Attendance Policy

Approved by:	Director of Governance		
Responsible department:	Leadership team		
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1. Aims / Introduction

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 pupils.

- Promoting good attendance and the benefits of good attendance.

- Reducing absence, including persistent and severe absence.

- Ensuring every pupil has access to the full-time education to which they are entitled.

- Acting early to address patterns of absence.

- Building strong relationships with families to make sure pupils have the support in place to attend school.

We will also promote and support punctuality in attending lessons.

At Nields Academy, we know that every lesson counts and we believe in 'Every lesson, every child, every day.' For our children to gain the greatest benefit from their education, it is vital that they attend school regularly and your child should be at school, on time, every day the academy is open unless the reason for the absence is unavoidable.

It is very important, therefore, that you make sure that your child attends regularly and this Policy sets out how together we will achieve this.

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)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

This policy also complies with our trust's funding agreement and articles of association.

3. Roles and responsibilities

3.1 The board of trustees and local governing body

The board of trustees and local governing body are responsible for:

- Setting high expectations of all trust and school leaders, staff, pupils and parents.
- Making sure school leaders fulfil expectations and statutory duties, including:
    - o Making sure all schools in the trust record attendance accurately in the register, and share the required information with the DfE and local authorities.
    - o Making sure all schools in the trust work effectively with local partners to help remove barriers to attendance, and keep them informed regarding specific pupils, where appropriate.
- Recognising and promoting the importance of school attendance across the trust and schools' policies and ethos.
- Making sure the schools' attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources.
- Making sure the trust and school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs.
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most, through Trust Board/ LGB meetings.
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge.
- Monitoring attendance figures for the whole trust and school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils 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, including with teachers from across the trust, as part of the regular continued professional development offer, so that staff understand:
        - o The importance of good attendance.
        - o That absence is almost always a symptom of wider issues.
        - o The trust and school's legal requirements for keeping registers.
        - o The trust and school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate.

- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data.
- Sharing effective practice on attendance management and improvement across the trust and providing regular opportunities for staff from different schools to come together, learn from each other and share resources.
- Holding the principals and heads of school to account for the implementation of this policy.
- The trust board will identify and monitor attendance patterns across the trust's schools to identify common issues and barriers, and share effective practice between schools.

The standards committee is responsible for monitoring pupil attendance. The link trustees are Ken Inwood and Jackie Nellis.

3.2 The Principal

The principal/ head of school is responsible for:

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

3.3 The trust central school improvement team

The trust central school improvement team is responsible for:

- Driving attendance improvement across the trust.
- Working more intensively with schools who require support.
- Acting as a central contact point for schools with attendance queries.
- Liaising with the DfE's regional teams for advice about wider support programmes.

The trust central school improvement team, Jimmy Sayles (primary) and Roz Wood-Ives (secondary), can be contacted on 01422 761019 or by email j.sayles@greatheightstrust.org.uk or r.wood-ives@greatheightstrust.org.uk.

3.4 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 pupils, parents/carers and external agencies, where needed.

- Building close and productive relationships with parents to discuss and tackle attendance issues.

- Creating intervention or reintegration plans in partnership with pupils and their parents/carers.

- Delivering targeted intervention and support to pupils and families.

The designated senior leader responsible for attendance is Diane Mahon and can be contacted through the following email: office@nields.ghat.org.uk

3.5 Class teachers

All class teachers/form tutors are responsible for recording attendance for both morning and afternoon sessions in Arbor on a daily basis, using the correct codes (see Appendix 1).

3.6 School office/admin staff

School office/admin staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on Arbor.

- Transfer calls from parents/carers to the attendance lead, Diane Mahon where appropriate, in order to provide them with more detailed support on attendance.

3.7 Parents

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

- All natural parents, whether they are married or not.

- All those who have parental responsibility for a child or young person.

- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time.

- Call the school to report their child's absence before 8:30am on the day of the absence and each subsequent day of absence, and advise when they are expected to return.

- Provide the school with more than 1 emergency contact number for their child.

- Ensure that, where possible, appointments for their child are made outside of the school day.

- Keep to any attendance contracts that they make with the school and/or local authority.

Seek support, where necessary, for maintaining good attendance, by contacting Diane Mahon, who can be contacted via email at office@nields.ghat.org.uk

3.7 Pupils

Pupils are expected to:

- Attend school every day, on time.

4. Recording attendance

4.1 Attendance register

The school day starts at 8:50am and ends at 3:25pm.

Pupils must arrive in school by 8:50am on each school day.

The register for the first session will be taken at 8:50am and will be kept open until 9:05am. The register for the second session will be taken at 1pm and will be kept open for 15 minutes

We will keep an electronic attendance register on Arbor and place all pupils 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 pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances
- Any amendment to the attendance register will include:
- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record (for pupils of compulsory school age):

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances
- We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8:30am, or as soon as practically possible, by calling the school office, who can be contacted on 01484 842154 or office@nields.ghat.org.uk.

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 five 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.

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

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.

However, 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.

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. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

Poor punctuality is not acceptable. If your child misses the start of the day they can miss work and do not spend time with their class teacher getting vital information and news for the day. Late arriving children also disrupt lessons and this can be embarrassing and upsetting for the child.

How we manage lateness:

The academy day starts at 8:50 a.m. when registers are taken and we expect your child to be in class at that time.

Your child will receive a late mark if they are not in by that time.

At 9:05 a.m. the registers will be closed. In accordance with the Regulations, if your child arrives after that time they will receive a mark that shows them to be on site, but this will not count as a present mark and it will mean they have an unauthorised absence. This may mean that you could face the possibility of a Penalty Notice if the problem persists.

If your child has a persistent late record you will be asked to meet with a member of our Senior Leadership Team to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time.

4.5 Following up unexplained absence

If **your child is absent and we have not heard from you, as a matter of safety we will adopt our first day calling procedures:**

1) Children present are registered.

2) Late children checked against attendance registers

3) Absence calls listened to/attendance emails checked

4) First day phone call to first name on contact list within half an hour of school start time asking for response

5) If no response to phone call within 45 minutes of school start time, ring down contact list until reply is received, ensuring where possible that someone from inside of the family home has been contacted.

6) Alert Principal / DSL that this child is absent and no contact has been made within an hour of school start time

7) If no reply, follow up phone calls for all contacts.

8) Home Visit will be made by school where there is still no contact

9) Contact Police if all other stages have been completed and there is still no contact regarding the absent child. This should be done using the 101 number.

4.6 Reporting to parents

The academy has targets to improve attendance and your child has an important part to play in meeting these targets.

The minimum level of attendance is at least 95% attendance and we will keep you updated regularly about progress to this level and how your child's attendance compares.

Through the academy year, we monitor absences and punctuality to show us where improvements need to be made.

Information on any projects or initiatives that will focus on these areas will be provided in our newsletters and we ask for your full support.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The principal/ head of school will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

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

- Taking part in a regulated performance, or regulated employment abroad.

- Attending an interview.

- Study leave.

- A temporary, time-limited part-time timetable.

- Exceptional circumstances.

A leave of absence is granted at the principal/ head of school's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as one off events which are unavoidable, examples may include the death of a close relative within the immediate family, attendance at a funeral of a close family relative, respite care of a looked after child, or a housing crisis which prevents attendance.

Even when exceptional circumstances do occur, we may refuse to authorise leave in term time such as :

• When a child is just starting the academy. This is very important as your child needs to settle into their new environment as quickly as possible.

• Immediately before and during assessment periods (SATS)

• When a child's attendance record already includes any level of unauthorised absence.

• Where a child's attendance rate is already 95% or will fall to or below that level

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

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

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

Any request should be submitted as soon as it is anticipated and, where possible, 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The principal/ head of school may require evidence to support any request for leave of absence.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail).

- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong (s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart.

- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision.
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made).

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

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

Unauthorised absences are those which the academy does not consider reasonable and for which no "leave" has been given. This type of absence can lead to the Authority using sanctions and/or legal proceedings.

This includes:

• Parents/carers keeping children off school unnecessarily

• truancy before or during the school day

• absences which have never been properly explained

• children who arrive at school too late to get a mark

• shopping, looking after other children or birthdays

• day trips and holidays in term time

5.2 Sanctions

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

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

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

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

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

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

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

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

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

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

Notices to improve

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

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

They will include:

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

6. Strategies for promoting attendance

Helping to create a pattern of regular attendance is everybody's responsibility - parents, children and all members of the academy staff.

To help us all to focus on this we will:

• Give you details on attendance if your child drops below 95% regularly.

• Report to you on how your child is performing in the academy, what their attendance and punctuality rate is and how this relates to their attainments.

• Celebrate good attendance for classes and improving attendance.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best sorted out between the academy, the parents and the child. If your

child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and usually make things worse. Please contact us so that we can work together to ensure your child attends school with appropriate support and considerations in place.

7.2 Pupils absent due to SEND

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

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

Following a lengthy period of absence the school will conduct a return to school meeting to ensure the pupil is well supported to make a smooth transition back into school. This will be bespoke to the needs and requirements of an individual pupil.

8. Attendance monitoring

The trust will identify and monitor patterns in attendance across schools in the trust.

8.1 Monitoring attendance

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

Specific pupil information will be shared with the DfE on request.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

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

The school will benchmark its attendance data at whole school and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the local governing body and trust board.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance.
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence.

The trust will conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends

- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.
- Identify attendance patterns across the trust to identify common issues and barriers and share effective practice between schools.

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis.

- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below).

- Provide regular attendance reports to class teachers/ form tutors to facilitate discussions with pupils and families, and to the local governing body 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 area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate.

8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the trust'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 regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:

  o Discuss attendance and engagement at school.

  o Listen, and understand barriers to attendance.

  o Explain the help that is available.

  o Explain the potential consequences of, and sanctions for, persistent and severe absence

  o Review any existing actions or interventions.

- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant.

- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence.

- Implement sanctions, where necessary (see section 5.2, above).

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the principal/ head of school. At every review, the policy will be approved by the local governing body.

10. Links with other policies

This policy links to the following policies:

Child protection and safeguarding policy.

Behaviour policy.

Children with medical needs policy.

SEND policy

Appendix 1: attendance codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study

		for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly	Every pupil absent as the school is closed

	closed	unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
**Absent – unauthorised absence**	
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
**Administrative codes**	
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays