



**SECURING EXCELLENT
ATTENDANCE AND BUILDING
A CULTURE OF
CONNECTEDNESS AND
BELONGING AT ST JOSEPH'S
CATHOLIC HIGH SCHOOL**

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Securing Good Attendance at St Joseph's Catholic High School

1. St Joseph's Statement on Attendance

Outstanding attendance is everyone's responsibility. St Joseph's is committed to providing a quality education for all our pupils and ensuring that learners and their families understand the importance of punctuality and full attendance at school. Our school will work relentlessly to ensure learners are in school as much as possible, working in partnership with parents/carers and partner agencies to identify and remove any obstacles or barriers that interfere with high attendance in a prompt and timely manner. For our pupils to gain the greatest benefit from their education it is vital that they attend school on time and every day.

We expect students to arrive on time and achieve at least 96% attendance.

2. Our school will manage and improve attendance by:

- Ensuring that attendance and punctuality is a key strategic priority for the school;
- Setting high expectations for attendance; positively reinforcing full or improved attendance and intervening where attendance falls below 96%;
- Acting swiftly to reduce lateness, absence, and persistent absence, with a specific focus on immediate support for vulnerable learners;
- Working actively with all learners and families to emphasise the benefits of high attendance, to reinforce and instil good habits of attendance from the start of learners their educational journey;
- Engaging and involving families in a proactive and positive way to sustain high attendance and to support and challenge parents/carers where attendance falls below 96%;
- Ensuring every pupil of statutory school age has access to full time education;
- Ensuring that a clear and transparent process around the management of punctuality and attendance is agreed and adhered to. These should focus primarily on prevention and reward/celebration, an appropriate level of support and challenge focused specifically at groups and their level of attendance, with punitive measures, including legal action, being implemented as a last resort;
- Ensuring highly visible, regular and consistent communication of these expectations to pupils, families, teaching and associate staff, and governors, including the Trust Board. We will also support parents to perform their legal duty to ensure pupils attend regularly and on time and will promote and support punctuality in attending lessons. Trust schools follow the same approach to improving and sustaining attendance, this allows us to maximise the benefits of scale, share good practice and allow the CEO and Trust Board hold headteachers to account in a consistent way.

3. The Importance of regular and high attendance

Learning: Pupils' enjoyment of, and ability to participate fully in their education is of paramount importance to us as a Trust. Any absence affects the pattern of a child's schooling. Regular absence seriously affects learners' learning and progress over time, leading to poorer outcomes, which can inhibit life chances and opportunities. Department for Education (2016) research shows a direct relationship between the attendance of learners and their outcomes at the end of primary school or secondary school: put simply, the more days learners go to school, the better they do. Research also shows us that schools that relentlessly pursue good attendance have better overall attainment and

behaviour. Our schools are evaluated against Key Performance Indicators relating to attendance and behaviour as well as pupil outcomes

Our school aims to maximise attendance rates in order to ensure that all students are able to take the fullest advantage of the learning experience available to them and are prepared for the world of work and further study. Every child has a fundamental right to be educated and parents have a duty to ensure that their child's full attendance at school.

At our school we strive for full attendance. We know that good attendance and punctuality prepares students for a good working life. We expect students to arrive on time and achieve at least 96% attendance.

Safeguarding: Pupils may be at risk of harm if they are not in school regularly. Learners who are missing from school are at significant risk of being victims of harm, exploitation or radicalisation, underachieving, and becoming NEET (not in education, employment or training) later in life. We will do everything we can to ensure our learners are safe. This will include home visits and referring to the police if a child has not been seen by a member of staff.

In summary, with excellent attendance,

- School work is easier to cope with.
- Students feel more secure.
- Learning is more fun when learning is not interrupted.
- Students with excellent attendance have better outcomes.
- Students with excellent attendance are resilient and have less anxiety.
- Students with excellent attendance have access to more experiences, activities, achievements and build stronger friendships.

This protocol for absence interventions and attendance support has been agreed at our school. Our school recognises the interrelationship between attendance and achievement. We know that our school must focus on 'what do we need to do to improve a pupil's attendance so that she or he can achieve?'

4. Legislation and guidance

This policy meets the requirements of the school attendance guidance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of The Education Act 1996
- Part 3 of The Education Act 2002
- Part 7 of The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)

- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

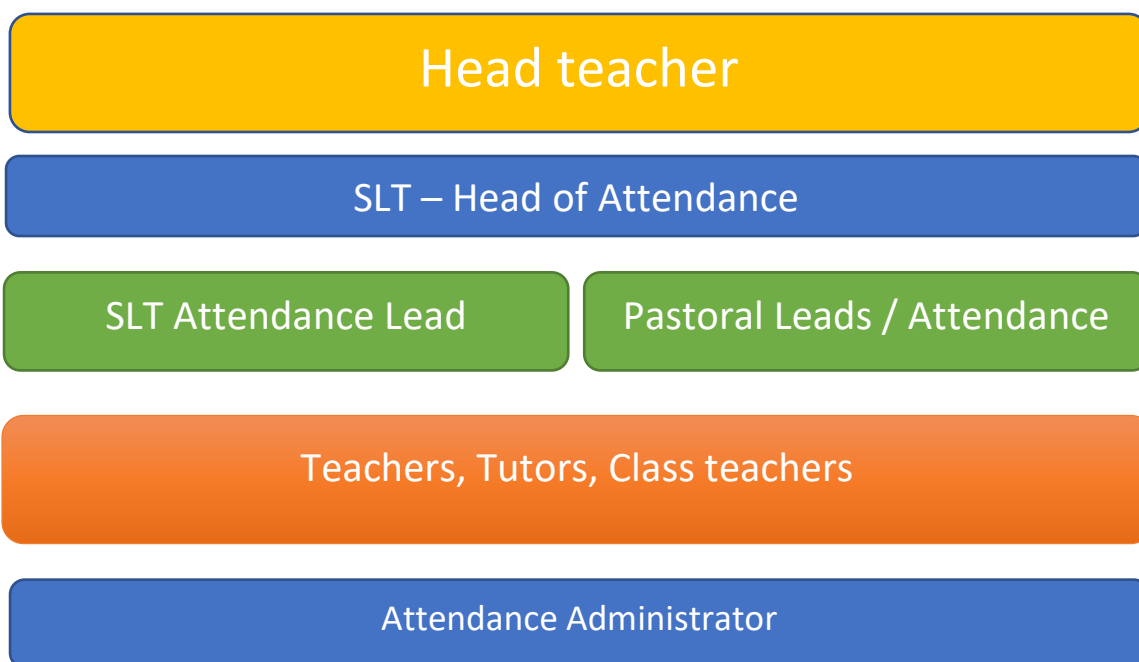
We know that for attendance to improve our school must:

- Have the right ethos
- Be safe and happy with the right anti-bullying and behaviour systems
- Have an engaging curriculum and well planned lessons that pupils do not want to miss
- Ensure that the provision for SEND builds positive relations and allows students to learn and make progress.

5. Roles and Responsibilities in school

Importantly at school, attendance is everyone's business, all of the time.

Noticing absence, following this up and promoting excellent attendance is taken up by all staff who will take the opportunity to talk to pupils about the importance of good attendance.



5.1 The Head Teacher and Governors

The Head Teacher and Governing Board are responsible for:

- Monitoring school attendance figures on at least a termly basis.
- Holding the Designated SLT and Attendance Lead to account for the implementation of this policy. The school's link Director for Safeguarding and Attendance is...

5.2 Head of Attendance and Attendance Lead

The Attendance Lead supports schools to implement the school's Attendance Policy and Graduated Approach, including the SEF and undertaking audits.

5.3 The Headteacher

The Headteacher is responsible for:

- Implementation of the Attendance Policy at the school.
- Implementation of the Trust Thresholds.
- Ensuring high attendance is recognised and celebrated.
- Ensuring attendance is a standing item on SLT meetings.
- Monitoring school-level absence data weekly and a deeper dive at least monthly.
- Having a thorough understanding of in-school attendance and absence for Challenge Visits.
- Authorising exclusions and having oversight of partial timetables, placements in AP, and pupils moving off the roll of the school, e.g., Managed Moves (MM), Elective Home Education (EHE), Children Missing Education (CME), etc.
- Supporting staff with monitoring the attendance of individual pupils, in particular those that are complex and are at high risk of harm.
- Authorising fixed-penalty notices, where necessary.
- Undertaking QA and accountability checks on registers and to monitor the implementation of the attendance strategy.
- Authorising any amendments to the school attendance register.
- Leading Attendance Panels.

5.4 SLT Attendance Lead

The SLT attendance lead:

- Monitors attendance data across the school and at an individual pupil level.
- Reports concerns about attendance to the Headteacher.
- Works with education welfare officers to tackle persistent absence.
- Advises the Headteacher when to issue fixed penalty notices.
- Receives requests for partial timetables to take to Headteacher/reintegration.
- Engages with lead for transition and accesses information to support transition – identifying pupils/families to target early.
- Monitors support and challenge to establish good registration practice.
- QA of Tutor Time/Assembly.
- Leads on the implementation of Graduated Attendance Strategy.
- Monitors impact of interventions for pupils from Stage 1 – 5 on the Graduated Attendance Approach.
- Ensures engagement with external agencies across the graduated approach.
- Provides succinct reports to weekly SLT meetings.
- Provides deeper information by group to monthly SLT attendance meeting.
- Has oversight of vulnerable learners who access provision out of school.
- Considers and responds to requests for elective home education.

5.5 The Attendance Lead

The school attendance Lead:

- Monitors attendance data across the school and at an individual pupil level.
- Provides classteachers/form tutors with data on the attendance and absence, including reasons, of pupils in their class/form.
- Reports concerns about attendance to the Headteacher.
- Works with Local Authority to tackle persistent absence.
- Arranges calls and meetings with parents to discuss attendance issues.
- Advises the Headteacher when to issue fixed-penalty notices.
- Considers and refers any request for elective home education to the Attendance Lead. Ensures that parents fully understand the demands and responsibilities of elective home education.
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5.6 Form Tutors

Class teachers and form tutors know their children well and should monitor changes in presentation and engagement. Their role is to intervene appropriately and to refer any concerns to colleagues as appropriate, for example, family liaison, the SENCo, the DSL, pastoral leads, etc. The Form Tutor have a role in monitoring the attendance and absence of their form on a weekly basis including reducing persistent absences. Morning register should be completed within 30 minutes of school start time, with late pupils' attendance recorded as appropriate when they arrive.

5.7 Teachers: Taking the Registers.

Class teachers are responsible for recording attendance in lessons, using the correct codes, in Arbor using present, not present and late (with minutes). They should be completed within 10 minutes of the start of lesson and Teachers should use 'on call' when children do not arrive to lessons.

5.8 Head of Year

Pastoral staff have a pivotal role in supporting good attendance for the year group or group(s) of pupils they are responsible for. Their responsibilities include:

- Analysing the data for their year group on a weekly basis.
- Identifying and mitigate potential barriers to good attendance.
- Delivering early intervention when attendance is falling.
- Arranging calls and meetings with parents to discuss attendance issues.
- Developing and implement persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines.
- Where pupils have additional vulnerabilities arranging TAF meetings
- Involving external agencies to support pupils and families.

5.9 Family Involvement/ External Support/Agencies

Depending on the structure, this role or roles cover the following:

- Establishing close partnerships with parents.
- Keeping in regular contact with learners who have low/no attendance, including home visits for vulnerable learners to check on the welfare and presentation of the child.
- Referring and supports families to engage with external agencies to support improved attendance.
- Attending multi-agency and team around the family meetings.

5.10 School reception/office staff/ Attendance Administrator

School reception/office staff are often the first line of contact with parents. Their role is to:

- Take calls from parents about absence and record it on the school system only using the answer phone when on a call.
- Enquire about reasons for absence, when they will return to school and pass information to the Attendance Lead when a reason would be authorised and unauthorised.
- Where appropriate, reassure parents that support is available in school.
- Encourage parents/carers to send their child in.
- Sign-in pupils who are late to school: those arriving late (L or U codes), those late due to authorised reasons, e.g. following a medical appointment, those pupils with an agreed later start time. Sign out children leaving early with a reason and time that they signed out.

5.11 Parents and carers

Parents/carers are responsible for:

- Ensure that their child arrives at school on time, in correct dress, equipped, fed and well rested.
 - Inform the school on the first morning of their child's absence and provide a reason for absence and communicate daily with school. • Keep school informed of their child's likely return.
 - Respond to phone calls and home visits from school to check on the welfare of their child. • Where practicably possible avoid booking medical appointments during school hours and if this can't be avoided, provide medical evidence to the school.
 - Book family holidays during school holidays.
 - Engage with school and other agencies to support improvements in attendance, if needed.
- 5.12 Pupils must: • Attend school on time every day.
- Attend lessons on time and keep the school's rules.
 - Engage with learning and strive to be their best self.
 - Speak to an adult in school if they have worries or concerns that could affect their attendance.
 - Engage with school and agency support to improve their attendance.

6. Expected practice in our school

6.1 Completion of an annual attendance Self Evaluation Framework (SEF)

At the start of each academic year the SLT Attendance Lead will complete the Trust Attendance SEF, this enables leaders to gather and evaluate a broad range of evidence gathered to make a quantified judgement about different aspects of quality of the whole school strategy. Completing this will provide an overview of strengths and priorities for the coming year.

6.2 Adherence to the school policy The Headteacher is ultimately responsible for ensuring that staff in school adhere to the trust policy and other statutory, non-statutory and local authority guidance. The strategic oversight of this and much of the day-to-day operational aspects are delegated to the SLT Attendance Lead and the Attendance Lead.

6.3 Implementation of a local school attendance protocol Each school has a local school attendance protocol that links directly to this policy. The protocol provides detail on specific aspects, including named individuals with key roles identified above; specific information about the school day, e.g. start and finish times; and how the school recognises and celebrates high attendance.

6.4 Effective monitoring and tracking of attendance Our school will use, analyse and report on data at appropriate levels and times: daily (Attendance Lead), weekly (tutors/classteachers), at least weekly (SLT Attendance Lead), at least monthly (HT/SLT). Meaningful analysis is predicated on the attendance register being accurate and up to date (see Section 7).

6.5 Implementation of the School's Attendance Strategy Page 8 of 14 The Headteacher is ultimately responsible for ensuring that the school's Graduated Attendance Strategy is implemented effectively through holding individuals in school accountable for their work. The trust will Quality Assure this implementation through its governance mechanisms, including Challenge Days and the PRAG.

7. Recording attendance

7.1 Attendance register

Our school will keep attendance registers, and place all pupils onto this register, as they come onto the roll of the school. The register is kept and maintained in Arbor. An attendance register is recorded at the start of the first morning session of each school day and once during the first session in the afternoon. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent, including a reason if known. If unknown the Attendance Lead will follow up.
- Other reasons given using DFE Working together to improve School attendance that will be inputted by Attendance Lead.

In general, Teachers take the register at the start of their lessons and record as much information as possible. The attendance Lead follows up and completes the register each day. Teachers take registers as shown in the table below and within the first 10 minutes of each lesson, as appropriate.

School Phase	Morning	Afternoon	Lessons
Secondary	Registration	End of period 3 12.20pm	Yes

Any amendment to the attendance register will include the following and an audit trail will be kept, including confirmation of changes and sign off by the Headteacher:

- 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. Schools will keep every entry on the attendance register for three years after the date on which the entry was made. Refer to the local school protocol for information on the opening and closing of registers.

7.2 Planned absence

A planned absence from school should be communicated to school as soon as this is known. Refer to the local school protocol for notification procedures. Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment and provides evidence. We encourage parents/carers 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, bringing them to school before appointments and returning them after appointment. The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Please note that informing the school of intended absence does not mean that this absence will be authorised; for example, absence due to a term time holiday will be treated as an unauthorised absence.

7.3 Unplanned absence The pupil's parent/carer must notify the school of any unplanned absence. Refer to the local school protocol for timings and notification procedures. We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness. If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

7.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code. All registers will be closed 30 minutes after opening.
- After the register has closed will be marked as absent, using the appropriate code and the attendance administrator will complete if the pupil arrives. If the pupil doesn't arrive, the Attendance Lead will call parent/carers each day.

7.5 Following up on absence

Where any child we expect to attend school does not attend, or stops attending, the school will:

- Follow up on their absence with their parent/carer to ascertain the reason by sending a text within 1 hour of the school day. If parent does not respond with reason by 2pm, the Attendance lead will contact parent directly and use each contact on the Arbor contact list until a reason of absence is given. This is repeated daily. A home visit will be triggered when the child has not been seen in school without a reason given for 3 days or more. Should the child not be seen at home, school will call 101 for a welfare check to be carried out.
- If a student is known to be at risk, or a known safeguarding concern, a home visit may be conducted on day one.
- Attendance lead requests an attendance certificate for children who are in alternative provision to ensure the correct coding has been added and that children have been seen by a professional for safeguarding purposes. First day calling process is still applicable when the child is in alternative provision.
- Ensure proper safeguarding action is taken where necessary, including alerting DSL that this child is absent with no contact, failed home visits, and Police have been informed.
- Identify whether the absence is approved or not.
- Identify the correct attendance code to use Where an absence is unplanned and there is no or insufficient communication with the school, the Attendance Lead will follow up on this with the parent/carer and will refer to the appropriate authority should this be needed; for example, referring to the Child Missing in Education team at the Local Authority.

7.6 Reporting to parents

Headteachers and schools follow DfE guidance in relation to reporting annually on attendance and absence to all pupils, see here for current guidance. Schools provide a quantitative report to parents/carers on their child’s attendance record at the end of each year.

8. Authorised and unauthorised absence

8.1 Approval for term-time absence

Trust schools follow DfE guidance on use of attendance and absence codes as appropriate for the circumstances. Further information on each of the codes used can be found in Appendix 1. Absence is either authorised or unauthorised. In general, authorised absence is unavoidable, due to illness, necessary medical appointments or interventions, observing religious occasions, an exclusion, etc. and unauthorised absences are avoidable. Our priority will always be to reduce unauthorised absences and minimise authorised absence

Further Information

Illness (I code) Authorised absence	Parents must call on the first day of absence and on subsequent days. Schools should record as unauthorised absence if not satisfied on its authenticity - school must inform parents of intention. Acceptable medical evidence includes appointment cards, texts from GP surgery, etc.
Headteacher authorised exceptional circumstances (C code) Authorised absence	Approval must be requested and provided in advance; in limited circumstances the school will accept a subsequent explanation. There needs to be a very clear rationale and narrative around the reasons a C code has been used, e.g. a plan in place with home visits if a child is not in the school building.

Religious Observances (R code) Authorised absence	This must be a day set apart for observance by the religious body to which parents belong. Examples: Sikh - Guru Nanak (Nov); Hindu - Diwali (Oct/Nov); Islam - Eid al-Fitr, Eid al-Adha; Judaism - Passover (Apr); Buddhism - Vesak (Apr/May); Jehovah's Witnesses - Passover (Apr). LA guidance states up to three days will be authorised for Eid within an academic year; it is at the school's discretion to close in full or part.
Term time holidays (G code) Unauthorised absence	As a general rule, holidays during term time will not be authorised. Schools will issue penalty notices in line with the legislation. We work closely with the LA to ensure that unauthorised absence is minimised. We follow the Local Code of Conduct in relation to Penalty Notices for non-attendance and will request the LA issue a Penalty Notice if parents fail to ensure their child or children attends regularly.
Lateness L code – present but late U code – unauthorised absence	Schools encourage children to attend on time from their first day in school; punctuality is an important and persistent lateness disrupts the education of all children in the class. Where lateness is persistent and does not improve, the Local Code of Conduct allows the school to pursue a Penalty Notice for this reason

8.2 Reducing persistent absence

Our school will use the Attendance SEF to identify best practice to support pupils who are (a) currently Persistently Absence (PA), or (b) at risk of becoming PA. School will follow the Trust Graduated Attendance Strategy and use the documentation consistently, including nudge phone calls and letters, attendance action plan meetings and reviews, engaging outside agency support and progressing to panels, etc.

8.3 Legal sanctions

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age. If issued with a fine, or penalty notice, each parent must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority. Penalty notices can be issued by a headteacher, local authority officer or the police. The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

9. Strategies for promoting attendance

Schools strategies for promoting high attendance are informed by the Attendance SEF and the School Graduated Attendance Strategy. The school's priorities for the year ahead can be found in the local school protocol as well as information on how high attendance is recognised and celebrated.

10. Attendance monitoring

The attendance Lead at our school monitors pupil absence on a daily basis and their Form Tutor will tackle persistently absent children or those who are close to falling into that category on a weekly basis. A pupil's parent/carer is expected to call the school in the first morning if their child is going to be absent due to ill health and confirm the reason. Parents/carers should also confirm absence on subsequent days. When a pupil's absence goes beyond one of the thresholds in the School's Graduated Attendance Strategy, the school will follow the strategy and contact the parent/carer of the pupil as outlined to discuss the reasons for this. If a pupil's absence continues to rise after this intervention their parent/carer, trust schools continue to follow the School Graduated Attendance Strategy and intervene as appropriate at each threshold. The persistent absence threshold is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil will be classified as a persistent absentee and the school will intervene as appropriate. School will collect and store attendance data and use it to better understand their pupils. For example, to:

- Track the attendance of individual pupils.
- Track the attendance of year groups and pupil groups.
- Identify whether or not there are particular groups of children whose absence may be a cause for concern.
- Monitor and evaluate those children identified as being in need of intervention and support
- Understand whether there are particular issues relating to reasons for absence, e.g. high illness levels etc.
- Look at attendance in conjunction with assessment data to understand any obstacles to pupils progressing in their learning.

The SLT Attendance Lead will regularly report on attendance and absence to the Headteacher and Senior Leadership Team, identify causes for concern and/or areas of strategic success. Pupil-level absence data will be collected each term via the school census and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will regularly compare attendance and absence data to national and local averages, within and between schools, and by pupil groups . This will be reported to the Head Teacher, Trust and Governing board.

School position on specific groups of pupils

Pupils on reduced timetables	There is a high threshold for the use of reduced timetables for our pupils and their use is reserved for meeting very specific needs, including phased returns from significant illness, protective circumstances, etc. Where a reduced timetable is in place, the member of SLT with responsibility for attendance/Attendance Lead must meet with the family and agree the conditions. There must be regular review dates with the intention of transitioning the pupil to a full timetable as soon as possible. Headteacher should retain oversight of reduced timetables.
Pupils accessing off site curriculum.	A number of vulnerable pupils in our schools will benefit from AP. Regular attendance and punctuality of these pupils is expected in line with this policy; however, the schools and trust will closely monitor the attendance of pupils benefitting from this provision,

	both individually and as a group, and seek external agencies' support as needed.
Pupils in Alternative Provision (B/C codes)	Pupils in Alternative Provision (B/C codes) Protocols are in place to ensure the safety of pupils attending Alternative Provision, including maximising attendance and sharing of information relating to pupils' safety, attendance, absence and progress made in the provision. This includes maintained and independent alternative education providers. Pupils attending other schools/provision (B/D codes) Protocols are in place to ensure the safety of pupils attending other schools (including on Managed Moves), including maximising attendance and sharing of information relating to pupils' attendance, absence and progress whilst attending the school. Trust schools follow DfE Exclusions guidance in terms of arranging Day 6 provision for pupils who are excluded from school for more than five days and have agreements in place with other local schools.
Children at Risk of Missing Education (CME)	Schools follow statutory guidance in 'Keeping Children Safe in Education' (2021) and work closely with Local authority in relation to their shared responsibilities in relation to children's welfare and safety. LA guidance can be found here.
Elective Home Education (EHE)	We want our pupils to attend and enjoy their education in school and, as such, endeavour to ensure no pupils leave to be Electively Home Educated. Where no other solution to supporting the pupil in school can be found, the family must make their request in writing to the school, in line with the DfE Attendance guidance, and the school will delete the child from the admission register. LA guidance can be found here.

11. Monitoring arrangements

This policy will be reviewed annually and, or as guidance from the local authority or DfE is updated. At every review, the policy will be approved by the Head Teacher and Governing Board.

12. Links with other policies

This policy links to the following policies: Safeguarding policy. This also links with with the First Day Calling Procedure and Missing Child Procedures.

Appendix 1

Attendance Codes from the DFE

Code	Definition	Attendance 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
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual Registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement
Code	Definition	Authorised Absence Scenario
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised Holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical / Dental Appt	Pupil is at a medical or dental appointment
R	Religious Observance	Pupil is taking part in a day of religious observance
S	Study Leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy / Roma and Traveller Absence	Pupil from a Traveller community is travelling, as agreed with the school
Code	Definition	Unauthorised Absence Scenario
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O as 'unauthorised')
O	Unauthorised Absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed
Code	Definition	Other Scenarios
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend OR Covid-19 related absence (self-isolation or quarantine)
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody.
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day