



HERITAGE HOUSE SCHOOL

ATTENDANCE POLICY

Approved by: [FGB] **Date:** [1.12.25]

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Policy Adapted from The Key
(Model Policy on The Key last updated 22 September 2025)

1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the statutory guidance on [Working together to improve school attendance](#) from the Department for Education (DfE). We aim to achieve this through our whole-school culture and ethos that values good attendance, which includes:

- Setting high expectations for the attendance and punctuality of all learners
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every learner 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 learners have the support in place to attend school

2. Legalisation and guidance

This policy is based on the DfE's statutory guidance on [Working together to improve school attendance](#) 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 School Attendance \(Learner Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- The [Equality Act 2010](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a learner's attendance: guidance for schools](#)
- [Ofsted's 2025 framework toolkit](#)

3. Roles and Responsibilities

Heritage House School believe that improved school attendance can only be achieved if it is viewed as a shared responsibility of the school staff, governors, parents, learners and the wider school community.

3.1 The Governing Board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, learners and parents
- Making sure school leaders fulfil expectations and statutory duties and comply with the law on school attendance, 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 learners, 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 learners who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all learners, but adapts processes and support to learner's individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual learners 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 learner's 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 learners, 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
- Holding the headteacher to account for the implementation of this policy

Our Link governor for attendance is our Teaching and Learning Link Governor

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 learners
- Monitoring the impact of any implemented attendance strategies

- Issuing fixed-penalty notices, where necessary, and/or authorising the deputy headteacher to be able to do so
- Working with the parents/carers to develop specific support approaches for attendance for learners with SEND, including where school transport is regularly being missed, and where learners with SEND face in-school barriers
- Communicating with the local authority when a learner with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the learner's needs
- Communicating the school's high expectations for attendance and punctuality regularly to learners and parents through all available channels
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a learners' name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of learners who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
 - Providing the local authority with the details of learners who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3. The attendance officer

The school attendance office is responsible for:

- Monitoring and analysing attendance data (see section 6)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the headteacher
- Working with education welfare officers to tackle persistent absence

The attendance officer is our administrator and can be contacted via the school office on 01494 771445 or office@heritagehouse.bucks.sch.uk

3.4. School admin staff

School admin staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the Family Advocate where appropriate, in order to provide them with more detailed support on attendance

3.5 Teachers

Teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (See Appendix 1), and submitting this information to the school's office on the same day.

Teachers will also:

- Actively promote the importance and value of good attendance to learners and their parents
- Form positive relationships with learners and parents

- Contribute to a whole school approach which reinforces good school attendance; with good teaching and learning experiences that encourage all learners to attend and to achieve
- Comply with the Registration Regulations, England, 2006 and other attendance related legislation
- Implement systems to report, record and monitor the attendance of all learners, including those who are educated off-site
- Analyse attendance data to identify causes and patterns of absence
- Contribute to the evaluation of school strategies and interventions
- Work with other agencies to improve attendance and support learners and their families
- Document interventions used to a standard required by the Local Authority should legal proceedings be instigated

3.6. Parents/ carers

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)

We request that Parents/ Carers:

- Support their child to attend every day on time
- Call the school office on 01494 771445 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 one emergency contact number for their child. If the child is in the Early Years Foundation Stage, provide more than two emergency contact numbers, where possible
- Ensure that, where possible, appointments for their child are made outside of the school day
- Seek support, where necessary, for maintaining good attendance, by contacting Sarah O'Connell, Family Advocate, who can be contacted via the office on 01494 771445 or familyadvocate@hhschool.org.uk

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register, and place all learners on this register.

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

- Present
- Attending a place other than school
- Absent
- Absent – unable to attend due to unavoidable causes

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 learners of compulsory school age, whether the absence is authorised or not
- The nature of the activity, where a learner is attending an approved educational activity
- The nature of circumstances, where a learner 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 8:50am and ends at 3:20pm with transitioning beginning from 2:50pm

Learners must arrive in school by 9:00am on each school day.

The register for the first session will be taken at 8:50am and will be kept open until 9:00am. The register for the second session will be taken at 1:00pm.

4.2 Unplanned absence

The learner'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 staff, who can be contacted on 01494 771445 or office@heritagehouse.bucks.sch.uk

We will mark absence due to physical or mental illness as authorized.

We will not ask for medical evidence unnecessarily, although parents may be asked to provide medical evidence such as an appointment notification, prescription where there are repeated absences.

4.3 Planned absence

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

We ask parents to contact the school office on 01494 771445 or office@heritagehouse.bucks.sch.uk to notify us of any appointments and, where possible, provide a copy of notification of the appointment.

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

The learner'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

Due to transport organization and management, learners arriving between 8:50 and 9.30am will not be marked as late. Learners arriving after 9.30am will be marked as late, using the appropriate code and

amount of time they were late by.

Learners arriving late must report to the school office. The office monitors lateness and punctuality and shares information with the senior leadership team/Designated Safeguarding Leads to identify any recurring issues and offer support, e.g. transport issues.

4.5 Following up unexplained absence

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

- Call the learner's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the learner's emergency contacts, the school may contact children's social care.
- 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 learner was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary
- Where relevant, report the unexplained absence to the learner's social worker.
- Where appropriate, offer support to improve attendance
- Identify whether the learner needs support from wider partners, as quickly as possible, and make the necessary referrals

4.6 Reporting to parents

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

5. Authorised absence

5.1 Approval for term-time absence

The headteacher will only grant a **leave of absence** to a learner 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 for employment or for admission to another educational institution
- 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 learner is authorised to be absent for.

We define 'exceptional circumstances' as rare and unexpected circumstances which are unlikely to reoccur, such as:

Medical emergencies

➤ Family emergencies (e.g. death of a relative)

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

As a leave of absence will only be granted in exceptional circumstances, it is 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 such as:

- Length of the proposed leave
- Age of the learner
- The learner's general absence/attendance record
- Learner's ability to catch up the work missed
- Learner's educational needs
- General welfare of the learner
- Circumstances of the request
- Purpose of the leave
- Previous term time holidays taken
- When the request was made

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

All requests for leave of absence will receive a written response. Where a request has been granted, the letter should state:

- The expected date of return
- That parents must contact school should any delays occur

5.2 Other reasons for authorised 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). Heritage House School recognizes that some learners have complex medical conditions which may on occasions prevent them from attending school for frequent or prolonged periods of time. Please refer to our policy on children with health needs who cannot attend school.
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the learner'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 for religious observance.
- Parent(s) travelling for occupational purposes – a learner is a mobile child if their parent is travelling in the course of their trade or business and the learner is travelling with them. In these circumstances a learner will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place
- If the learner is currently suspended or excluded from school (and no alternative provision has been made)

5.3 Absences from the school site (which are not classified as absences)

The headteacher will allow learners to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons 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 learner is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the learner 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

6. Reducing barriers to attendance

Statistics show that learners with Special Educational Needs have higher absence rates than their mainstream peers. Heritage House School is committed to reducing barriers to attendance through the following ways:

- Accessible school site
- Personalised learning with the 'learner at the centre'
- Engagement with the learners and families where the relationship comes first
- Highly trained multi-disciplinary staff team of teachers, speech and language therapists, learning support assistants, occupational therapists and physiotherapists working in collaboration to realise the best possible outcomes for all learners.
- Reduced class sizes and increased staffing ratios
- Access to a wide range of provision
- Low arousal approach
- Individual Stress Reduction Support Plans
- Carefully curated learning environments
- Individual Health Care Plans
- Planned transition into school and when moving classes throughout their time in school

7. Supporting learners with poor attendance

Our school will make use of the full range of support and where appropriate and necessary, potential sanctions. Decisions will be made on an individual, case-by-case basis.

7.1 Support systems

Heritage House School recognises that poor attendance is often an indication of difficulties in a child's life. This may be related to problems at home and or in school. Parents should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and/or behaviour in

school, for example, bereavement, divorce / separation. This will help the school identify any additional support that may be required.

Heritage House School also recognise that some learners are more likely to require additional support to attain good attendance, for example, those with physical or mental health needs, migrant and refugee learners and looked after children.

The school will implement a range of strategies to support improved attendance. Strategies used may include:

- Discussion with parents and learners
- Referrals to support agencies such as LD nurses, CAMHS, Family Support Service
- Friendship groups
- Reward systems
- Time limited part time time-tables
- Additional learning support
- Stress Reduction Support
- Reintegration support packages

Support offered to families will be child centred and planned in discussion and agreement with both parents and learners.

As all learners at Heritage House school have an education health and care (EHC) plan, school will inform the local authority EHCCo when their attendance falls.

Where intervention fails to bring about an improvement in attendance, Heritage House School will notify the County Attendance Team of the irregular attendance.

7.2 Penalty notices

The headteacher (or a deputy or assistant headteacher, 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, we will check with the local authority before doing so, and send the local authority 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 learner
- 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

Each parent who is liable for the learner'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 learner, 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.

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 learner must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

8. Supporting learners who are absent or returning to school

8.1 Learners returning to school after a lengthy or unavoidable period of absence

Prior to returning to school following a lengthy or unavoidable period of absence, the school will meet with the learner's family to seek an update on learner's strengths and needs, understand whether a risk assessment is needed and if appropriate, complete as well as to agree a reintegration plan.

8.2 Prolonged absence

In cases of prolonged absence, or when a child is absent without notification, we will attempt to contact the child's parents and alternative emergency contacts.

When deciding whether a child's absence should be considered prolonged, we will consider the:

- Patterns and trends in the child's absences and their personal circumstances
- Vulnerability of the child and their parents, as well as the circumstances of their home life

We will also implement our safeguarding procedures (see our child protection policy: [Heritage House School - Policies](#)) and refer any concerns to local children's social care and/or request a police welfare check.

9. Attendance monitoring

9.1 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 learner, class, phase, and cohort level.

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

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, and share this with the governing board.

9.2 Analysing attendance

The school will:

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

9.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual learners, groups or cohorts that it has identified via data analysis
- Provide targeted support to the learners we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 9.4 below)
- Provide regular attendance reports to class teachers to facilitate discussions with learners and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and learner 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 learner's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific learners, where appropriate

9.4 Reducing persistent and severe absence

Persistent absence is where a learner misses 10% or more of school, and severe absence is where a learner 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
- Heritage House School will notify parents by letter if attendance falls below 90%.
- Hold regular meetings with the parents of learners 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 learners. In doing so, the school will sensitively consider some of the reasons for absence

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum of every year by the senior leadership team. At every review, the policy will be approved by the full governing board.

Links with other policies

This policy links to the following policies:

- Child protection and safeguarding Policy
- Behaviour for learning and relationships policy
- Supporting Learners in school with medical conditions
- Children with health needs who cannot attend school
- EYFS policy

School will notify parent of the child's irregular school attendance and offer them the opportunity and support to improve.

If you receive a letter informing you of concerns regarding your child's attendance you should:

- Consider any reasons why they are reluctant to attend
- Contact the school to discuss any difficulties you or your child may be experiencing.
- Ensure your child attends school regularly

If there is no improvement and the parent has not provided a good reason for the absence, the school may refer to the County Attendance Team

Whilst your involvement in a Parenting Contract is voluntary, if you fail to engage with the support offered and your child's attendance remains irregular, the County Attendance team may issue a Penalty Notice or begin legal proceedings in the Magistrates' Court.

If you are issued with a Penalty Notice of £60 per parent/carer, per child this must be paid in full within 21 days otherwise the Penalty will increase to £120 per parent/carer, per child. If you fail to pay the Penalty by the 28th day, the County Attendance Team may instigate legal proceedings against you.

If you are found guilty of this offence you can be fined up to £2500 and/or be imprisoned for a period of three months.

A Parenting Contract is a voluntary agreement between you and the Local Authority aimed at supporting you in improving your child's school attendance.

The County Attendance Team will invite you to attend a Parenting Contract Meeting and may issue a Warning of a Penalty Notice.

Attendance Procedures

Parent/carer must notify the school office and provide reason for absence:

- If absence is planned, the school office should be notified in advance. Where possible, for medical appointments a copy of notification of the appointment will be provided. For other requests, a leave of absence will be submitted.
- For unplanned absences, e.g. illness/ emergencies, the school office should be notified by 8.30am or as soon as practically possible

Where a learner is absent and school have not received notification, we will call the learner's parent/carer that morning to ascertain the reason. If the school cannot reach any of the learner's emergency contacts, the school may contact children's social care.

Unless notified, school will contact the family for each day of absence.

Where relevant, school will report the unexplained absence to the learner's social worker.

Where a learner is absent for 5 consecutive school days, school will arrange an online meeting (e.g. TEAMS) as part of our safeguarding procedures. This will repeat at an agreed time each week if the absence continues. School will offer support for attendance on a case by case basis.

Where a family does not attend the online meeting, a home visit will be carried out by a DSL.

Where a learner has been marked with an unauthorized absence for a continuous period of 10 school days, the school will contact the Education Health Care Coordinator.

Where school believes a learner will miss 15 days consecutively or cumulatively because of sickness, school will contact the Education Health Care Coordinator.

Where intervention fails to bring about an improvement in attendance, Heritage House School will notify the County Attendance Team of the irregular attendance.

Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Learner is present at morning registration
\	Present (pm)	Learner is present at afternoon registration
L	Late arrival	Learner arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Learner 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	Learner is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Learner is participating in a supervised sporting activity approved by the school
W	Attending work experience	Learner is on an approved work experience placement
B	Attending any other approved educational activity	Learner is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Learner 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	Learner is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Learner is at a medical or dental appointment
J1	Interview	Learner has an interview with a prospective employer/educational establishment
S	Study leave	Learner has been granted leave of absence to study for a public examination
X	Not required to be in school	Learner of non-compulsory school age is not required to attend
C2	Part-time timetable	Learner is not in school due to having a part-time timetable

C	Exceptional circumstances	Learner has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Learner is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Learner is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Learner is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Learner 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	Learner is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Learner 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	Learner is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Learner 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	Every learner absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Learner is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Learner'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	Learner 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	Learner has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective learner not on admission register	Learner 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