BELMONT ACADEMY

Attendance Policy

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1. Aims

This policy aims to show LSEAT's 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' (July 2026), through our whole-school/ Trust culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils across all our schools
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence where applicable across our schools
- 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

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' (July 2026) 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
- School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

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 Trust Board

The Trust Board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
    - Making sure the schools record attendance accurately in their registers, and shares the required information with the DfE and local authority

    - Making sure the schools work 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 schools policies and ethos
- Making sure the schools 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 schools have high aspirations for all pupils, but adapt 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 all schools in the Trust and repeatedly evaluating the effectiveness of the school processes and improvement efforts to make sure they are meeting pupils needs
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that all staff understand:
    - The importance of good attendance
    - That absence is almost always a symptom of wider issues
    - The schools legal requirements for keeping registers
    - The schools 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 and Trust executive leaders to account for the implementation of this policy

3.2 The Headteacher

The headteacher is responsible for:

- The implementation of this policy at their school
- Monitoring school-level absence data and reporting it to Trust executive leaders and Provision Boards
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Supporting the issuing of fixed-penalty notices, where necessary, in conjunction with the Local Authority
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, 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 through all available channels

3.3 The Designated Senior Leader Responsible for Attendance

The designated senior leader for attendance 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 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 Lucy Childs (Headteacher) and can be contacted via the office by calling 01322 432057 or email office@belmont.lseat.org.uk.

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).

3.6 School Office Staff

School office staff will:

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

3.7 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9:00am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day where possible
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting a member of the Senior Leadership team who can be contacted via the office by calling 01322 432057 or email office@belmont.lseat.org.uk.

3.8 Pupils

Pupils are expected to:

- Attend school every day, at their designated start time.

4. Recording attendance

4.1 Attendance Register

We (the school) will keep an electronic attendance register (Arbor), and place all pupils onto this register.

We will take our attendance in the morning between 8:40am and 8:55am depending on your child's start time. Registers close at 8:55am. We will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

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

Any amendment to the attendance register will include:

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

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not (pupils of compulsory school age)

- 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 the following times for the following Year groups:

Nursery: 8:30am

Reception: 8:45 – 8:55am

Year 1 & Year 2: 8:40am to 8:50am

Year 3 & Year 4: 8:40am to 8:50am

Year 5 & Year 6: 8:45am to 8:55am

Pupils must arrive in school within the times set out above. Gates shut promptly at the end of the time windows shown above and entrance after these times, is via the school office.

The register for the first session will be kept open until 8:55am and for not any longer than thirty minutes from when school begins. The register for the second session will be taken at after lunchbreak which is 1:00pm for Reception, Year 1 and Year 2 and 1:15pm for Year 3 to Year 6.

If a pupil's name is added to the admission register but they never attend the school, this will be treated as an invalid registration under Regulation 6 of the Pupil Registration Regulations, and the entry will be deleted as soon as possible.

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 9:00am or as soon as practically possible, by calling the school office staff, who can be contacted via the office by calling 01322 432057 or email office@belmont.lseat.org.uk.

When notifying us of your child's absence we require your child's full name, year group and a reason for absence.

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.

Medical evidence may be requested where there is genuine and reasonable doubt regarding the reason for absence or where it would assist in identifying appropriate support. The school will 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.

Where a pupil is recorded with Code I (Illness) for 15 consecutive or cumulative school days, the school will notify the local authority in accordance with local procedures so that any additional support or consideration of the local authority's duties under Section 19 Education Act 1996 can be explored where appropriate.

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.

When notifying us of your child's absence due to a medical or dental appointment we require your child's full name, year group and proof of the medical appointment (letter, appointment card, screenshot of appointment/letter).

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

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 ask the school's appointed Educational Welfare Officer and/or if relevant appointed Social Worker, to conduct a home visit. The school will continue to endeavour to make contact with a pupil's contact via telephone and email until communication has been made.
- 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 school days after the session(s) for which the pupil was absent. If no reason is established within 5 school days, the code must be updated to Code O (Unauthorised).
- 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 (EWO).
- Where relevant, report the unexplained absence to any other multi agency that is known to the pupil
- Where pupils have an allocated social worker, unexplained absence and concerns regarding attendance will be shared promptly.
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: request support from the Local Authority to issue a notice to improve, penalty notice or other legal intervention
- **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 where attendance is a concern or falls below 95%.

Parents have access to their child's attendance statistics through their Arbor app which gives them the flexibility to check their child's attendance whenever they choose too.

Parents can also utilise the free Arbor Parent App, which allows parents to check their child's attendance.

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 define 'exceptional circumstances' as unexpected, unavoidable and outside of your control matters that require leave of absence.

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

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

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

Any request should be submitted as soon as it is anticipated. The headteacher may require evidence to support any request for leave of 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

5.2 Sanctions

Our schools, in conjunction with the Local Authorities that they reside, will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Attendance Contracts

Where attendance concerns persist despite voluntary support, the school and/or local authority may agree an Attendance Contract with parents and, where appropriate, the pupil. Attendance Contracts are intended to formalise an agreed package of support, clarify expectations and identify actions required by all parties to improve attendance before legal intervention is considered.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

6. Strategies for Promoting Attendance

At LSEAT, we believe that promoting excellent attendance relies on creating a warm, inclusive, and welcoming environment where every pupil feels a strong sense of belonging. Our strategies focus on positive reinforcement, early recognition, and celebrating improvement rather than absolute perfection:

- **Celebrating Progress:** We actively recognise and reward pupils who demonstrate significant individual improvements in their attendance patterns or punctuality, ensuring that children facing complex barriers can still achieve recognition.
- **Class Group Achievements:** Rather than focusing solely on individuals, we use collaborative, team-based goals (e.g., class-wide recognition in assemblies) to foster a supportive peer culture.
- **Welcoming Environments:** We ensure that morning welcome routines are positive, warm, and low-stress, reducing anxiety for pupils arriving at our school gates.

- **100% attendance awards:** for pupil's who secure 100% attendance for the entirety of the school year.
- **Attendance awards:** given weekly in achievers assembly – the class with the highest attendance receives a sticker on the attendance chart this is followed by second and third highest attendance.

7. Supporting Pupils who are Absent or Returning to School

7.1 Pupils absent due to complex barriers to attendance

Where a pupil faces complex or deep-rooted barriers to school attendance (including school-avoidance or severe anxiety), schools will work collaboratively with the family to identify root causes. We will implement early help assessments, assign key pastoral staff to act as a consistent point of contact, and design bespoke, gradual reintegration plans.

A meeting will be held with the Inclusion Lead and any other involved agencies to discuss barriers and actions that can be implemented to support a child attending school. Strategies adopted may include:

- A reduced timetable (although this would be offered as a short term strategy with the view that attendance would increase)
- Assigned support adult in school who can check in with a child regularly and offer support
- Use of EBSA checklist if this is applicable.
- Adapted/personalised timetable to factor in reset tasks where needed this may include rest breaks, calming time etc.
- Guidance and support from supporting agencies including services such as ASD service, social care, family wellbeing.

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

We recognise that pupils with SEND, physical or mental health conditions, or temporary medical needs may face distinct, heightened barriers to attendance. In these circumstances, we will:

- Avoid a punitive approach and instead focus on making reasonable adjustments (e.g., personalised start times, quiet entrance spaces, or access to a designated safe space).

- Ensure close alignment with the pupil's Education, Health and Care (EHC) plan or Individual Healthcare Plan (IHP).

Strategies include:

- Hold multi-agency reviews alongside health professionals and the local authority where attendance falls, to ensure that the pupil's educational entitlement is supported holistically.
- A reduced timetable (although this would be offered as a short term strategy with the view that attendance would increase)
- Assigned support adult in school who can check in with a child regularly and offer support
- Use of EBSA checklist if this is applicable.

- Adapted/personalised timetable to factor in reset tasks where needed this may include rest breaks, calming time etc.

Guidance and support from supporting agencies including services such as ASD service, social care, family wellbeing. 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

When a pupil returns to school following a prolonged absence (e.g., due to illness or family trauma), we do not expect them to immediately adapt to a full academic and social load. We will design a structured, time-limited reintegration plan, which may include a temporary part-time timetable (as a transitional measure) and regular pastoral check-ins to monitor their emotional and academic well-being.

Where a pupil has been absent for a lengthy period, a staggered return will be offered to support the pupil to transition back successfully. Where required, additional adaptations will also be offered to include tailored support, curriculum catch up timetable, pastoral support/intervention.

7.4 Remote education

Where a pupil is unable to attend school, remote education may be considered in line with DfE guidance. Remote education will only be used as a last resort, after appropriate support and reasonable adjustments have been considered, and will form part of a wider reintegration plan designed to support the pupil's successful return to full-time education. The school will monitor engagement with remote education and review arrangements regularly with the pupil, family and other professionals involved.

7.5 Young Carers

The school will identify and monitor attendance of young carers and work with families and external agencies to remove barriers to attendance. This could involve scenarios where children take on caring responsibilities as part of their family responsibilities and do not wish to be 'identified' as a young carer. In these scenarios school will support as appropriate. The school can refer to IMAGO service who will provide in school support for pupils who are young carers as well as opportunities to engage in externally run activities offering respite and support.

8. Attendance Monitoring

Attendance is monitored rigorously by school staff this includes:

- Daily calls to parents where a pupil is absent and no parent contact has been made:
- Meetings with the school's appointed Educational Welfare Officer (EWO) on a regular basis to review each pupils attendance rate.
- Letters to parent from school and/or EWO where attendance falls short.
- Parent meeting with school and EWO where attendance is a concern and does not seem to be improving.
- Referral to the EWO for home visits and monitoring.
- The above also apply where a pupil is frequently arriving late for school.

8.1 Monitoring attendance

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

Specific pupil information will be shared with the DfE on request. All schools within the Trust have granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. Underlying school-level absence data is published alongside the national statistics.

Each of our schools will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the Trust Executives, Academy Council, Provision Board and Trust Board.

Inline with the Working together to improve school attendance (July 2026), schools will hold termly Targeted Support Meetings (TSM) where attendance will be reviewed with the local authority education welfare officer (EWO). Attendance will be discussed at both school and individual pupil levels to identify any need for additional support. The school and the local authority School Attendance Support Team will agree on a joint approach and specific action plan for all severely absent pupils (attendance below 50%) to ensure multi-agency support is coordinated effectively.

8.2 Analysing attendance

The school and Trust 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
- Particular attention will be given to attendance patterns of pupils with SEND, pupils with social workers, looked after and previously looked after children, young carers, disadvantaged pupils and any other cohorts identified through attendance analysis.

8.3 Using data to improve attendance

The schools and Trust 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 severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to key members of staff at school level, to facilitate discussions with pupils and families

- 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 Trust, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to all schools and the Trust 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 2026
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, 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
- Implement sanctions, where necessary (see section 5.2, above)
- Closer more frequent monitoring.
- Meeting with Headteacher and Inclusion Lead with the inclusion of the EWO.
- Referral to the EWO service for follow up action.

9. Monitoring Arrangements

This policy will be reviewed as guidance from the DfE is updated, and as a minimum annually by Deputy CEO of the Trust. At every review, the policy will be approved by the Trust Board.

10. Links with Other Policies

This policy links to the following policies:

- LSEAT Safeguarding policy
- School's Behaviour policy

Appendix 1: Attendance Codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment

J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available

Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		

Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays