SS Simon & Jude
Church of England Primary School

Attendance and Absence Policy

Document Name	Attendance and Absence Policy
Document written by	Katie Jones
Date for next revision*	September 2027
Responsibility	Executive Headteacher / Head of School
Approved by	Local Advisory Board

Version	Date	Reviewed	Approved
1.0	Sept 2024	K. Jones	LAB
1.1	Oct 2025	K. Jones	LAB
1.2	Oct 2026	K. Jones	LAB

‘I can do all things through him who strengthens me’
Philippians 4:13

Our Vision:

We strive to build a community which nurtures positive relationships that permeate through all aspects of life. A community where barriers do not define us, but instead offer opportunity for growth. No matter our background, through our faith, we will find the strength and courage to flourish as citizens of the future.

Our Mission:

Empowering individuals to flourish together in the image of God.

Our Values:



Updates		
Date	**Page Number**	**Update**
19/09/25	6	Legal framework
19/09/25	15	SEND and health related absences
19/09/25	19	Working with parents to improve attendance
01/10/26	6	Attendance is everyone's responsibility
01/10/26	10	Attendance Culture
01/10/26	12	Reintegration following absence
01/10/26	14	Emotionally based school avoidance / remoted education
01/10/26	16	Use of part-time timetables
01/10/26	18	Attendance Thresholds
01/10/26	18	Safeguarding and Attendance
01/10/26	20	Stage 1 updated with home/welfare visits and medical evidence

Contents

Overview of content	Page number
Statement of Intent	5
Legal Framework	6
Roles and Responsibilities	6
Attendance expectations	11
Late Collection	11
Attendance Register	11
Absence Procedures	12
Child Missing Education	13
Granting Leaves of Absence	14
Absent pupils on school premises	16
Monitoring attendance	17
Staged Attendance Process	19
Education Penalty Notice	21
Training of Staff	22
Monitoring and Review	23
Appendix 1 Attendance Codes	24
Appendix 2 Staged Attendance Process Flow chart	27

Statement of intent

SS Simon and Jude CE Primary School believes that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

We understand that barriers to attendance are complex, and that some pupils find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents.

We take a whole-school approach to securing good attendance and recognise the impact that our efforts in other areas – such as the curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources can have on improving pupil attendance.

The purpose of this Attendance Policy is to:

- Promote high levels of attendance and punctuality to enable all pupils to take full advantage of the educational opportunities available to them.
- Clarify the roles and responsibilities of all stakeholders in supporting and maintaining excellent attendance.
- Outline the school's procedures for monitoring, analysing and acting on attendance data.
- Ensure the school meets its statutory obligations regarding attendance.

To manage and improve attendance school will:

- Build strong relationships and work jointly with families, listening to and
- Understanding barriers to attendance and working in partnership with families to remove them.
- Develop and maintain a whole school culture that promotes the benefits of high attendance.
- Have a clear school attendance policy which all staff, pupils and parents understand.
- Accurately complete admission and, with the exception of schools where all pupils are boarders, attendance registers and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- 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.
- Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities and provide them with additional support.

This policy applies to all pupils enrolled at SS Simon and Jude CE Primary School, their parents/carers, and all school staff. The school's attendance officer is Miss Rebecca Mort and the school's senior attendance champion responsible for championing and improving school attendance is Mrs Louise Mulligan/Miss Katie Jones.
Contact details for attendance leads: sssjoffice@vantageacademies.co.uk or 01204 333583.
Pupils can speak directly to their class teachers linked to attendance on a day-to-day basis.
Mr Paul Harper: Key Worker Bolton Council
Mr Kirk Ross: Senior Key Worker Bolton Council

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996 and 2002
- The Children Act 1989
- The Crime and Disorder Act 1998
- The Anti-Social Behaviour Act 2003
- The Sentencing Act 2020
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- The Education (Penalty Notices) (England) Regulations 2007, as amended
- The Education (Information about Individual Pupils) (England) Regulations) 2013
- The Children and Young Persons Act 1933 and 1963
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (As amended)
- The Children (Performances and Activities) (England) Regulations 2014
- DfE (2026) 'Working together to improve school attendance'
- DfE (2025) 'Keeping children safe in education (KCSIE) 2025'
- DfE (2025) 'Children missing education'
- DfE (2024) 'Providing remote education: guidance for schools
- DfE (2024) 'Summary table of responsibilities for school attendance'
- DfE (2024) 'Sharing daily pupil attendance data'

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Trauma Informed and Relationships Behaviour Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Procedures Policy
- Social, Emotional and Mental Health and Wellbeing Policy
- Children Missing Education Policy

The policy operates in conjunction with the following Bolton Council guidance:

- Early Intervention Service Handbook for Schools
- Staged Attendance Process Guidance
- Accessing support from the Early Intervention Service
- Children Missing Education Policy and Procedures

Roles and Responsibilities

The roles and responsibilities within this section are taken directly from the 'Summary Tables of Responsibilities for School Attendance' Statutory Guidance 19th August 2024.

Attendance is everyone's responsibility. All staff, regardless of role, are expected to promote excellent attendance, identify emerging concerns and work in partnership with families to remove barriers to attendance. Attendance is fundamental to pupils' educational success, wellbeing and future opportunities. SSSJ recognises that regular school attendance is closely linked to safeguarding, positive behaviour, effective inclusion, strong educational outcomes and the promotion of pupils' social, emotional and mental health.

The following charts detail the responsibilities of parents; schools; governing bodies and the Local Authority.

Each section is separated into:

- All pupils
- Pupils at risk of becoming persistently absent
- Persistently absent pupils
- Severely absent pupils
- Support for cohorts of pupils with lower attendance than their peers
- Support for pupils with medical conditions or SEND with poor attendance
- Support for pupils with a social worker
- Looked after and previously looked after pupils

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Ensure their child attends every day the school is open except when a statutory reason applies. Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). Only request leave of absence in exceptional circumstances and do so in advance. Book any medical appointments around the school day where possible.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers. Have robust daily processes to follow up absence. Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on. Have a dedicated senior leader with overall responsibility for	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. Ensure school leaders fulfil expectations and statutory duties. Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed. Ensure school staff receive training on attendance.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services. Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance. Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice. Offer opportunities for all schools in the area to share effective practice.

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of persistent absence. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for pupils at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. Where there are safeguarding concerns, intensify support through a referral to statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for pupils at risk of becoming persistently absent and: Work jointly with the school to provide formal support options including attendance contracts and education supervision orders. Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners. Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for persistently absent pupils and: All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision. Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families. Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort. Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes. Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Ensure that all Children's Social Care practitioners understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it. Through the work of Virtual School Heads, they should: • Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. • Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance. Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school - wherever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Promoting a Positive Attendance Culture

The school is committed to developing and maintaining a culture where excellent attendance is valued, expected and celebrated. We recognise that good attendance is a learned behaviour and that pupils are more likely to attend regularly when they feel safe, included, successful and connected to school. Attendance is therefore everyone's responsibility and is promoted through all aspects of school life. This aligns with the expectations set out in the Department for Education's guidance that schools should develop and maintain a whole-school culture that promotes the benefits of high attendance and visibly demonstrates its importance.

To promote a positive attendance culture, the school will:

- Make attendance a central part of the school's vision, values, ethos and daily practice.
- Communicate high expectations for attendance and punctuality to all pupils, parents and staff.
- Regularly promote the importance of attendance through assemblies, class discussions and curriculum opportunities.
- Share attendance information, key messages and attendance success stories through newsletters, the school website and social media platforms.
- Deliver parent information sessions and workshops to increase understanding of the link between attendance, attainment, wellbeing and future life chances.
- Implement strategic attendance communications during known periods of increased absence risk, such as term-time holidays, seasonal illnesses, transition points and periods of adverse weather.
- Celebrate and recognise individual, class and whole-school improvements in attendance using approaches that are supportive, inclusive and motivational.
- Ensure attendance promotion is visible throughout the school environment through displays, signage, posters and attendance-focused messaging.
- Develop strong relationships with pupils and families so that attendance concerns can be identified and addressed early.

Regularly review attendance promotion strategies to ensure they remain effective and responsive to the needs of the school community.

The school will ensure that attendance messages focus on the benefits of being in school, including academic achievement, wellbeing, safeguarding, social development and a strong sense of belonging. Attendance will be promoted positively and sensitively, recognising that some pupils and families may require additional support to overcome barriers to regular attendance.

This approach supports the school's ambition that every pupil attends regularly, feels valued as a member of the school community and is given the best possible opportunity to achieve and thrive.

Attendance expectations

The school has high expectations for pupils' attendance and punctuality, and ensures that these expectations are communicated regularly to parents and pupils through emails, attendance letters, newsletters etc.

Pupils will be expected to attend school punctually every day they are required to be at school. This requirement is detailed in the term dates which are shared with parents/carers and are detailed on the school website.

At SS Simon and Jude CE Primary School, the school day is staggered. This ensures parents are able to ensure pupils arrive to school on time each day.

The chart below details starting and finishing times for each year group in school. The school week for all pupils from Reception is calculated at 32.5 hours. Pupils are expected to be in their classrooms ready to start learning at the time specified below.

Year Group	Starting Time	Finishing Time
Reception	8.45am	3.15pm
1	8.50am	3.20pm
2	8.50am	3.20pm
3	8.45am	3.15pm
4	8.45am	3.15pm
5	8.40am	3.10pm
6	8.40am	3.10pm

Nursery pupils are in school on a part time basis. The morning session runs from 8.45-11.45am and the afternoon session runs from 12.30-3.30pm.

Late Collection

Parents are expected to collect their child(ren) on time each day. If for any reason a parent is running late, they must inform the school office. Parents must then sign their children out of school on the inventry system in the school office. This is to ensure there is a record of pupils still on school site for health and safety reasons as well as a record of the time pupils are being collected from school.

Attendance Register

The school uses Arbor management information system to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Designated staff members will take the attendance register at the start of each school day and at the start of the afternoon session as detailed below:

- The morning register will be marked by 9:00am. Pupils will receive a late mark if they are not in their classroom by this time. Pupils attending after this time will receive a mark to show that they were on site, but this will count as a late mark.
- The morning register will close at 9:15am. Pupils will receive a mark of absence if they do not attend school before this time.
- The afternoon register will be marked by 1.45pm. Pupils will receive a late mark if they are not in their classroom by this time.
- The afternoon register will close at 2.00pm. Pupils will receive a mark of absence if they are not present.

The school uses the National Attendance codes as detailed within 'Working Together to Improve School Attendance.' These attendance codes are detailed in Appendix 1.

Absence procedures

Parents will be required to contact the school office via telephone or email before 9:00am on the first day of their child's absence and the following days of absence. They will be expected to provide an explanation for the absence, and an estimation of how long the absence will last, e.g. one school day. This is recorded under the notes section on Arbor by the administration team.

Where a pupil is absent, and their parent has not contacted the school by the close of the morning register to report the absence, an email will be sent to parents initially to report the child's absence. The attendance officer will then contact the parent by telephone call as soon as is practicable on the first day that they do not attend school to determine the reason for absence. This is recorded under the notes section on Arbor by the administration team ie. phone call home to parents linked to absence: child has high temperature.

The school will always follow up any absences in order to:

- ascertain the reason for the absence.
- ensure the proper safeguarding action is being taken.
- identify whether the absence is authorised or not.
- identify the correct code to use.

Reintegration Following Absence

The school recognises that a successful return to school following a period of absence is essential in securing sustained attendance, promoting wellbeing and ensuring pupils can fully engage with learning. Reintegration arrangements will be tailored to the individual needs of the pupil and will seek to remove barriers to attendance, rebuild confidence and support a positive return to education.
Where appropriate, particularly following prolonged, repeated or complex periods of absence, the school will implement a structured reintegration programme which may include:

Reintegration Meetings

A reintegration meeting will be held with the pupil, parents/carers and relevant school staff following significant or recurring absences. The purpose of the meeting is to:

- Welcome the pupil back to school.
- Understand any ongoing barriers to attendance.
- Agree appropriate support and reasonable adjustments.
- Establish attendance expectations and any short-term targets.
- Clarify responsibilities and next steps for all involved.

Transition Support

The school will provide additional support where absence coincides with periods of transition, including:

- Entry to school or nursery.
- Movement between key stages or classes.
- Transition to secondary education.
- Return following exclusion, medical absence or alternative provision.

Support may include additional visits, familiarisation activities, key adult support, amended timetables where appropriate and enhanced communication with families.

Academic Catch-Up

The school will take reasonable steps to minimise the impact of absence on learning by:

- Identifying gaps in learning and curriculum coverage.
- Providing appropriate catch-up opportunities and targeted interventions.
- Ensuring pupils can access missed work without creating additional anxiety or barriers to attendance.
- Liaising with teachers to provide proportionate academic support.

Emotional and Wellbeing Support

The school recognises that some pupils may require emotional support following a period of absence. Where needed, support may include:

- Access to a trusted adult or inclusion officer.
- Pastoral and wellbeing interventions.
- Support from SEND, safeguarding or mental health leads.
- Referral to external agencies where appropriate.

The focus will be on helping pupils feel safe, valued, connected and ready to engage positively with school life.

Attendance Monitoring

Following reintegration, attendance will be closely monitored to ensure a sustained return to school. This may include:

- Regular attendance reviews.
- Ongoing communication with parents/carers.
- Monitoring of punctuality and attendance patterns.
- Evaluation of the effectiveness of support strategies.
- Early intervention where attendance concerns re-emerge.

The school will work in partnership with pupils and families throughout the reintegration process to promote regular attendance, strengthen engagement and ensure every pupil is supported to achieve their full potential.

Child Missing Education

Child missing education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at school. Schools have a duty to enter pupils on the admission register at the beginning of the first day on which school has agreed or notified date. If a pupil fails to attend the absence will be marked as unauthorised. School will make reasonable enquiries to establish the child's whereabouts. If the child is still not in attendance at day 10, the school will report the child as missing from school to the Children Missing Education officer on 01204 334036 or email childrenmissingeducation@bolton.gov.uk . The Designated CME Officer within the Local Authority will triage the case and follow up to support school in locating the pupil and either securing a start date or progressing to removal from school roll. Parents can refer to the Child Missing from Education Policy and Procedures September 2024.

Granting leaves of absence

All schools can grant a leave of absence when a pupil needs to be absent from school with permission. All schools are expected to restrict leaves of absence to the specific circumstances set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024.

These circumstances are:

- Taking part in a regulated performance or employment abroad: in line with a licence issued by a local authority or Justice of the Peace or a body of persons approval (BOPA).
- Attending an interview: for entry into another educational institution or for future employment where requested in advance by a parent the pupil normally lives with.
- Study leave: for public examinations, as agreed in advance with a parent the pupil normally lives with. Please note this does not include any internal examinations such as mocks as study leave should not be granted in such cases.
- A temporary, time-limited part-time timetable: where the pupil is of compulsory school age, both the parent who the pupil normally lives with and school agree the pupil should temporarily be educated on a part-time basis for exceptional reasons and have agreed the times and dates when the pupil will be expected to attend school as part of that timetable.
- Exceptional circumstances: All schools can grant a leave of absence for other exceptional circumstances at their discretion. This must be requested in advance by a parent who the pupil normally lives with. However, the Department of Education does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance. Leave of absence should not be granted for a pupil to take part in protest activity during school hours.

SS Simon and Jude CE Primary School will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. Parents must request any leave of absence in advance, by completing the online form. If a leave of absence is granted, it is for the school to determine the length of the time the pupil can be away from school.

When considering granting any leaves of absence, the school will consider the following:

- whether the absence is immediately before/during/after statutory assessment periods.
- whether a pupil's attendance record shows any unauthorised absence for the current academic year and previous academic years.
- whether a pupil's authorised absence record is already above 10 percent.

If term-time leave is not granted, taking a pupil out of school will be recorded as an unauthorised absence and may result in sanctions, such as a penalty notice. The school cannot grant leaves of absence retrospectively; therefore, any absences that were not approved by the school in advance will be marked as unauthorised.

Healthcare appointments

Parents will be expected to make routine medical or dental appointments outside of school hours. Where this is not possible, parents will be expected to obtain approval for their child's absence to attend such appointments as far in advance as is practicable. Parents will be expected to show evidence of the appointment and will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment.

Performances and activities, including paid work

The school will ensure that all pupils engaging in performances or activities, whether they receive payment or not, which require them to be absent from school, understand that they will be required to obtain a licence from the Local Authority which authorises the school's absence(s). Where a licence has not been obtained, the Executive Headteacher / Head of School will not authorise any absence for a performance or activity.

Religious observance
Parents will be expected to request absence for religious observance. School will only accept requests from parents for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school may seek advice from the religious body in question where there is doubt over the request.

Gypsy, Roma and Traveller absence
Where a pupil's parent belongs to a community covered by this code and is travelling for occupational purposes, the parent will be expected to request a leave of absence for their child at least two weeks in advance. Absences will not be granted for pupils from these communities under this code for reasons other than travel for occupational purposes.

SEND- and health-related absences
The school recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

In line with the SEND and Inclusion Policy, the school will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any Education Health Care Plan (EHCPs) or Individual Health Plans (IHPs) that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

Where the school has concerns that a pupil's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the Designated Safeguarding Lead (DSL) and the Safeguarding and Child Protection Policy will be followed. All pupils will be supported with their mental health in accordance with the school's Social, Emotional and Mental Health (SEMH) Policy. Attendance difficulties linked to anxiety, emotionally based school avoidance or mental health needs will be addressed through a support-first approach. Attendance interventions will form part of wider pastoral, SEND and wellbeing support.

If a pupil is unable to attend school for long periods of time due to their health, the school will:

- Inform the LA if a pupil is likely to be away from the school for more than 15 school days.
- Provide the LA with information about the pupil's needs, capabilities and programme of work.
- Help the pupil reintegrate at school when they return.
- Make sure the pupil is kept informed about school events and clubs.
- Encourage the pupil to stay in contact with other pupils during their absence.

The school will incorporate an action plan to help any pupils with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the pupil is attending school as normal and there has been signs of significant improvement. Remote education will only be used as a temporary measure, where appropriate, as part of a wider reintegration plan and after reasonable adjustments have been considered.

To support the attendance of pupils with SEND and/or health issues, the school will consider:

- Holding termly meetings to evaluate any implemented reasonable adjustments.
- Incorporating a pastoral support plan.
- Carrying out strengths and difficulties questionnaire.
- Identifying pupils' unmet needs through the Common Assessment Framework.

- Using an internal or external specialist.
- Enabling a pupil to have a reduced timetable. All part-time timetables will have a clear rationale, agreed review dates, a planned end date and documented parental agreement.
- Ensuring a pupil can have somewhere quiet to spend lunch and breaktimes.
- Implementing a system whereby pupils can request to leave a classroom if they feel they need time out.
- Temporary late starts or early finishes.
- Phased returns to school where there has been a long absence.
- Small group work or one-to-one lessons.
- Tailored support to meet their individual needs.

The school will seek medical evidence for recording absences in a minority of cases. Where a pupil's health need means that they need reasonable adjustments or support because it is complex or long term, the school will seek medical evidence to better understand the need of the pupil.

Leave during lunch times

Parents may be permitted to take their child away from the school premises during lunch times with permission from the Executive Headteacher / Head of School – it is at the Executive Headteacher / Head of School's discretion as to whether a pupil will be allowed to leave the premises.

Parents will submit a written request, outlining the reasons for their child to leave the premises during lunch time. This request will be submitted to the Executive Headteacher / Head of School. The Executive Headteacher / Head of School will consider the request and will invite the parent into the school for a discussion regarding any concerns, as well as the timely return of their child at the end of lunch time and their child's behaviour when not on the school premises. The Executive Headteacher / Head of School reserves the right to grant or refuse a request and will inform the parent in writing of their decision within one week of the request.

Where permission is granted, parents will be required to meet their child at the school office when taking them off the premises – the pupil will be signed out and back in using the lunch time register at the school office. A member of staff will be available at the school office before the pupil leaves the premises and upon their return to sign them back in. No pupil will leave the premises before the member of staff at the school office has given their permission. Pupils will leave the school premises within 10 minutes of the start of lunch and will return no later than 5 minutes before the end of lunch.

The Executive Headteacher / Head of School reserves the right to withdraw their permission at any time – this may occur, for example, where there are attendance concerns. Any decision to withdraw permission will be in writing, explaining the reasons for the Executive Headteacher / Head of School's decision. If permission is withdrawn, parents will not be entitled to appeal the decision. Parents will be able to withdraw their request at any time – the request will be submitted in writing to the Executive Headteacher / Head of School.
Permission will be updated on a termly basis – letters will be sent to parents at the beginning of each term to confirm whether they would like their request to continue.

Absent pupils on school premises

Pupils will not be permitted to leave the school premises during the school day unless they have permission from the school. The following procedures will be taken in the event of a pupil going missing whilst at school:

- The member of staff who has noticed the absent pupil will inform the Executive Headteacher / Head of School immediately. The Executive Headteacher / Head of School will act as a point of contact for receiving information regarding the search.
- A member of staff will stay with the rest of the class, and all other available members of staff will conduct a thorough search of the school premises as directed by the Executive Headteacher / Head of School.

- The following areas will be systematically searched: classrooms, cloakrooms, internal toilets within each block; outdoor toilets including staff toilets; school hall; the school grounds; all containers.
- During the search the office staff will conduct a review of CCTV to determine the location of the pupil.
- Available staff will begin a search of the area immediately outside of the school premises and will take a mobile phone with them so they can be contacted, as directed by the Executive Headteacher / Head of School.
- If the pupil has not been found after 5 minutes of the initial report, then the parents of the pupil will be notified by Executive Headteacher / Head of School.
- If the parents have had no contact from the pupil, the police will be contacted by the Executive Headteacher / Head of School via 999.
- The absent pupil's teacher will fill in an incident form, describing all circumstances leading up to the pupil going missing. This will be relayed to the police.
- When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well.
- Parents and any other agencies will be informed immediately when the pupil has been located.

The Executive Headteacher / Head of School will take the appropriate action to ensure that pupils understand they must not leave the premises, and sanctions will be issued if deemed necessary. Appropriate disciplinary procedures will be followed in accordance with the Trauma Informed and Relationships Behaviour Policy.

The Executive Headteacher / Head of School will carry out a full investigation and will draw a conclusion as to how the incident occurred. A written report will be produced, and policies and procedures will be reviewed in accordance with the outcome where necessary.

Monitoring Attendance

At SS Simon and Jude CE Primary School attendance is monitored by the attendance officer who is supported on a day-to-day basis by the Senior Attendance Lead. The purpose of monitoring attendance regularly is to identify and provide immediate support to pupils and/or cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them early.

Attendance and absence data is monitored on a daily, weekly, fortnightly, half termly, termly and annual basis. View your education data is used as a tool to monitor attendance and absence in order to identify trends, identify pupils in need of support and to create attendance reports. It is also used as a tool to compare the school's attendance against schools within the Local Authority as well as nationally.

The attendance officer and senior leader will:

- monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families.
- use this analysis to provide regular attendance reports to class teachers or tutors to facilitate discussions with pupils and to leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads).
- undertake frequent individual level analysis to identify the pupils who need support and focus staff efforts on developing targeted actions for those cases. This should not just focus on persistent and severe absence but look at all severities of absence to identify pupils who can be supported earlier before patterns become entrenched.
- conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends. This should include analysis of pupils, including vulnerable groups and cohorts and identifying patterns in uses of certain codes, days of poor attendance and where appropriate, subjects which have low lesson attendance; .

- benchmark their attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement.
- devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher-than-average absence or pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers.
- monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented. The findings should then be used to evaluate approaches or inform future strategies.
- provide data and reports to support the work of the board or governing body.

Attendance Thresholds:
Good attendance at school is categorised as above 96%. Attendance below 96% is monitored closely as it is a concern. Attendance below 90% is classed as being persistently absent from school and below 50% is severely absent from school.

Safeguarding and Attendance

SSSJ recognises that attendance is a key safeguarding responsibility and that poor attendance may be an indicator that a pupil is experiencing barriers, vulnerabilities or harm. Regular attendance enables the school to safeguard pupils effectively, promote their wellbeing and ensure they are able to access the full curriculum and wider opportunities available to them.

Persistent absence, severe absence, frequent lateness and unexplained absence will be treated as potential safeguarding concerns and will be considered in line with the school's safeguarding procedures.

Attendance information will be reviewed alongside other relevant information, including behaviour, wellbeing, SEND, pastoral and safeguarding records, to ensure that emerging concerns are identified and addressed at the earliest opportunity.

The school will maintain a particular focus on pupils who are:

- Persistently absent (attendance below 90%).
- Severely absent (attendance below 50%).
- Missing from education.
- Subject to a Child Protection Plan or Child in Need Plan.
- Looked After Children and Previously Looked After Children.
- Pupils with SEND.
- Young carers.
- Pupils known to Children's Social Care or other support agencies.

Where attendance concerns are identified, the school will work proactively with pupils, parents/carers and external agencies to understand and address any underlying barriers to attendance. Interventions will be proportionate to the level of concern and may include attendance meetings, Early Help support, referrals to external services, Targeting Support Meetings, multi-agency working and, where appropriate, involvement from the Local Authority.

Where a pupil is absent without explanation and the school is unable to establish contact with parents/carers, reasonable efforts will be made to verify the pupil's whereabouts and welfare. This may include telephone calls, messages, contact with emergency contacts, home visits and consultation with relevant agencies where appropriate.

The school recognises that attendance concerns can sometimes be linked to safeguarding risks, including neglect, exploitation, mental health difficulties, domestic abuse, family crisis or unmet SEND needs. Staff will

therefore remain vigilant and ensure that attendance concerns are considered as part of the school's wider safeguarding approach.

All staff have a responsibility to report attendance concerns and to work in the best interests of pupils at all times. Attendance information will be shared with relevant staff and external professionals, where appropriate, to ensure a coordinated and effective response that promotes pupils' safety, wellbeing and educational success.

Working with parents to improve attendance

The school will work to cultivate strong, respectful relationships with parents and families to ensure their trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with pupils and their families to support attendance, e.g. social services.

The school will ensure that there are two sets of emergency contact details for each pupil wherever possible to ensure the school has additional options for getting in touch with adults responsible for a pupil where the pupil is absent without notification or authorisation.

The school will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, except in certain circumstances, e.g. sickness or absences that have been authorised by the Executive Headteacher / Head of School in advance. The school will regularly inform parents about their child's levels of attendance, absence and punctuality, and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally. This will be communicated via the Arbor parent app, newsletters and letters.

If a pattern of absence becomes problematic, the attendance officer will work collaboratively with the pupil and their parents to improve attendance by addressing the specific barriers that prevent the pupil from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support rather than immediately reach for punitive approaches. School will follow the staged attendance process as detailed below.

Where these barriers are related to the pupil's experience in school, e.g. bullying, the attendance officer will work with the Executive Headteacher / Head of School and any relevant school staff, e.g. the DSL and SENDCO, to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the pupil's family, the attendance officer will liaise with any relevant external agencies or authorities, e.g. children's social care or the LA, and will encourage parents to access support that they may need.

Staged Attendance Process

Following the monitoring of attendance and absence data, if a pupil's attendance is a cause for concern the school will follow a staged process where the emphasis is placed on trying to understand the barriers to attendance and putting appropriate support in place prior to engaging in formal processes. An overview of the staged attendance process can be found in the form of a flow chart in Appendix 2.

Throughout this staged process school will seek advice from the link Keyworker / Senior Keyworker within Bolton Council's Early Intervention Team. The school will engage fully in Targeting Support Meetings with the Local Authority to identify barriers, agree support plans and improve attendance outcomes.

Stage 1 – Cause for concern

At this stage school will seek to understand the barriers to good attendance and where these stem from. Poor attendance is often a symptom of wider issues and cannot be appropriately addressed without identifying and supporting the drivers behind it. School is aware of some of the most common reasons behind poor attendance such as: parental ill health; substance misuse; parenting skills/routines; family conflict; anxiety and mental health concerns; emotional based school avoidance; unmet/unrecognised special educational needs and disabilities; and friendship or relational issues at school.

Stage 1 is considered to be the noticing period. Within this stage school will make initial supportive phone calls home from the attendance officer to discuss absences and to ask if there is anything school can help with. Any improvement in attendance will be acknowledged through positive conversations both with the parent and pupil on arrival to school. Where attendance continues to be a concern, school will make further contact with parents either by telephone or in person, to ask about reasons for absence and to remind them about the impact of poor attendance. This may involve a home/welfare visit being conducted or a discussion with parents about medical evidence. Medical evidence will only be requested where there is a genuine and reasonable concern regarding the authenticity of absence or where additional information is required to support attendance planning.

School will attempt to resolve any barriers to attendance that arise from these conversations and offer support and advice. Attendance issues will be summarised and the support that has been put in place. This will be detailed on Star Attendance. If at this stage parents cite medical issues as a reason for absence, a medical action plan will be completed. Where there are early indicators that things are not going well for the family and support needs go beyond what school can offer, school will offer Early Help through the completion of an Early Help Assessment (EHA). If a family already has an EHA and are part of the Child Action Process, school should collaborate with the lead professional to share concerns about attendance and ensure that it is considered as part of the relevant assessment and that actions linked to attendance are included within the plan. The same applies where a pupil has a social worker, attendance should be addressed as part of the plan.

If parents engage with Stage 1 support and there is a noticeable improvement in attendance, school will acknowledge this improvement and will end the staged process. However, if parents do not engage with school and there is no improvement in attendance, school will progress onto stage 2.

Stage 2 – School Attendance Meeting

Following stage 1 if a pupil's attendance continues to be a concern school will move to stage 2. At stage 2 parents and the pupil are invited to a school attendance meeting. The purpose of the meeting is to summarise absences, explore reasons for absence and strategies to improve attendance. School will send parents a stage 2 letter via Star Attendance.

At this stage a clear personalised plan with actions and targets is drawn up with the family alongside an attendance contract, if appropriate. If parents cite medical issues as reasons for the absence, a medical action plan will be drawn up with the parents. This attendance/medical action plan will be reviewed in 4-6 weeks. Throughout this time, school will continue to offer advice and support to the parents and pupil. Depending on the needs of the family, the offer of Early Help may be made. If a pupil is already in the Child Action or Child Protection process, a separate school attendance meeting or action plan is not necessary as actions to address attendance should be included in their plan. School will liaise with the lead professional to ensure that this is the case.

As part of the review school will consider attendance records (authorised and unauthorised), parent contact and pupil view where appropriate. At this stage school will engage with the Early Intervention Service for advice and support linked to next steps. Following the review meeting, if there is a significant improvement in attendance, this stage will cease but monitoring of attendance will continue for a specified period.

If attendance is improving slowly with the agreed plan in place, school will set a further review meeting, and this will remain at stage 2 for an agreed period. However, if attendance is not improving despite the personalised plan, then school will move to stage 3, in liaison with the Early Intervention Service.

Stage 3 – Notice to improve and/or penalty notice

A notice to improve is the final opportunity for parents to engage in support and improve attendance before a penalty notice is issued. If the national threshold has been met and support is appropriate but offers of support have not been engaged with by the parent or have not worked, a notice to improve is usually sent to give parents a final chance to engage in support.

Parents/carers will be issued a notice to improve letter which will include the following:

- details of the pupil's attendance record and details of the offences.
- the benefits of regular attendance and parents' duty under section 7 of the Education Act 1996.
- details of the support provided so far.
- opportunities for further support and the option to access previously provided support that was not engaged with.
- a clear warning that a penalty notice may be issued or prosecution considered if attendance improvement is not secured within the improvement period.
- a clear timeframe for the improvement period of between 3 and 6 weeks.
- details of what sufficient improvement within that timeframe will look like.
- the grounds on which a penalty notice may be issued before the end of the improvement period.

The timeframe for improvement at this stage is 3 weeks. Following this period, if no improvement has been made school will seek advice from the allocated Key Worker within Bolton Council's Early Intervention Team and will consider requesting a Penalty Notice. When school request a Penalty Notice at stage 3, school is required to provide evidence of the support at stage 1 and stage 2.

Sample evidence at stage 1:

- dates of contact made with parents regarding attendance of their child. i.e. stage 1 letter.
- reasons for absence / identified barriers to attendance.
- actions taken and adjustments made to overcome barriers to attendance.
- medical action plan if appropriate.
- evidence of early help involvement if appropriate.
- other support offered / involvement of other agencies if appropriate.

Sample evidence at stage 2:

- stage 2 letter.
- details of further contact with parents.
- evidence of school attendance meeting including personalised action plan and / or attendance contract.
- medical action plan if appropriate.
- school attendance review notes.
- evidence of further offer of early help.

A notice to improve does not need to be issued in cases where support is not appropriate or where it is expected that the notice to improve will not have any behavioural impact. A notice to improve does not need to be issued for extended leave (holiday) or unauthorised leave of absence.

Education Penalty Notices

Penalty notices are fixed penalty notice fines issued by the local authority to parents and carers in relation to the school attendance of their children. Penalty notices are used in cases where they are the most appropriate tool

to change parental behaviour and improve attendance. This is where support is not appropriate (i.e. term time holidays) or where support has not worked or has not been engaged with.

A National Framework for the issuing penalty notices has been implemented from 19th August 2024. If the threshold is met, school needs to consider whether the issuing of a penalty notice is the most appropriate tool. The threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).

When school becomes aware that the threshold has been met, school will consider the following in order to determine whether to issue a penalty notice in each individual case:

- Is support appropriate in this case?
- If yes, schools are expected to continue with the existing support without a penalty notice or issue a notice to improve if that support is not working or is not being engaged with. A penalty notice can be issued if either has not worked.
- If no, for example a holiday in term time, a penalty notice should be issued subject to the other conditions below.
- Is a penalty notice the best available tool to improve attendance and change parental behaviour for this particular family or would further support or one of the other legal interventions be more appropriate?
- Is issuing a penalty notice in this case appropriate after considering any obligations under the Equality Act 2010 such as where a pupil has a disability?

There is a limit of no more than 2 penalty notices being issued to the same parent for the same child within a 3-year rolling period will apply. The first penalty notice issued to the parent for that pupil will be charged at £160 if paid within 28 days, reducing to £80 if paid within 21 days. Where it is deemed appropriate to issue a second penalty notice to the same parent for the same child within 3 years of the first notice, the second notice is charged at a flat rate of £160 if paid within 28 days with no option to pay the lower amount.

A third penalty notice must not be issued within a 3-year period. Therefore, in cases where the threshold is met for a third (or subsequent) time within those 3 years, a penalty notice cannot be issued, and alternative action should be taken instead. This will often include considering prosecution. At this stage school will still submit a penalty notice request to inform Bolton Council of continuing absence, at this point the Child Employment & Enforcement Officer may consider instigating legal action.

Education Penalty Notices ~ unauthorised leave of absence including holidays.
Penalty notices can also be used as a response to parents taking unauthorised term time leave of absence such as family holidays for periods of at least 10 consecutive sessions (5 days). No formal warning or notice to improve is needed. Parents must apply for leave in advance and school will reply in writing with a decision whether to authorise the request or not. Penalty notices for extended leave taken in term time will also be limited to no more than 2 for the same parent for the same pupil within a three-year rolling period.

Training of Staff

The school recognises that early intervention can prevent poor attendance. As such, staff will receive training in identifying potentially at-risk pupils as part of their induction to SS Simon and Jude CE Primary School.

Attendance training will cover at least the following:

- the importance of good attendance.

- that absence is almost invariably a result of a wider circumstances.
- the legal requirements on schools i.e. the keeping of registers.
- the school's strategies and procedures for monitoring and improving attendance.
- the school's procedures for multi-agency working to provide intensive support for pupils who need it.

Monitoring and Review

This attendance policy will be reviewed annually by the attendance officer, Executive Headteacher / Head of School, and Local Advisory Board to ensure it remains effective and compliant with relevant legislation and guidance. Any changes to this policy will be communicated to all relevant stakeholders.

Staff should read this policy in line with the Attendance Strategy

Appendix 1 – Attendance Codes

Code	Full name	Description
The student is counted as present.		
/ or \	Present am or pm	Present in school during registration.
L	Late	Late arrival before the register has closed
The student is counted as present, at an Approved Educational Activity.		
B	Educated off Site	The student is at an off-site supervised educational activity approved by the school.
K	Education provision provided by LA	Education provision arranged by a local authority, rather than the school
P	Sporting Activity (Approved)	Pupil is taking part in a sporting activity that has been approved by the school and supervised by someone authorised by the school.
V	Educational trip	A residential trip organised by the school or a supervised strictly educational trip arranged by an approved organisation.
W	Work Experience	A student in the final two years of compulsory education is attending work experience.
The student is counted as absent, authorised.		
C	Other Authorised Absence	Leave of absence for exceptional circumstance
C1	Other Authorised Absence	Absence for a regulated performance or employment abroad
C2	Other Authorised Absence	Pupils on part-time timetables
J1	Interview	Leave of absence to attend an interview for employment or admission into another educational institution
E	Excluded	If a student is excluded but still on the admission register, they should be marked E, for up to the sixth consecutive day of any fixed period (referred to as 'suspensions' by the DfE from Autumn 2021) or permanent exclusion.

M	Medical/Dental Appointments	The student is absent due to a medical or dental appointment that could not be made outside of school hours.
R	Religious Observance	The student is absent for religious observance on a day designated by the religious body.
S	Study Leave	Study leave should be used sparingly and only granted to Year 11 pupils for public exams. Students should still be able to come into school to revise.
T	Traveller Absence	Used when Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) or New Travellers are known to be travelling for occupational purposes and have agreed this with the school.
I	Illness	This Illness code can be used for any form of illness, if you don't want to distinguish Covid-19 illness.
I01	Illness	This code maps to the statutory mark of I. This is for students absent due to non-coronavirus related illness (unless the truthfulness of the claim is in question). This code should not be used for medical or dental appointments.
I02	Confirmed case of Covid-19	This code maps to the statutory mark of I. This is for pupils who have a confirmed case of coronavirus.
The student is counted as absent, unauthorised.		
G	Family Holiday (Not Agreed)	The Holiday was not authorised by the school or in excess of the period determined by the Executive Headteacher / Head of School.
N	No Reason	The reason for the absence has not been provided. If no reason for an absence is provided after a reasonable amount of time, it should be changed to O.
O	Unauthorised Absence	If the school is not satisfied with the reason given for absence they should record it as unauthorised.
U	Late (After Register Closes)	Schools should keep registers open for a reasonable amount of time, after which the student should be marked with a U.
These codes are not counted so will not affect attendance figures.		

D	Dual Registration	The student is registered at another school and attends it during this lesson e.g. students at a pupil referral unit. Schools should only record attendance and absences for sessions the pupil is scheduled to attend at their school.
X	Non-statutory school age absence	Sessions non-compulsory school-age children are not expected to attend. This code should only be used for early years students who have not yet passed the 1st January, 1st April or 1st September following their 5th birthday.
Y1	Unable to attend	Absence due to transport normally provided not being available.
Y2	Unable to attend	Widespread disruption to travel
Y3	Unable to attend	Part of school closed.
Y4	Unable to attend	Unexpected whole school closure (different from # for planned closures).
Y5	Unable to attend	Pupils in the criminal justice system.
Y6	Unable to attend	Absence due to public health guidance or law.
Y7	Unable to attend	Any other unavoidable cause.
Z	Pupil Not On Roll	This code can be used when setting up registers in advance of pupils joining. Schools must take attendance for pupils from the first day the student should be attending the school.
#	School Closed To Pupils	This code should be used for whole or partial school closures that are known or planned in advance such as if the school is used as a polling station.

Appendix 2 – Staged Attendance Process

