



Shoreham Village School Attendance Policy

Ratified by Governing Body

Signed:

Chair of Governors

Date: July 2023

To be reviewed: July 2025

Statement of Intent

Shoreham Village School is committed to the continuous raising of achievement of all our pupils. Regular attendance is critical if our pupils are to be successful and benefit from the opportunities presented to them. This policy represents our commitment to expect 100% attendance from all our pupils, which is achieved by many children. It sets out our expectations and the strategies that the school/academy will undertake to achieve this.

In accordance with Department for Education (DfE) advice to schools, Shoreham Village School will:

- Promote good attendance and reduce absence, including persistent absence.
- Ensure every child has access to full-time education.
- Act early to address patterns of absence.

The Governors, Headteacher and school staff will work in partnership with parents and carers to achieve excellent attendance at Shoreham Village School.

The term 'parent' includes all natural parents, any person who has parental responsibility and any person who has day to day care of the child.

Principles

- Receiving a full-time, suitable education is a child's legal entitlement - it is a parent's/carer's legal responsibility to ensure this happens.
- Attending school regularly aids intellectual, social and emotional development and is essential if children are to benefit fully from their school life.
- Attending school regularly safeguards the welfare of children while they are not in the care of their parents.
- All children whose attendance is irregular will be considered vulnerable.

Aims

- To ensure that all children attend school regularly and punctually, in order to maximise their educational achievement and social development. Statistics show a direct link between under-achievement and attendance below 95%.
- To safeguard pupils to the best of the school's ability.
- To ensure that all those responsible for children's education, including parents, carers, staff and Governors understand and accept their responsibilities in relation to attendance.
- To minimise absence from school, thereby reducing levels of persistent absence. Any pupil with attendance below 91% is classed by the DfE as a Persistent Absentee (PA). Schools are required to identify all PA pupils and report to the DfE at regular intervals during the academic year.
- To improve the life chances of the children attending school and prepare them to be fully contributing citizens when they reach adulthood. Regular attenders are more successful in transferring between primary school, secondary school, higher education and employment or training.

Promoting Attendance

Shoreham Village School will use all possible opportunities to promote the importance of good attendance and punctuality. These will include the Home-School agreement, newsletters, rewards and incentives for good or significantly improving attendance. The foundation for good attendance is a strong partnership between the school, parents/carers and children.

Shoreham Village School will:

- Provide and promote a welcoming and positive atmosphere so that children feel safe and know that their presence is valued.
- Raise awareness of the importance of full attendance and punctuality using newsletters and other forms of communications with parents making attendance a high priority.

- Employ a key member of staff with responsibility for monitoring, improving and evaluating school attendance. At Shoreham Village School this role is fulfilled by the Admin Assistant; Mrs Fung, and their contact details are available on the school website (office@shoreham.kent.sch.uk, 01959 522228).
- Follow a structured process for managing poor attendance. This may include writing to parents, inviting them to attend meetings and making arrangements in school to support their child to attend school more regularly.
- Encourage our children to have a positive attitude towards attendance and punctuality so that they can retain this into adult life.
- Celebrate good attendance by issuing rewards, certificates and other incentives.
- Ensure that attendance is effectively monitored and that absences are followed up promptly.
- Communicate effectively with other agencies (GPs, Kent County Council Integrated Children's Services, School Health etc) to support children with any issues there might be.
- Meet the legal requirements for recording pupil absence using the correct registration procedures and codes with reference to authorised and unauthorised absence.
- Have procedures in place to help children settle in after a long absence. It is important that on return from an unavoidable absence all pupils are made to feel welcome. This will include ensuring that the pupil is supported to catch up on missed work and brought up to date with any information that has been passed to the other pupils. Please speak to the Head teacher, and your child's teacher on their return.
- Make arrangements to meet the requirements of pupils with additional educational needs or an Education Health Care Plan.

Parental Responsibility

Parents/carers have a legal duty to ensure that their child(ren) attend school regularly and arrive on time. Regular attendance is essential to the all-round development of the child and they should be allowed to take full advantage of educational opportunities available to them. Poor attendance undermines their education and sometimes, puts pupils at risk, encouraging anti-social behaviour.

It is the parents'/carers' responsibility to contact the school on the first day their child is absent. This is a safeguarding issue requirement so that all parties know that your child is safe. Parents/carers should regularly update the school and inform on when their child is returning.

Pupils are expected to arrive by 8.50am. All pupils that arrive later than this must report with their parent/carer to the school office, where the reason for lateness is recorded.

We expect parents/carers to:

- Promote the importance of good attendance and punctuality, with their child aiming for 100% attendance each year.
- Keep absences to a minimum.
- Ensure that their child arrives at school on time each day.
- Provide up to date contact numbers and changes of address.
- Telephone the school office when their child is unable to attend on the first day of the absence and each day thereafter with the reason for this. Parents/carers should also let the school know if their child is going to be late eg if a car breaks down or an urgent appointment has been made.
- Provide a written explanation for the absence when their child returns to school.
- Parents/carers should provide medical evidence indicating attendance at the dentist, doctor or optician, if asked to do so. Whenever possible all medical/dental appointments should be made outside of school hours unless an emergency has arisen.
- Contact the school at the earliest opportunity if their child is experiencing any difficulties and the school will do everything possible to resolve the issues.

Ensuring a child's regular attendance at school is a parent/carer's legal responsibility under **Section 444 of the 1996 Education Act** and permitting absence from school that is not authorised by the school may create an offence in law.

We expect pupils to:

- Attend every day unless they are too ill, or the absence has been authorised by the school.
- Arrive at school on time.

- Go to registration and all lessons on time.

Role of School Staff

At Shoreham Village School there is a whole school responsibility and approach for improving school attendance, with specific staff taking individual responsibility.

The headteacher, Mrs Lovatt-Young, has overall responsibility for monitoring attendance issues.

Class teachers complete a register at the beginning of each morning and once during the afternoon session. Marking the attendance registers twice daily is a legal requirement. (The Education (Pupil Registration) (England) Regulations 2006) Teachers mark pupils present, absent or late. The class teacher notifies the headteacher of children whose attendance is causing concern.

It is the responsibility of the Admin Officer (Attendance Officer) to ensure:

- Attendance and lateness records are up to date
- If no reason for absence has been provided, parents are contacted on the first day of absence by phone call.
- Where there has been no communication, letters are sent to parents requesting reasons for absence.
- The appropriate attendance code is entered into the register (National Attendance Codes)
- Parents informed termly of child's attendance figure

For all roles and responsibilities please see Appendix 1

Timeline of School Action for Poor Attendance

- 95 - 100% attendance - class teacher to investigate and notify the headteacher of concerns. The headteacher will contact parent if appropriate.
- 90 - 95% attendance - school intervention letters/meeting with parents – consider Penalty Notice or Early Help Notification.
- Below 90% - Where the absences have not been authorised consult with the Local Authority School Liaison Officer and a referral to PRU, Inclusion and Attendance Service may be considered.

Children Absent from Education

No child should be removed from the school roll without consultation between the Head Teacher and the PRU, Inclusion and Attendance Service when appropriate. Please see circumstances below:-

Where a child is missing from education, Local Authority guidance will be followed, by completing a Child Missing Education referral for the following circumstances:-

- If the whereabouts of the child is unknown and the school have failed to locate him/her.
- The family has notified the school that they are leaving the area but no Common Transfer Form (pupil file) has been requested by another school.

Lateness

At Shoreham Village School, all pupils enter school at 8.50am. The school door closes at 8.55am. Pupils arriving after this time must enter school by the main entrance. The register is taken at 8.55am. Pupils arriving after this time must report with their parents to reception where their name and reason for lateness will be recorded. The pupil will be marked as late before registration has closed (Code 'L'). Afternoon register is taken at 1.05pm.

The morning register will close at 9.25am. Pupils arriving after the register has closed will be marked as late after registration (Code 'U') and this will count as an unauthorised absence. Afternoon registration will close at 1.35pm.

Frequent lateness after the register has closed (U) will be discussed with parents and could provide grounds for prosecution or a Penalty Notice

Penalty Notice Proceedings for Lateness – Penalty Notices are issued in accordance with Kent County Council’s Education Penalty Notices Code of Conduct when:

- 10 incidents of late arrival after the registers have closed during a rolling period of 10 school weeks sessions leads to a Penalty Notice Warning Letter.
- The Penalty Notice Warning Letter sets out 20 school days during which no unauthorised absence is to be recorded
- If unauthorised absence is recorded during the 20 day period, a Penalty Notice(s) will be issued (one per parent per child)
- Where a Penalty Notice is not paid within 28 days of issue the Local Authority will instigate court proceedings

Authorising Absence

Only the Head Teacher can authorise absence using a consistent approach. The Head Teacher is not obliged to accept a parent’s explanation. A letter or telephone message from a parent does not in itself authorise an absence. If absences are not authorised, parents will be notified.

If no explanation is received, absences will not be authorised.

Absence (leave) during term time can only be approved in “exceptional circumstances”. The following reasons are examples of absence that will not be authorised:

- Persistent non-specific illness e.g. poorly/unwell
- Absence of siblings if one child is ill
- Oversleeping
- Inadequate clothing/uniform
- Confusion over school dates
- Medical/dental appointments of more than half a day without very good reasons
- Child’s/family birthday
- Shopping trip
- Family Holidays

Persistent unauthorised absence may result in an AS1 referral to the Local Authority School Liaison Officer for consideration of prosecution. The school will follow procedures prior to referral and parents will be notified in writing.

When a referral is made, the child’s Registration Certificate, copies of all letters sent to parents and minutes of any meetings **MUST** be attached to the completed AS1 referral form with any other relevant information.

Local Authority Action may include:-

- Attendance Improvement Meeting
- Home visits
- Liaison with other agencies
- Fast Track to Prosecution

Penalty Notices Proceedings for Poor Attendance - Penalty Notices are issued in accordance with [Working together to improve school attendance \(applies from 19 August 2024\)](#)

- A Penalty Notice can only be issued in cases of persistent unauthorised absence or where an excluded child is found in a public place during school hours.
- The threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).
- A penalty notice is an out of court settlement which is intended to change behaviour without the need for criminal prosecution. If repeated penalty notices are being issued and they are not working to change

behaviour they are unlikely to be most appropriate tool. Therefore, only 2 penalty notices can be issued to the same parent in respect of the same child within a 3 year rolling period and any second notice within that period is charged at a higher rate:

- The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.
- A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £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 issue of the first. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include considering prosecution, but may include other tools such as one of the other attendance legal interventions.

Exceptional circumstances could include:

- Service personnel returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays.
- Where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.
- The death or terminal illness of a person close to the family.
- To attend a wedding or funeral of a person close to the family.
- Any examples provided are illustrative rather than exhaustive. It is acceptable to take a student's previous record of attendance into account when the school is making decisions. The fundamental principles for defining 'exceptional' are rare, significant, unavoidable and short. And by 'unavoidable' it implies that an event could not reasonably be scheduled at another time. It is important to note that Head Teachers can agree the absence of a child in exceptional circumstances and this discretion can be used also to determine the length of the authorised absence.

Where Penalty Notices are imposed, the regulations state that the penalty is to be paid within 28 days, reduced to half if paid within 21 days. Penalty Notices are issued to each parent of each child. Failure to pay the penalty in full by the end of the 28 day period will result in prosecution by the Local Authority.

Leave of Absence / Holiday

From September 2013 the Department for Education have amended the Pupil Registration Regulations, removing the Head Teacher's ability to authorise leave of absence for the purpose of a family holiday.

Section 444 of the Education Act 1996 says that parents are **guilty** of an offence of failing to secure regular attendance at school unless they can prove that the child was absent:

- with leave (the school has given permission)
- due to sickness or any unavoidable cause (the sickness or unavoidable cause must relate to the child, not the parent)
- religious observance
- failure by the Local Authority to provide transport

In law, these are the only acceptable reasons for a child being absent from school.

The Head Teacher may authorise absence in "exceptional circumstances" but this must be requested in advance and agreement to each request is at the discretion of the Head Teacher, acting on behalf of the Governing Body (Education (Pupil Registration) (England) Regulations 2006). Each case will be judged on its merits and the Head Teacher's decision is final. Once the decision not to authorise leave is taken, it cannot be authorised retrospectively.

If the absence is not authorised and the holiday is taken anyway, the case may be referred to the PRU, Inclusion and Attendance Service who may issue a Penalty Notice to each parent for each child taken out of school. Failure to pay the penalty in full by the end of the 28 day period will result in prosecution by the Local Authority.

Rewards for Good Attendance

There are a number of reward schemes for the children to encourage good attendance and punctuality at school on a weekly, termly and end of year basis. These take the form of attendance certificates and rewards for the pupils with the best attendance across each term and the whole school year. 100% attendance over a full year is rewarded.

Approved by: _____ Headteacher

_____ Chair of Governors

Appendix 1 Roles and Responsibilities

Appendix 2 Codes

Appendix 12 Kent School Referral Pathway

Appendix 1

Kent County Council	<p>All pupils</p> <ul style="list-style-type: none"> • Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services. • Have a School Attendance Support Team (PIAS) that works with all schools in their area to remove area-wide barriers to attendance. • Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice. • Offer opportunities for all schools in the area to share effective practice. <p>Pupils at risk of becoming persistently absent</p> <ul style="list-style-type: none"> • Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so. • Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. • If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners. <p><i>Persistently absent pupils (10% or more sessions missed)</i></p> <ul style="list-style-type: none"> • Continue support as for pupils at risk of becoming persistently absent and: • Work jointly with the school to provide formal support options including attendance contracts and education supervision orders. • Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners. • Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort). <p><i>Severely absent pupils (50% or more sessions missed)</i></p> <ul style="list-style-type: none"> • Continued support as for persistently absent pupils and: • All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision. • Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans. <p>Support for cohorts of pupils with lower attendance than their peers</p> <ul style="list-style-type: none"> • Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools. <p>Support for pupils with medical conditions or SEND with poor attendance</p> <ul style="list-style-type: none"> • Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services to ensure joined-up support for families. • Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education. <p>Support for pupils with a social worker (VSK – Virtual Schools Kent)</p> <ul style="list-style-type: none"> • Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it. • Through the work of Virtual School Heads, they should:
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	<ul style="list-style-type: none"> Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. Develop whole system approaches, with social care, to support the attendance of children in need. <p>Looked after and previously looked after children</p> <ul style="list-style-type: none"> Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care. Appoint an expert Virtual School Head (VSH) who will: Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school whenever they live or are educated. Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance. <p>Monitoring</p> <ul style="list-style-type: none"> DfE Regions Group monitors local authority efforts as part of regular interaction. Ofsted may consider the local area partnership’s approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority’s approach to improving attendance for children with a social worker through inspecting local authority children’s services.
School	<p>All pupils</p> <ul style="list-style-type: none"> Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. Ensure school leaders fulfil expectations and statutory duties. Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed. Ensure school staff receive training on attendance. <p><i>Pupils at risk of becoming persistently absent, persistently absent pupils, severely absent pupils, support for cohorts of pupils with lower attendance than their peers, support for pupils with medical conditions or SEND with poor attendance and support for pupils with a social worker</i></p> <ul style="list-style-type: none"> Regularly review attendance data and help school leaders focus support on the pupils who need it. Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance. <p>Monitoring</p> <ul style="list-style-type: none"> DfE Regions Group considers multi academy trusts’ efforts on attendance as part of decision making. Ofsted considers governing bodies’ efforts as part of inspections.
School	<p>All pupils</p> <ul style="list-style-type: none"> Have a clear school attendance policy on the school website which all staff, pupils and parents understand (this could be linked to your Home School Agreement). Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers. Have robust daily processes to follow up absence.

- Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.
- Have a dedicated senior leader with overall responsibility for championing and improving attendance.

Pupils at risk of becoming persistently absent Proactively use data to identify pupils at risk of poor attendance.

- Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.
- If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.

Persistently absent pupils (10% or more sessions missed)

- Continued support as for pupils at risk of becoming persistently absent and
 - Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.
 - Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.
 - Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.
 - Where there are safeguarding concerns, intensify support through statutory children's social care.
- Work with other schools in the local area, such as schools previously attended and the schools of any siblings.

Severely absent pupils (50% or more sessions missed)

- Continued support as for persistently absent pupils and:
- Agree a joint approach for all severely absent pupils with the local authority.

Support for cohorts of pupils with lower attendance than their peers

- Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.
- Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.

Support for pupils with medical conditions or SEND with poor attendance

- Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.
- Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.
- Consider additional support from wider services and external partners, making timely referrals.
- Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.

Support for pupils with a social worker

- Know who the pupils who have, or who have had, a social worker are.
- Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.
- Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a

	<p>lasting impact on children's educational outcomes.</p> <ul style="list-style-type: none"> • Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register. <p>Looked after or previously looked after children</p> <p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked after children that support good attendance.</p> <p>Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.</p> <p>Monitoring</p> <ul style="list-style-type: none"> • The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures. • The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance. • Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.
Parents and Carers	<p>All pupils</p> <ul style="list-style-type: none"> • Ensure their child attends every day the school is open except when a statutory reason applies. • Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). • Only request leave of absence in exceptional circumstances and do so in advance. • Book any medical appointments around the school day where possible. • Work with the school and local authority to help them understand their child's barriers to attendance. • Proactively engage with the support offered to prevent the need for more formal support. <p><i>Persistently absent pupils and severely absent pupils</i></p> <ul style="list-style-type: none"> • Work with the school and local authority to help them understand their child's barriers to attendance. • Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention. <p><i>Support for pupils with medical conditions or SEND with poor attendance and support for pupils with a social worker</i></p> <ul style="list-style-type: none"> • Work with the school and local authority to help them understand their child's barriers to attendance. • Proactively engage with the support offered. <p>Looked after and previously looked after children</p> <ul style="list-style-type: none"> • Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. • Proactively engage with the support offered.

Appendix 2 Attendance and Absence Codes

Attendance Codes

Code	Definition
/	Present (am)
\	Present (pm)
L	Late arrival before the register is closed
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered at another school

Absence Codes (authorised and unauthorised)

Code	Definition
<i>Authorised absence</i>	
C	Leave of absence for exceptional circumstance
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
E	Suspended or permanently excluded and no alternative provision made
I	Illness (not medical or dental appointment)
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
M	Leave of absence for the purpose of attending a medical or dental appointment
R	Religious observance
S	Leave of absence for the purpose of studying for a public examination
T	Parent travelling for occupational purposes
X	Non-compulsory school age pupil not required to attend school
<i>Unauthorised absence</i>	
G	Holiday not granted by the school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed

Absent - unable to attend school because of unavoidable cause

Code	Definition
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause

Administrative Codes

Code	Definition
Z	Prospective pupil not on admission register
#	Planned whole school closure

Kent School Referral Pathway – Pupil Attendance

