Transforming Lives

EDUCATIONAL TRUST

Attendance Policy

September 2024

Version Control

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Contents

1 – The TLET Way

Transforming Lives Educational Trust (TLET/The Trust) is a family of academies. Every TLET policy is rooted in and reflects our ambitions for pupils, students and wider stakeholders alike.

OUR AMBITIONS -
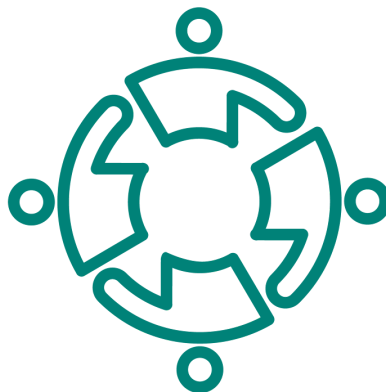**As a Trust family, our shared ambitions drive everything we do, we call this 'The TLET Way'.**

Through the transformative values of courage, kindness and loyalty, together we:

NURTURE POTENTIAL

We flourish in the places we create together.

INSPIRE COMMUNITY

We champion each other to make a difference.

DELIVER EXCELLENCE

We strive to achieve our best.

2 – Definition of Terms

Parent/Carer - the adult the academy and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married of 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)

School Day - Excludes weekends and academy holiday and period of partial or total academy closure

Trust - The Transforming Lives Academy Trust

3 – Rationale and Statutory Requirements

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

3.2   The statutory 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

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

4 – Scope

This policy refers to;

Parents/Carers	✔	Trustees	✔
Employees	✔	Volunteers	
Pupils/Students	✔	Visitors	
Governors	✔	Community	

4.1   Roles & Responsibilities

4.1.1   The Board of Trustees

The Board of Trustees is responsible for:

- Setting high expectations of all Trust and Academy Leaders

- Making sure academy leaders fulfil expectations and statutory duties, including:

  - Making sure schools record attendance accurately in the register, and share the required information with the DfE and local authorities

  - 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's policies and ethos

- Regularly reviewing and challenging attendance data and helping Trust leaders focus improvement efforts

- Working with Trust Leaders to set goals or areas of focus for attendance and providing support and challenge

- Ensuring that the sharing of effective practice on attendance management and improvement takes place across the trust and that this provides regular opportunities for staff from different academies to come together, learn from each other and share resources.

4.1.2 The Local Governing Board

The LGB's are responsible for:

- Setting high expectations of academy leaders

- Making sure academy leaders fulfil expectations and statutory duties, including:

  - Making sure the academy records attendance accurately in the register, and share the required information with the DfE and local authorities

- Making sure the academy works 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 attendance across the academy's policies and ethos

- Making sure the academy's 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 academy has high aspirations for all pupils, but adapts processes and support to pupils' individual needs

- Regularly reviewing and challenging attendance data and help academy leaders focus improvement efforts on individual pupils or cohorts who need it most, through the item being scrutinized termly as part of the Academy Evaluation Statement agenda item.

- Working with the Trust and academy leaders to set goals or areas of focus for attendance and providing support and challenge

- Monitoring attendance figures for the whole academy and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs

- Where the academy is struggling with attendance, working with academy 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 academy's legal requirements for keeping registers

  - The academy'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

- Holding the Principal to account for the implementation of this policy

4.1.3 The Principal

The Principal 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 individuals strategies

- Issuing fixed-penalty notices, where necessary and/or authorising role 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 through all available channels

4.1.4   The Trust Attendance Lead

The Trust Attendance Lead is responsible for:

● Driving attendance improvement across the trust

● Working more intensively with schools who require support to improve attendance

● Acting as a central contact point for schools with attendance queries

● Liasing with the DfE's regional teams for advice about wider support programmes

The Trust Attendance Lead is Sian Hartle (Director of Education) and can be contacted via 01788 595900 or hartles@tlet.org.uk

4.1.5   The Designated Senior Leader responsible for attendance

The Designated Senior Leader in each academy (also known as the Senior Attendance Champion) is responsible for:

● Leading, championing and improving attendance across the academy

● Setting a clear vision for improving attendance across the academy

● 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 at (insert school name) is [insert name] and can be contacted via [telephone number and/or email address].

4.1.6 The Academy Attendance Officer

The Academy Attendance Officer at each academy is responsible for:

- Monitoring and analysing attendance data

- Benchmarking attendance data to identify areas of focus for improvement

- Providing regular attendance reports to academy staff and reporting concerns about attendance to the Designated Senior Leader responsible for attendance, and the Principal

- Working with education welfare officers to tackle persistent absence

- Advising the Principal when to issue fixed-penalty notices

The attendance officer is [insert name] and can be contacted via [telephone number and/or email address].

4.1.7 Class Teachers/Form Tutors

The Class Teachers/Form Tutors are responsible for:

- 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 office by the end of the registration period.

- All teachers should be committed to building strong relationships with families to make sure pupils have an expectation to attend school and to offer any relevant support.

4.1.8 Academy Pastoral Staff (with attendance as part of their remit)

Pastoral Staff monitor and analyse the attendance data of their cohorts

- Monitor and analyse the attendance of pupils in their cohort

- Work with the Academy Attendance Officer to provide individual support to pupils whose attendance is of concern and to tackle persistent absenteeism within their cohort.

4.1.9 Administration and Office Staff

Administration and office staff will:

- Take calls from parents/carers (and Post-16 students when applicable) about absence on a day-to-day basis and record it on the school system

- Transfer calls from parents/carers (and Post-16 students when applicable) to the relevant where appropriate, in order to provide them with more detailed support on attendance.

4.1.10 Parents/Carers

Where this policy refers to a parent, it refers to the adult the academy 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 timetabled session on time

- Call the school to report their child's absence before [time, e.g. 9am] 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

- Ensure that, where possible, appointments for their childs 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 [name/role, such as head of year, pastoral lead or family liaison officer], who can be contacted via [telephone number and/or email address]

4.1.11 Pupils

Pupils are expected to:

- Primary Academies: Attend school every day, on time

- Secondary Academies: Attend every timetabled session, on time

- Sixth Form: Call the school to report their absence before [time,e.g. 9am] on the day of the absence and each subsequent day of absence

5 – Principles

5.1   Our policy is underpinned by the setting of high expectations for the attendance and punctuality of all pupils.

5.2   Its principles are:

- 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.

6 – Policy Statement

6.1 This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance (19 August 2024)](#) and [school attendance parental responsibility measures](#).

6.2 TLET's emphasis is on developing an academy culture and climate which builds a sense of connectedness and belonging to ensure all children can attend school and thrive. The approach ensures we prioritise building strong working relations with our pupils and their parents prior to any escalation.

7 – Procedure

Recording Attendance

7.1 Recording Attendance

We will keep an electronic attendance register 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 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:

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- 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.

The academy day starts at [time] and ends at [time].

Pupils must arrive at the academy by [time] on each academy day.

The register for the first session will be taken at [time] and will be kept open until [time - not longer than 30 minutes after the session begins, or the length of the form time or first lesson in which registration takes place]. The register for the second session will be taken at [time] and will be kept open until [time].

7.2   Unplanned absence

The pupil's parent/carer must notify the academy of the reason for the absence on the first day of an unplanned absence by [time], or as soon as practically possible, by calling the academy [admin/office] staff, who can be contacted via [telephone number and/or email address].

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

Where the absence is longer than 5 days or there are doubts about the authenticity of the illness, the academy 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 academy 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.

7.3   Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parents/carer notifies the academy in advance of the appointment.

Add details of how parents/carers should request leaves of absence

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.

7.4   Lateness and punctuality

A pupil who arrives late:

- Before the register is closed will be marked as late, using the appropriate code

- After the register has closed will be marked as absent, using the appropriate code

<mark>Add details of how the academy identifies and responds to ingoing punctuality issues.</mark>

7.5 Following up unexplained absence

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the academy may contact other agencies e.g. the police

- Identify whether the absence is approved or not

- Identify the correct attendance code to use and input ot 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 pupil was absent

- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the academy will consider involving an education welfare officer

- Where relevant, report the unexplained absence to the pupil's youth offending team officer

- Where appropriate, offer support to the pupil and/or their parents to improve attendance

- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

- Where support is not appropriate, not successful, or not engaged with: the academy may issue a notice to improve, penalty notice or other legal intervention.

7.6 Following up unexplained absence

The academy will regularly inform parents (see definition of 'parent') about their child's attendance and absence levels in keeping with the academy's reporting schedule.

7.7 Authorised and unauthorised absence

Approval for term-time absence

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

The Principal 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's discretion, including the length of time the pupil is authorised to be absent for.

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 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, at least four weeks before the absence, and in accordance with any leave of absence request form , accessible via [insert where parents can access the form]. The Principal may require evidence to support any request for leave of absence. If a pupil is over compulsory school age (e.g. sixth form), leave can be requests or agreed by the pupil or a parent they normally live with.

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

- Illness (including mental-health illness) and medical/dental appointments

- 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 (an no alternative provision has been made)

Other reasons the academy 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 cause by an emergency, a lack of access arrangements, or because the school premises are closed

7.8 Sanctions

The academies of the Trust 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 (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 academy 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 academy 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 more appropriate solution

- Whether any obligations that the school has under 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 academy may offer a notice to improve to give parents the 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

7.9 Strategies for promoting attendance

Explain the academy's strategies for rewarding and improving attendance, for example, celebrating good attendance in assemblies or on displays.

7.10 Supporting pupils who are absent or returning to school

Pupils absent due to complex barriers to attendance

The academy will work individually with the pupil and parents/carers to try and remove in-school barriers affecting attendance. These actions/activities will be delivered on an individual case-by-case basis.

Pupils absent due to mental or physical ill health

The academy will work closely with the pupil and parents/carers of pupils whose attendance is affected by mental or physical ill health or SEND. Supportive actions and activities will be bespoke to the individual needs of the pupil.

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

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

The academy will work closely with the pupil and parents/carers where there has been a lengthy period of absence. Each case will be treated individually and a bespoke reintegration plan will be devised employing strategies that will bring about timely and effective reintegration.

TLET academies work closely with Warwickshire County Council and supports the Warwickshire Targeted Attendance Support Pathway (Appendix2).

7.11 Attendance monitoring

At Trust Level

The Trust Executive Team will monitor attendance and absence data (including punctuality) weekly, half-termly and annually across the school by year, class group (where appropriate) and pupil characteristic (including those pupils who are severely or persistently absent). This is achieved using FFT Aspire. The Trust benchmark its attendance data at whole Trust and individual academy level by year group and cohort level against local, regional, and national levels to identify areas of focus for improvement. Attendance information is reported to the Safeguarding and Standards Committee and to the Trust Board.

At Academy Level

Explain how your academy monitors attendance and absence data (including punctuality data), and systematically and regularly analyses it. This includes identifying and monitoring patterns in attendance across schools in the trust.

The academy has granted the DfE access to its management information system so that data can be accessed regularly and securely. Data will be collected each term and published at national statistics releases. The underlying school-level absence data is published alongside the national statistics.

Analysing attendance

The academy will:

- Anaylse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance

- Identify pupils whose absences may be cause for concern, especially those who demonstrate patterns and trends

- Conduct thorough analysis of weekly, half-termly, termly and full-year data to identify patterns and trends

- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

- Contribute to attendance patterns across the trust to identify common issues and barriers and share effective practice between academies

Using data to improve attendance

The academy 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

- Provide regular attendance reports to class teachers, form tutors and relevant pastoral staff to facilitate discussions with pupils and families, and to the Local Governing Body and school leaders (including the Special Educational Needs Co-ordinator, Designated Safeguarding Lead and Pupil Premium Lead)

- 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

7.12 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 and academy's strategy for improving attendance.

The academy will:

- Use attendance data to find patterns and trends to 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:

  - 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 pupils. In doing so, the school will sensitively consider some reasons for absence

- Implement sanctions, where necessary (see section above)

- <mark>Add anything else that is part of your strategy</mark>

8 – Monitoring

8.1 This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Sian Hartle, Director of Education. At every review, the policy will be approved by each Local Governing Body.

9 – Related Documents

This policy links to the following policies:

- Child Protection and Safeguarding Policy
- Behaviour 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 the register has closed
Attending a place other than 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	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		
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 closed	Every pupil absent as the school is 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 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	No reason for absence has been established, or

	circumstances	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	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil 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

Appendix 2: Warwickshire's Targeted Attendance Support Pathway

In situations where attendance is not improving and:

1. school support and other agency support has been exhausted and/or is not working,
2. and/or there is evidence of a lack of parental engagement.

Schools can complete a request for additional support though the Targeted Attendance Pathway via each school's WCC allocated attendance Officer.

The pathway includes possible options for:

- Additional advice and guidance.
- Ongoing work with existing agencies/school.
- Multi-agency discussion/support plan.
- Direct work with the family (parent/pupil voice).
- WCC led Attendance Contract
- Escalation where there is a lack of evidence of parental engagement.
    - Monitoring
    - Issue a Notice to Improve
    - Education Supervision Order
    - Penalty Notice
    - S444 1/1a prosecution
    - Consideration of application of a Parenting Order

There is a separate process for leave of absence (LOA)

Targeted Attendance Support

TLET Policy Attendance Policy | September 2024