC ATTENDANCE REGISTERS**

Attendance registers are kept electronically as password-protected files on class desktop computers and selected staff members' mobile phones. They will not be accessed via mobile phones outside registration times except for specific administrative reasons or fire drill or off-site outings.

### **MONITORING**

The Headteacher will monitor this policy and its practices.

The Headteacher will monitor attendance termly, highlighting the school's current attendance percentage and discussing actions and/or support for pupils with attendance recorded at 90% or below.

## CONCERNS

Where the Head Teacher has concerns about attendance he will contact the parents via whatever means necessary in the first instance to discuss the concern. The DSL and staff will consider:

- Are they late because of a caring responsibility
- Have they been directly or indirectly affected by substance misuse
- Are other students routinely missing the same lessons, and does this raise other risks or concerns
- Is the lesson being missed one that would cause bruising or injuries to become visible

Single missing days:

- Is there a pattern in the day missed
- Is it before or after the weekend suggesting the child is away from the area
- Are there specific lessons or members of staff on these days
- Continuous missing days: Has the school been able to make contact with the parent/carer? Is medical evidence being provided? Are siblings attending school (either our or local schools)?
- Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation
- Have we had any concerns about physical or sexual abuse
- In the event of no improvement in attendance and no valid reason for non-attendance, parents will be informed that it may be necessary to contact the LEA since the school is not able to provide an education to a pupil on their roll.
- If there is still no improvement then the LEA will be informed.
- If the concern relates to Child Protection, then appropriate action will be taken (see Safeguarding 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 class teachers, to facilitate discussions with pupils and families, and to the advisory board and school leaders (including special educational needs co-ordinators and DSL)
- 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 15% 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 persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, 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

#### **9. Monitoring arrangements**

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum yearly by the Headteacher. At every review, the policy will be approved by the Lead Proprietor

## **10. Links with other policies**

This policy links to the following policies:

Child protection and safeguarding policy

Behaviour policy

## **Appendix 1: attendance codes**

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

<b>Code</b>	<b>Definition</b>	<b>Scenario</b>
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/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
<b>L</b>	Late arrival	Pupil arrives late before register has closed
<b>Attending a place other than the school</b>		
<b>K</b>	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
<b>V</b>	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
<b>P</b>	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
<b>W</b>	Attending work experience	Pupil is on an approved work experience placement
<b>B</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

<b>D</b>	Dual registered	Pupil is attending a session at another setting where they are also registered
<b>Absent – leave of absence</b>		
<b>C1</b>	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment
<b>J1</b>	Interview	Pupil has an interview with a prospective employer/educational establishment
<b>S</b>	Study leave	Pupil has been granted leave of absence to study for a public examination
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances

<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	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
<b>Y1</b>	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

<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	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
<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> <li>· In police detention</li> <li>· Remanded to youth detention, awaiting trial or sentencing, or</li> <li>· Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes

<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	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
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays