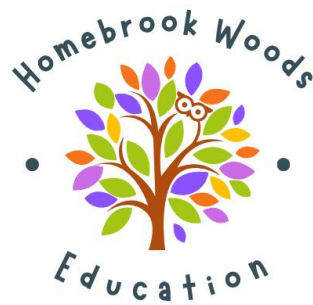




HOMEBROOK WOODS

Independent Special School

Ages 5–11

Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN)
and Associated SEND

Attendance Policy

Independent School Standards – Part 3 (Welfare, Health and Safety of Pupils)
Education (Independent School Standards) Regulations 2014 (as amended)

School Attendance (Pupil Registration) (England) Regulations 2024

Working Together to Improve School Attendance (Department for Education)

Keeping Children Safe in Education (September 2026)

Policy Title	Attendance Policy
School	Homebrook Woods
Policy Owner	Vonika Shelley
Role	Proprietor & Headteacher
Approved by	Proprietor
Date Issued	12.07.262026
Review Cycle	Annual
Next Review Due	August 2027
Version	1.0

PURPOSE

The purpose of this policy is to outline how we address and manage the attendance of pupils at Homebrook Woods. The policy includes how attendance issues may be identified and strategies that may be put in place to support attendance.

SCOPE

This policy applies to Homebrook Woods, this includes all employees who work within Homebrook Woods as well as contractors, volunteers and visitors.

STATUTORY GUIDANCE

This policy has been developed in accordance with:

- *Keeping Children Safe in Education* (DfE, September 2026)
- *Working Together to Improve School Attendance* (DfE)
- *School Attendance (Pupil Registration) (England) Regulations 2024*
- The Independent School Standards.

SAFEGUARDING COMMITMENT

As an organisation that prioritises the safeguarding of children and all vulnerable people, Homebrook Woods is committed to providing a safe environment across all we do by actively adopting strategies that embed a culture of zero tolerance for abuse of any kind.

Homebrook Woods recognises that attendance is a safeguarding responsibility. Poor attendance, persistent absence, unexplained absence and children missing education may indicate that a child is at risk of harm or requires additional support. Attendance information is therefore considered alongside all safeguarding information and concerns are shared promptly with the Designated Safeguarding Lead (DSL) in accordance with the Safeguarding and Child Protection Policy and *Keeping Children Safe in Education (2026)*.

RESPONSIBILITIES

Homebrook Staff: Our staff play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children.

- **Monitoring Attendance:** Staff are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent pupils.
- **Promoting Punctuality:** Staff should encourage pupils to arrive at the Homebrook on time each day. Punctuality is essential for a smooth start to the day and minimises disruption.
- **Taking Immediate Action:** When a child is absent without prior notification or a valid reason, staff should take immediate action.
- **Early Intervention:** Staff should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the pupil, their parents or guardians, and relevant support services.
- **Maintaining Communication:** Staff should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a pupil's attendance or punctuality.
- **Providing Support:** Staff can provide academic and emotional support to pupils who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.
- **Setting Expectations:** Staff can set clear expectations for attendance and punctuality in their classes. This includes communicating the importance of regular attendance for learning and academic progress.

- **Creating a Welcoming Classroom Environment:** Staff should strive to create a positive and welcoming environment where pupils feel motivated and engaged. A supportive atmosphere can encourage attendance.
- **Identifying Barriers:** Staff should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them where appropriate can lead to effective interventions.
- **Implementing School Policies:** Teachers and support staff should adhere to and implement the school's attendance policies and procedures.
- **Attendance Records:** Accurate attendance records are crucial. Staff should submit attendance data promptly to the administrative team. This information is used for reporting to local authorities and the Department for Education (DfE).
- **Supporting Positive Behaviour:** Staff can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.
- **Safeguarding:** Staff should be aware of safeguarding protocols and report any concerns related to a pupil's safety or well-being promptly to the Homebrook DSL.
- **Professional Development:** Continuous professional development will enhance staff skills in addressing attendance issues and implementing strategies to promote regular attendance.

- **Role Modelling:** Staff can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

Proprietor and Headteacher: The Headteacher plays a crucial role in supporting children's attendance at Homebrook Woods. Their responsibilities encompass strategic oversight, policy development, and ensuring that Homebrook meets its statutory obligations regarding attendance.

Policy Development: The Headteacher collaborates with Homebrook leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.

Statutory Compliance: The Headteacher ensures that Homebrook complies with all relevant statutory requirements related to attendance. They are responsible for monitoring adherence to attendance regulations.

Strategic Oversight: The Headteacher takes a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

Monitoring Attendance Data: The Headteacher reviews attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

Accountability: The Headteacher holds Homebrook leadership accountable for attendance outcomes. They may question leaders about their strategies for improving

attendance and the effectiveness of interventions.

Policy Implementation: The Headteacher ensures that attendance policies are effectively implemented throughout Homebrook. They may inquire about the practical application of attendance policies and procedures.

Setting Targets: The Headteacher collaborates with Homebrook leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.

Training and Development: The Headteacher ensures that Homebrook staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

Safeguarding: The Headteacher is vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

Continuous Improvement: The Headteacher regularly evaluates Homebrook's approach to attendance and seek ways to continuously improve attendance outcomes.

Homebrook Leads: Senior staff play a critical role in supporting attendance for children. They provide leadership, set the tone for the attendance culture, and oversee the implementation of policies and strategies to promote regular attendance.

Leadership: Senior staff, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and pupils.

Policy Development: Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.

Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify pupils at risk of poor attendance and to measure the impact of attendance improvement strategies.

Setting Expectations: Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.

Professional Development: They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.

Early Intervention: Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.

Parental Engagement: They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.

Data Analysis: Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.

Supporting Vulnerable Pupils: They are attentive to the needs of vulnerable pupils, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these pupils receive appropriate support to attend regularly.

Recognising Attendance: They may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.

Enforcing Policies: Senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to pupils and parents.

Safeguarding: Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.

Promoting a Positive Culture: Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

Parents/Carers: Parents and carers play a crucial role in supporting attendance. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

Establish a Routine: Parents should establish a daily routine that includes regular attendance. Consistency in waking up, getting ready for, and arriving on time helps pupils develop good attendance habits.

Communicate with Homebrook: Establish open lines of communication. Inform Homebrook promptly if your child is going to be absent due to illness or other reasons. This helps Homebrook keep accurate attendance records.

Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and

adequate sleep. A healthy pupil is less likely to miss school due to illness.

Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of education and the opportunities it provides for the pupil's future.

Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending regularly and on time.

Monitor Progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.

Address Bullying or Safety Concerns: If your child is experiencing bullying or safety concerns, take the issue seriously. Communicate with the Homebrook to ensure a safe and supportive environment.

Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from Homebrook, healthcare professionals, or relevant agencies.

Pupils: Pupils themselves also play a significant role in attending Homebrook regularly and ensuring their educational success.

Commitment to Learning: Pupils should recognise the value of education and commit to attending regularly. They can understand that attending is essential for gaining knowledge, skills, and opportunities for the future.

Punctuality: Pupils should strive to arrive at Homebrook on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.



Positive Attitude: Maintaining a positive attitude towards education and learning can make attending Homebrook a more enjoyable experience. Pupils should be open to new experiences and willing to engage in all activities.

Communication: If a pupil is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the Homebrook. Encouraging open communication helps keep attendance records accurate.

Peer Relationships: Building positive relationships with peers can make Homebrook a more welcoming place. Pupils should be friendly, respectful, and inclusive in their interactions with classmates.

Participation: Actively participating in classroom activities, discussions, and group projects can enhance a pupils's learning experience and motivation to attend Homebrook.

Safety Awareness: Pupils should follow safety guidelines and rules to ensure their well-being. They should report any safety concerns to teachers or support staff.

Respect for Teachers and Staff: Respecting teachers and support staff fosters a positive environment. Pupils should follow instructions, be courteous, and seek help or clarification when needed.

Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.

Attendance Awareness: Pupils can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records

and strive for excellent attendance.

Seeking Support: If a pupil is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

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 pupils. 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 pupil absence from school that is considered to be a significant cause for concern.

Threshold: In England, a pupil 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 pupil'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 pupils whose attendance is consistently low and becoming a concern.

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 education 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.

Absence Definitions

- Arrival at school after the register has closed.
- Not attending Homebrook for any reason.

Authorised Absence

- An absence for sickness for which Homebrook or commissioning school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which Homebrook or commissioning school has granted leave.
- Religious or cultural observances for which Homebrook or commissioning school has granted leave
- An absence due to a family emergency

Unauthorised Absence

- Parents keeping pupils off school unnecessarily or without reason.
- Truancy before or during the school day.
- Absences which have never been properly explained.
- Arrival at Homebrook 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 Homebrook for no reason during the day.

POLICY

Promoting Excellent Attendance

Homebrook Woods is committed to promoting excellent attendance through a supportive, child-centred and recognition-based approach. We recognise that regular attendance is fundamental to pupils' educational progress, wellbeing and safeguarding. We work in partnership with pupils, parents, carers, commissioners and other professionals to identify and remove barriers to attendance, celebrating success while providing appropriate support where attendance concerns arise.

The Importance of Attendance at Homebrook Woods

Attendance is not merely a 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 consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Knowledge Acquisition:* School or Alternative Homebrook 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:* Our Homebrook 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:* 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 staff-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 learning, 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 a Homebrook Woods, if you have any concerns you should contact Homebrook 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 pupil's ability to attend regularly.

Family Circumstances: Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences. In some cases, pupils 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 pupils from attending. They may fear for their safety or well-being,

leading to increased absenteeism.

Transportation Issues: Difficulty in accessing transportation, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.

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): Pupils with special educational needs may require additional support and accommodations to attend 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: Pupils 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 Homebrook Woods

To address any identified attendance issues effectively, Homebrook will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive 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.

Homebrook Woods maintains admission and attendance registers accurately using the current national register codes and follows the national penalty notice framework. Attendance data are shared with the Derbyshire LA/DfE as required.

Day-to-Day Processes for Managing Attendance at a Homebrook Woods
Add your processes below.

First Day Calling and Safeguarding at Homebrook Woods

Early Help & Safeguarding Escalation

Unexplained absence is checked on Day 1; where concerns arise, this is escalated to the DSL the same day and actions may include welfare checks, multi-agency work and referral to CME processes.

If a pupil is absent and no reason has been received by 9.30am, a member of staff will contact the parent/carer. If contact cannot be made and there are safeguarding concerns, the matter will immediately be referred to the DSL. Welfare checks may be

undertaken and, where appropriate, referrals made to the local authority or Children Missing Education procedures.

Day 1: If a pupil is absent and no reason has been received by **9.30am**, a member of staff will contact the parent or carer by telephone, text message or email. If contact cannot be established and there are safeguarding concerns, the matter will be referred immediately to the Designated Safeguarding Lead (DSL), who will determine whether a welfare check or further safeguarding action is required.

Day 3: If the absence continues, the school will make further contact with the parent or carer to establish the reason for the absence, discuss any support required and agree a plan for the pupil's return to school where appropriate. Attendance concerns will be reviewed by the Headteacher and DSL.

Day 5: Where there has been no satisfactory explanation for the absence, or concerns remain regarding the child's welfare, the DSL will consider appropriate safeguarding action. This may include liaison with the commissioning local authority or referring school, Children's Services, the Children Missing Education (CME) team, or other relevant agencies, in accordance with the school's Safeguarding and Child Protection Policy.

School Times of the Day at Homebrook Woods

The school timings are as follows:

School day:

9.00am–3.15pm

Registration opens:

8.50am

Registration closes:

9.20am

Children are expected to arrive on time and attend all scheduled lessons and activities. Children are expected to attend punctually each day. **The school recognises that many pupils travel using local authority commissioned transport or other specialist arrangements. Where delays or absences occur because of transport issues beyond the control of the pupil or family, these will be managed sensitively and recorded in accordance with the Department for Education's statutory attendance guidance.** Parents, carers and transport providers are expected to notify the school as soon as possible if a delay or absence is anticipated.

Coding of Attendance

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

Requesting Absence Leave

Parents or carers must request leave of absence for their child in writing to the referring school or local authority.

Leave of absence during term time will only be authorised in exceptional circumstances and responsibility for this will lie with the referrer.

Reporting a Child's Absence

Parents or carers must contact Homebrook on the first day of their child's absence to provide the reason for the absence.

Holiday Request

Holidays during term time will not be authorised unless there are exceptional circumstances.

Holiday requests must be made to the referring school or local authority, the responsibility for dealing with these lies with the referrer.

Working with commissioners:

All attendance will be reported to commissioners by 10am each day. Homebrook Woods will inform commissioners of any absence, along with the reasons given so that they can correctly record the information for their pupils. Any non-attendance will be followed up by Homebrook and discussed with the commissioner. Commissioners will take responsibility for whether absence is recorded as authorised or unauthorised.

Working With Parents/Carers

We agree support plans, set clear expectations, and review progress. Reasonable adjustments are considered where relevant.

Children missing from education:

A child going missing from education (e.g. unexplained absences, absconders) can be a potential indicator of a child protection concern. Staff should consider that where children are missing from education, particularly on repeat occasions, action may need to be taken to help identify any risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. Where such concerns exist, staff should follow the procedures for reporting concerns as outlined in the Safeguarding

and Child Protection Policy. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of, when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. All schools that refer pupils to Homebrook Woods must inform their local authority of any pupil who is going to be deleted from their admission register, or where any pupil fails to attend school regularly. Homebrook Woods has a responsibility to keep in regular contact with referrers regarding young peoples' attendance.

CONTEXT

This policy/procedure relates to the following legislative requirements, standards and internal documents:

Legislation/Standards	Policies and Practice
The School Attendance (Pupil Registration) (England) Regulations 2024	Homebrook Woods maintains accurate admission and attendance registers, uses the statutory national attendance codes and makes required attendance returns and notifications. These Regulations replaced the previous 2006 pupil-registration regulations.
Working Together to Improve School Attendance – statutory guidance	Homebrook Woods adopts a support-first approach to attendance. The school works with pupils, parents and carers, local authorities, referring schools, commissioners and relevant agencies to identify and address barriers to attendance.
Keeping Children Safe in Education 2026	Homebrook Woods recognises that absence from education, repeated unexplained absence and children missing education may be indicators of safeguarding concerns. Attendance concerns are shared promptly with the Designated Safeguarding Lead and addressed in accordance with the school's safeguarding procedures.
Education Act 1996	Parents and carers are responsible for ensuring that children of compulsory school age receive suitable full-time education. The Act also provides the legal framework relating to school attendance, non-attendance and local authority duties.
Children Missing Education: Statutory Guidance for Local Authorities and Schools	Homebrook Woods follows appropriate procedures when a pupil's whereabouts are unknown, when unexplained absence persists or when there are concerns that a child may be missing education. The school will liaise with the relevant local authority, referring school or commissioner as required.
The Education (Independent School Standards) Regulations 2014, as amended	The Proprietor ensures that Homebrook Woods maintains its admission and attendance registers in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and meets its safeguarding and welfare responsibilities.
Equality Act 2010	Attendance procedures are applied fairly and without discrimination. Reasonable adjustments are considered for disabled pupils and pupils with special educational needs, medical needs or other protected characteristics.

Derbyshire local authority attendance and Children Missing Education procedures	Homebrook Woods will follow relevant local authority procedures and work cooperatively with Derbyshire County Council and any other placing or commissioning authority.
Related Forms & Documents	• Safeguarding and Child Protection Policy \n • Behaviour Regulation and Positive Support Policy \n • Children Missing Education procedures \n • Admissions Policy \n • Supporting Pupils with Medical Conditions Policy \n • Absconding or Missing Pupil Procedure

VERSION CONTROL

Version	Date	Change Summary	Author/Reviewer	Approved by
1.0	August 2026	Adopted and updated for Homebrook Woods	Vonika Shelley	Proprietor

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 school 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 Homebrook 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.

Code Y2 (Unable to attend due to widespread disruption to travel):

- 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.

Code Y3 (Unable to attend due to part of the school premises being closed):

- 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.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):

- 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.

Code Y5 (Unable to attend as pupil is in criminal justice detention):

- 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.

Code Y6 (Unable to attend in accordance with public health guidance or law):

- 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.

Code Y7 (Unable to attend because of any other unavoidable cause):

- 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.

Code G (Holiday not granted by the school):

- 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.

Code N (Reason for absence not yet established):

- 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.

Code O (Absent in other or unknown circumstances):

- 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.