Attendance Policy	
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Policy prepared by: Alison Lee (Assistant Headteacher)

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1. Aims

At Queensbridge, our mission is to equip all students with the character, skills and academic knowledge they require to live happy and fulfilled lives. We can only do this effectively when students are in the building and, as such, our attendance strategy, **Stronger Together: You Belong**, is fundamental to all aspects of school life. We believe that it is reflective of our school values as the school shows **kindness** and **respect** in working with families, and as students develop **resilience, aspiration** and **leadership** through a commitment to good and improving attendance.

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all students
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every student has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure students have the support in place to attend school

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- https://www.legislation.gov.uk/uksi/2006/1751/contentsThe Education (Penalty Notices) (England) (Amendment) Regulations 2013

https://www.legislation.gov.uk/uksi/2013/757/regulation/2/madeIt also refers to:

- School census guidance
- Keeping Children Safe in Education

- Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, students and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
    - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
    - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
    - The importance of good attendance
    - That absence is almost always a symptom of wider issues
    - The school's legal requirements for keeping registers
    - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific students, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Ensuring the link governor works alongside the School Attendance Lead to support the work around school attendance, and attends scheduled meetings

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual students
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising ABL/IHO/ALE to be able to do so
- Working with the school SEND Lead and parents of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents through all available channels

3.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with students, parents and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with students and their parents
- Delivering targeted intervention and support to students and families

ALE is the designated senior leader responsible for attendance.

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher/ attendance champion (ALE) when to issue fixed-penalty notices

The attendance officer is ABL.

3.5 Teachers and Form Tutors

Teachers and form tutors are responsible for recording attendance for all lessons and registrations, using the correct codes (see Appendix 1), and submitting this through SIMS/EduLink.

3.6 School staff

Heads of Year (and other staff if directed) will:

- Manage EduLink messages and voicemails from parents related to absence
- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Provide parents with more detailed support on attendance

3.7 Parents

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

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

Parents are expected to:

- Make sure their child attends every day, on time, when the school is open to students
- Contact the school through EduLink or by phone to report their child's absence before 8am (or as soon as practically possible) on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Use EduLink to provide the school with more than one emergency contact number for their child

- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any Attendance Support Plans/FAM action plans that are made with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting their child's Head of Year (using 0121 4645566 or enquiry@queensbridge.bham.sch.uk)

3.8 Students

Students are expected to:

- Attend school every day, on time
- Attend every timetabled session and on time.

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register and place all students onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every student is:

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

Any amendment to the attendance register will include:

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

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a student is attending an approved educational activity
- The nature of circumstances, where a student is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8.45am and ends at 3.15pm.

The register for the first session will be taken at 8.45am and will be kept open until 9.15am. The register for the second session will be taken at 12.25pm.

4.2 Unplanned absence

The student's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8.00am (or as soon as practically possible) by using EduLink or calling the school staff.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than three days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily. We may also make a home visit.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents will be notified of this in advance.

4.3 Planned absence

We encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary.

Attending a medical or dental appointment will be counted as authorised as long as the student's parent notifies the school in advance of the appointment, providing evidence.

The student's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. (See section 5 to find out which term-time absences the school can authorise.)

4.4 Lateness and punctuality

A student who arrives late:

- before the register has closed, will be marked as late, using the appropriate code
- after the register has closed, will be marked as absent, using the appropriate code

- Students who arrive late will be placed into social time withdrawal at breaktime (20 minutes), except where the lateness is absence due to a medical or dental appointment
- Students who arrive after 9.15am will placed into after school detention (30 minutes)
- Lateness to school will be monitored by Heads of Year. Where lateness to school persists despite support and conversation with parents, Heads of Year may use alternative consequences such as detentions during lunchtime.

4.5 Following up unexplained absence

Where any student we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the student's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school may undertake a home visit or, in circumstances where there is a safeguarding concern, the police may be contacted, at the direction of a DSL
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the student was absent

- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving the education welfare officer.
- If no contact has been made by the third day of absence, the school will undertake a Safe and Well Check home visit
- Where relevant, report the unexplained absence to the student's youth offending team officer
- Where appropriate, offer support to the student and/or their parents to improve attendance
- Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with, the school will issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate.

4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels.

- Daily attendance percentages are available for all parents through EduLink. This provides parents with both cumulative attendance and attendance in each timetabled subject
- Termly academic reports will inform parents of attendance figures, including any days where students have arrived late
- Parents will be contacted with specific detail at key trigger points of concern.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a student during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the student is authorised to be absent for.

We define 'exceptional circumstances' as a terminal illness or death in the immediate family.

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

As a leave of absence will only be granted in exceptional circumstances, a leave of absence will not be granted for the purposes of a family holiday.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least four weeks before the absence, and in accordance with any leave of absence request form, accessible from the school attendance officer and Head of Year. The headteacher may require evidence to support any request for leave of absence and all travel tickets must be provided.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has

agreed this with the school, but it is not known whether the student is attending educational provision

- If the student is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a student to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity, or visit or trip arranged by the school
- Attending another school at which the student is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the student not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

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

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

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

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

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

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

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

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

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

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

Notices to improve

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

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

They will include:

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

6. Strategies for promoting attendance

Stronger Together – You Belong. The school's strategy for attendance focuses on the key idea that all staff and students belong to our school community. As such, all staff will work together to create a positive environment in which all pupils feel valued. Staff will use the language of belonging in any discussions around attendance with students and with parents.

DAILY: Each day, form tutors will greet those in school and welcome back those who have been absent. They may display the number of students present and how that compares to the rest of the week. Heads of Year may use these visuals to prompt discussions and celebrate good and improving attendance. Tutors will particularly monitor the attendance of students on Tutor Spotlight. (Tutor Spotlight students are identified as a focus due to attendance concerns. This intervention lasts for four weeks.)

WEEKLY: Each week, Heads of Year will share attendance data from the previous week with students in assembly. This will include the leaderboards for Attendance Streaks within the year group and across school. Tutors will share Attendance Streaks information on a Monday. They will reward students on a Friday who have gained a Week of Streaks.

TERMLY: SPARK form time will be used throughout the year to promote the importance of good attendance and how it relates to our school values. This includes a reflection of attendance using termly academic reports and during the Graduation Period at the end of the academic year.

Attendance Streaks is the primary reward system with reward milestones as follows:

- 25-day streak = 5 x recognition points and entry into the monthly prize draw
- 50-day streak = 5 x recognition points and double entry into the monthly prize draw
- Full term of streak = Headteacher letter and entry into the end of term prize draw
- Full year streak/ 100% attendance = Headteacher commendation and Attendance Champion Badge

In addition, there will be three Attendance Focus Weeks during the school year. These will run at weeks of historically poor whole school attendance: the final week of each term.

Parents will receive a one-page document, explaining the attendance policy, the actions that will be undertaken and the impact of low levels of attendance.

Daily Head of Year routines:

- Check and celebrate attendance during morning form time

- First response calls = no contact (priority students first including PP)
- Second response calls = follow up calls from voicemails/EduLink/emails
- Check for Safe and Well concerns/ priority home visits
- Lates (including communication with parents)
- End of day well-being calls to students who have been absent where appropriate

7. Supporting students who are absent or returning to school

7.1 Students absent due to complex barriers to attendance

Barriers to attendance will be identified through the Three Houses meeting (Attendance Support Plan) and/or Early Help Referral.

Identification of support will be agreed by the Head of Year, Attendance Champion, Intervention lead, SENDCO, DDSL and behaviour lead as appropriate. Where referrals are required, the most appropriate person, working with the family, will complete these and monitor their progress and impact.

We recognise there may be times when students do not feel safe to be in school. This may be a result of incidents that have happened or are happening such as relationships with other students. In this case, the Head of Year and/or DDSL would meet with the students and parent to put an appropriate return-to-school plan in place. This would include a trusted adult for the student in school.

Where a student has high levels of absenteeism, a My Family Plan will be completed through the DDSL.

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

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

Identification of support will be agreed by the Head of Year, Attendance Champion, Intervention lead, SENDCO, DDSL and behaviour lead, as appropriate. Where referrals are required, the most appropriate person, working with the family, will complete these and monitor their progress and impact.

The SENDCO, DDSL and Attendance Champion will, at regular meeting, review support, where appropriate review the EHCP, refer to Birmingham City Council using the Section 19 process.

7.3 Students returning to school after a lengthy or unavoidable period of absence

Students who are returning to school after a lengthy absence will have parent meeting prior to their start date.

The meeting will agree any support or adaptions that are required to ensure the process is a positive and successful one. All staff will be communicated with a support requested to ensure work that has been missed can be caught up on without overload. If required, mentoring support will be offered to ensure that the student has a designated key person to support in avoiding future absence.

8. Attendance monitoring

8.1 Monitoring attendance

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

Specific student information will be shared with the DfE on request. The school has granted the DfE access to its management information system so the date can be accessed regularly and securely.

Data will also be shared with FFT to allow for national and local comparison of the date and KPI groups.

Data will be collected each term 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 benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement. This will be shared with the governing board.

8.2 Analysing attendance

The school will:

- Analyse attendance and punctuality data regularly to identify trends and any students, groups or cohorts that need additional support with their attendance
- Identify students whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of weekly, half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)
- Provide attendance information to form tutors and Heads of Year to facilitate discussions with students and families, and to the governing board and school leaders (including

special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)

- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the South Area Network, local authorities and other partners where a student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

8.4 Reducing persistent and severe absence

Persistent Absence is where a student misses 10% (to 50%) of school, and Severe Absence is where a student misses 50% or more of school. Reducing Persistent and Severe Absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of Persistent and Severe Absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold meetings with the parents of students who the school (and/or local authority) considers to be vulnerable or at risk of Persistent or Severe Absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2 and section 6 above)

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every two years by the Attendance Champion. At every review, the policy will be approved by the governing board.

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10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix: attendance codes

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

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

	regulated employment abroad	by the school
M	Medical/dental appointment	Student is at a medical or dental appointment
J1	Interview	Student has an interview with a prospective employer/educational establishment
S	Study leave	Student has been granted leave of absence to study for a public examination
X	Not required to be in school	Student of non-compulsory school age is not required to attend
C2	Part-time timetable	Student is not in school due to having a part-time timetable
C	Exceptional circumstances	Student has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Student is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Student is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Student is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Student has been suspended or excluded from school and no alternative provision has been made

Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Student is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Student is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Student pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Student is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Student's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes

Absent – unauthorised absence		
G	Holiday not granted by the school	Student is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Student has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Student has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays