

Last reviewed: Spring 2026  
Next review due: Spring 2027

## VISION

Our Vision is to develop literate, numerate, global citizens who ASPIRE, i.e. they are: Ambitious, Self-confident, Physically literate, Independent learners, Resilient, Emotionally literate

## AIM

At The Bourne Academy, students and staff should enjoy learning, experience success, and develop their full potential. The aim of the Attendance Policy reflects this and recognises that regular attendance and good punctuality has a positive effect on the motivation and attainment of students and staff. Although all staff have a role in promoting and supporting good attendance, the senior leader and Attendance Champion responsible for the strategic approach to attendance is the Vice Principal, Ashley St John ([ashley.stjohn@thebourneacademy.com](mailto:ashley.stjohn@thebourneacademy.com)). Kelly Franklin, Assistant Principal ([Kelly.franklin@thebourneacademy.com](mailto:Kelly.franklin@thebourneacademy.com)) has day-to-day responsibility for the effective running of attendance systems.

## PRINCIPLES

There is a clear link between poor attendance at school and lower academic achievement. Of pupils who miss more than 50 per cent of school only three per cent manage to achieve five or more GCSEs at grades 9 – 4 including Maths and English. 73% of pupils who have over 95% attendance achieve five or more GCSEs at grades 4-9.

Equally, promoting and enforcing good attendance ensures that young people gain an understanding of workplace expectations.

This policy meets the requirements of the government guidance 2024 Working together to improve school attendance from the Department of Education (DfE) and refers to the DfE's 2015 statutory guidance on School Attendance Parental Responsibility Measures.

In accordance with Keeping Children Safe in Education 2024, we recognise that Children Missing Education (CME) and Children Missing out of Education (CMOE) are at significant risk of underachieving, being victims of harm, exploitation, or radicalisation, and becoming NEET (not in education, employment, or training) later in life. They are also more likely to suffer from poor mental health.

## OBJECTIVES

- To provide an effective and efficient system for monitoring attendance and punctuality.
- To recognise the external factors which influence student attendance and work with students, their families, and external agencies where applicable to address these.
- To encourage students to take full advantage of their educational opportunities by attending school regularly.

## POLICY

This Attendance Policy outlines and culture and approach to supporting good attendance at our academy. Through all that we do to manage attendance, we are committed to creating a positive learning environment, supporting student achievement and complying with legal requirements.

For pupils to gain the greatest benefit from their education it is vital that they attend regularly and should at the Academy, on time, every day the school is open unless the reason for the absence is unavoidable. It is very important therefore that parents/carers make sure that children attend regularly.

Any absence affects the pattern of a pupil's education and regular absence will seriously affect their learning. Any pupil's absence disrupts the learning of others by disrupting classroom routines. **Ensuring you child's regular attendance is your legal responsibility.**

The principles of a support first approach are adopted, and we seek to:

<b>Support first approach (as set out in DFE Guidance)</b>	
<b>Expect</b>	Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.
<b>Monitor</b>	Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.
<b>Listen and understand</b>	When a pattern is spotted, discuss with pupils and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

<b>Facilitate support</b>	Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues
<b>Formalise support</b>	Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.
<b>Enforce</b>	Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

## Using data to support improvements in attendance

- Any absence affects the pattern of a child's school and regular absence may seriously affect their learning. The Department of Education defines a pupil as a "persistent absentee" when they miss 10% or more of schooling across the school year, for whatever reason. For pupils who miss more than 50% of possible sessions they are defines as "severely absent".
- The Academy will ensure that data, including the DfE's View Your Education Data platform, is routinely monitored to identify emerging attendance issues and will seek to prevent any pupil becoming persistently or severely absent. This will include: identifying the individual needs of pupils; working closely with families and wider support services to remove barriers to attendance; and where a formalised approach in conjunction with the local authority is required in line with the DfE guidance Working together to improve school attendance.

## Understanding Barriers to Attendance

In relation to understanding barriers to attendance, we will ensure all pupils and parents are treated with dignity and staff will model respectful relationships to build a positive understanding between home and school that can be the foundation of good attendance. In communicating with parents, we will highlight the link between attendance and attainment and wider wellbeing and enhance their understanding of what good attendance looks like. Where a pupil or family needs support with attendance we will identify who is best placed to work with them to address issues.

We will support pupils and parents by working together to address any in-school barriers to attendance. Where barriers are outside of the school's control, all partners should work together to support pupils and parents to access any support they may need voluntarily.

Where absence intensifies, so should the support provided, which will require the Academy to work in tandem with the LA and other relevant partners.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities.

In working with parents to improve attendance, we are mindful of the barriers these pupils face and will put additional support in place where necessary to help them access their full time education.

Reduced/part time timetables will only be used in exceptional circumstances, for a limited period and to support pupils to reintegrate back into education to access fulltime provision. These timetables will be reviewed every 6 weeks.

The Academy is committed to share information and work collaboratively with other schools in the area, local authorities and other partners when absence is at risk of becoming persistent or severe.

## **Day-to-day practice:**

### **Attendance**

- Gates will open for all year groups at 8.30. Gates will be shut at 8.40
- Line-ups start at 8.40 and finish at 8.45
- Tutors will take a register by 8.50
- The Attendance Officer will circulate a list of all absent students to the Pastoral Team by the end of period 1 PM registration will be marked via P4 lesson registrations
- Class teachers must take an electronic register within five minutes of the start of their lesson
- Any students who are missing from a lesson, but are present in school, should be alerted to the pastoral team via a blue slip
- Students who truant a lesson are sanctioned with a one-hour detention from the class teacher
- A parent should report an absence by calling the student absence line by 8.30. the number is 01202 528554 – select option 1
- If a student is absent without notification from home, a text will be sent by the Attendance Officer by 9.45. This may be followed up by further contact or a home visit from the Education Social Worker or Head of Year. Certain children are prioritised during this process, e.g| Children in Care: children subject to Child Protection Plans: children open to Social Care as a Child in Need; children who have previously been reported missing.
- On the second day of absence, regardless of whether there has been notification from home, a phone call home will be made by the Head of Year or Attendance Officer
- On the third day of an unexplained absence, a visit home will be made by a member of the pastoral team, where possible
- If a student's attendance falls below 96%, a letter one will be sent to parents – this will occur after the weekly attendance meetings
- If a student's attendance continues to be a concern at subsequent attendance meetings a letter two will be sent – this will either be to notify the parent of a meeting or a general expression of concern. This will be at the discretion of those attending the weekly attendance meetings
- Subsequent poor attendance may result in legal action being taken. This could include penalty notices or prosecution
- Legal action will only be considered as a last resort when all other interventions have not been successful

- Where attendance continues to be a concern, despite intervention, appropriate referrals to outside agencies may be completed – these include BCP school inclusion, BCP re-integration team and Children’s Social Care
- Half-termly reviews will identify those at-risk of becoming persistent absentees (PA), and targeted intervention will be put in place, which could include parenting contracts
- Students who have excellent (and in some cases improved) attendance will be celebrated
- Each term, parents will receive their child’s attendance data – this includes overall attendance, lates, unauthorised and authorised absence
- In the case of poor attendance in 6<sup>th</sup> Form, a student may have their place terminated.

## **Punctuality**

- Students are expected to be in school by 8.40 and be at line-ups for 8.45. If a student arrives after the gate has shut, they will gain their attendance mark via the late room (reflection)
- They will be marked as ‘L’ (late)
- If a student arrives after tutor time they will be marked as ‘U’ – arrived after the registers have closed in compliance with DfE guidance
- On the third occasion of lateness (in a half term) a student will complete five lessons in reflection and complete a two-hour Principal’s DT the following Friday, 3.00-5.00.
- All lateness following the third occasion will result in the same sanctions
- If a student arrives before the gate is shut, but is late for line-up, they will receive a ‘strike’ on their first Impressions card (FIC Card)
- In Years 12-13 all lateness is managed by the Head of 6<sup>th</sup> Form and will be sanctioned accordingly
- A text will be sent home on the first occasion a student arrives after the gate is shut. This will also happen on the second occasion
- On the third (and subsequent) occasions, a text will be sent home notifying the parent of the sanctions
- Where appropriate, if lateness continues to be a concern, parents will be invited to meet with the Head of House and/or the education social worker
- If a student is late for a lesson, the teacher will give them a strike on their FIC card
- The Academy does not issue late passes. It is the responsibility of the parent(s)/carer(s) to ensure that their child arrives to school on time
- Where punctuality continues to be a concern, parent(s)/carer(s) may receive a penalty notice for lateness.

## **Long Term and authorised absence**

- Students that are absent long-term for medical reasons will be set work via Show my Homework
- In extreme cases, or where appropriate, alternative medical provision may be sought by the Education Social Worker, through BCP inclusion, with the exception of students with an EHCP
- Family holidays in term time will not be authorised. Any unauthorised leave of absence is likely to result in legal action being taken, this may take the form of a penalty notice.

- Requests to attend medical appointments, or permission to be absent for exceptional circumstances should be given in writing via the student's tutor. Medical appointment requests should be accompanied by official evidence
- Pastoral staff will conduct safe and well sightings every ten days for students who are not attending school.

## Children Missing Education

The Academy will add and delete pupils from roll in line with the law. A pupil's name can only lawfully be deleted from the admission register if a reason set out in **regulation 9 of the School Attendance (Pupil Registration) England) Regulations 2024**. The Academy will make CME and Pupil Tracking referrals as appropriate. The Academy will seek advice from the Local Authority representative responsible for children missing education if unsure about any individual cases.

- Children who are not attending school and are not being provided with suitable alternative educational provision will be referred to the BCP School Inclusion as Pupils Missing Out on Education
- A representative from the school will attend regular multi-agency reviews, to monitor the student's progress and work towards re-integration into the mainstream school setting where appropriate
- Children who are not attending school need to be seen on a regular basis (minimum of every 10 days) for safeguarding requirements, this may include a home visit being undertaken by the Education Social Worker.

## Monitoring and intervention

- Weekly attendance meetings take place between the Director of Personal Development, the Educational Social Worker, the Attendance Officer and all Heads of House
- The purpose of these meetings is to use data to target appropriate interventions and actions to improve student attendance
- Data for vulnerable groups will be analysed on a half termly basis through the attendance meetings and effective strategies identified for appropriate support
- All students who have an attendance figure of below 96% with a further absence will be discussed at the weekly attendance meetings
- Identified students at risk of becoming PA will receive bespoke interventions. These may include referrals to the Education Social Worker, Academy/Local Authority Navigator, support from the school inclusion team, attendance reports, parental meetings, and group incentive reward schemes
- Identified students with historic or ongoing poor attendance will receive an attendance mentor (a member of staff with an established positive relationship with the student). This mentor will work with the student and family to raise attendance and will be a day-to-day contact for the student
- Students who are persistently absent will be individually discussed at half termly persistent absence attendance meetings. (Persistent absence is **when a pupil's overall absence equates to 10 per cent or more of their possible sessions**)

- PA students will receive a PA letter which advises of the potential for penalty notices and prosecutions
- The Academy follows the Local Authority guidelines and thresholds for prosecution
- A particular focus will be given to severely persistent absenteeism. This is a student with attendance of below 50%. More intensive support will be sought across a range of partners.

## Penalty Notices and Prosecutions

Parents have a legal responsibility to ensure that their child attends school on a regular basis. It is a criminal offence under **Section 444 of the Education Act 1996** to fail to secure regular attendance of a registered pupil at the school. This applied to both resident and non-resident parents who may be subject to legal sanctions if their child fails to attend school regularly. It also applied to others who may not be the parent but may have day to day care of the child.

Unauthorised absence from the Academy can result in a number of different outcomes for parents and children. Each case is considered individually.

Under **Section 444 of the Education Act 1996**, if a child of compulsory school age, who is a registered pupil at school, fails to attend regularly at the school his/her parents/carers are guilty of an offence. Parents with more than one school aged child need to be aware that each child's irregular attendance is dealt with as a separate matter.

The Academy will refer cases of unauthorised absence that meet the threshold for a Penalty Notice to the Local Authority for legal action unless there are reasonable grounds for not doing so. The outcome of a referral to the Local Authority may be a Penalty Notice or Prosecution.

Penalty Notices are intended as a sanction for low level offences and a tool to support improved school attendance. They are an alternative to prosecution and may not be issued if prosecution is a more appropriate response to a pupil's attendance.

A pupil's unauthorised absence from the Academy could result in one of the following:

1. A Penalty Notice. The penalty is £80 per parent, per child payable within 21 days, rising to £160 per parent, per child if paid between 22 and 28 days. (Failure to pay will result in prosecution.) If a second Penalty Notice is issued within a rolling 3 year period the penalty is £160 per parent, per child if paid within 28 days. There will be no option to pay the lower amount.
2. Prosecution – Prosecution could lead to fines up to £3,500 and/or up to 3 months imprisonment. (See DfE's statutory guidance on **School attendance parental responsibility measures** for more information.)

Penalty Notices and prosecution proceedings are issued to each parent with responsibility for the child and are issued for each child with irregular attendance.

In addition to Penalty Notices, there is a range of other legal interventions open to schools. We will work together with the Local Authority and make use of the full range of legal interventions rather than relying solely on fixed penalty notices or prosecution and will work closely with them.

## Notices to improve

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

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

They will include:

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

## Rewards and Recognition

- There are weekly attendance prize draws for any students attending on the day of the draw, which will change each week. Prizes will vary deliberately, ranging from AirPods to lunch queue passes
- At the termly celebration assemblies, students with 100% attendance for that term will be recognised
- The end of year celebration assemblies will recognise 100% attendance for the whole academic year
- A termly pizza party for the House (across year groups) for the best attendance
- House points are awarded by tutors during Friday registration for tutees who have attended for the whole week
- There are Ad-hoc group rewards for focus groups identified via weekly attendance meetings e.g. meals/breakfasts/vouchers etc
- Attendance mentors will issue rewards to mentees for improved attendance
- In cases of exceptional attendance, students will be rewarded
- Tutor group, House attendance and prize winners will be celebrated on an attendance board, in addition to TV screens around the Academy.

## Changes to the Academy roll and Elective Home Education

- In accordance with our statutory duty, the school will notify the local authority before removing any student from the school roll outside of normal transition times, to minimize the risk of children missing education.
- Parents who wish to electively home-educate (EHE) their child will be advised not to
- Where a parent insists on EHE they will be required to notify the Principal in writing including their rationale
- At this point, the Academy will notify the Local Authority.

### • Roles and Responsibilities

#### **The Local Governing Body**

- **The Local Governing Body** – is responsible for monitoring attendance figures for the Academy on at least a termly basis. It also holds the principal to account for the implementation of this policy.
- It will also ensure that steps are taken to bring the attendance policy to the attention of all those parents, pupils and all the persons who work at the Academy.

#### **Principal**

- **The Principal**- is responsible for ensuring this policy is implemented consistently across the Academy, and for monitoring academy level absence data and reporting it to governors.
- The principal also supports other staff in monitoring the attendance of individual pupils and requests fixed-penalty notices, where necessary.

#### **The Attendance Champion**

- The name and contact details of the senior leader responsible for the strategic approach to attendance in the Academy is Ashley St John ([ashleystjohn@thebourneacademy.com](mailto:ashleystjohn@thebourneacademy.com)), who will:
- Monitors attendance data at the Academy and individual pupil level.
- Reports concerns about attendance to the Principal and Governing Body
- Will ensure calls and meetings are made with parents to discuss attendance issues.
- Ensure requests for Term time Leave of Absence are actioned
- Follow up action plans for pupils with low attendance
- Timely liaison with home
- Ensure referrals are made to outside agencies as required.

## The Role of the Head of Year

The contact details for these members of staff are as follows:

Year 7	Martha Tavinor	<a href="mailto:martha.tavinor@thebourneacademy.com">martha.tavinor@thebourneacademy.com</a>
Year 8	Daniel Edwards	<a href="mailto:daniel.edwards@thebourneacademy.com">daniel.edwards@thebourneacademy.com</a>
Year 9	Tracy White	<a href="mailto:tracy.white@thebourneacademy.com">tracy.white@thebourneacademy.com</a>
Year 10	Emily Hitchins	<a href="mailto:emily.hitchins@thebourneacademy.com">emily.hitchins@thebourneacademy.com</a>
Head of Year 11	Tom Peacock	<a href="mailto:tom.peacock@thebourneacademy.com">tom.peacock@thebourneacademy.com</a>
Head of 6 <sup>th</sup> Form	Dean Taafe	<a href="mailto:dean.taafe@thebourneacademy.com">dean.taafe@thebourneacademy.com</a>

- To review Year group attendance daily and make the appropriate contact home
- To review attendance of their year group at weekly attendance meetings and act as appropriate to improve attendance
- To be accountable for the attendance of students in their year.
- To ensure that students in their House are recognised and rewarded for good or improving attendance
- To assist the Attendance Officer and Educational Social Worker (ESW) with first-day calling
- To ensure that year group tutors are fulfilling their responsibilities around attendance
- To organise and attend relevant meetings with parents/carers and coordinate plans to improve individual student attendance
- To support the Education Social worker with home visits where possible.

## The Role of the Education Social Worker (ESW) and Attendance Officer

The contact details for these members of staff are as follows:

Jackie Beer (Education Social Worker)	<a href="mailto:jackie.beer@thebourneacademy.com">jackie.beer@thebourneacademy.com</a>
Kirsty Easden (Attendance Officer)	<a href="mailto:kirsty.easden@thebourneacademy.com">kirsty.easden@thebourneacademy.com</a>

- To provide pastoral staff and senior leaders timely and accurate data when applicable, including for the weekly attendance meetings
- To provide attendance data for tutors on a weekly basis
- To ensure the correct letters are sent home where attendance is a concern
- To coordinate, direct and participate in safe and well sightings every ten days for students who are not attending school
- The ESW may undertake home visits on any students where there are concerns about attendance.
- To report all students who are Missing Education to the Local Authority
- The ESW will meet all late students when they arrive. This will involve a conversation around the reason for their lateness and ensuring that they are correctly coded and receive a sanction where appropriate
- The Attendance Officer will send daily text messages to students who are absent without a reason
- The Attendance Officer will maintain an up-to-date attendance information board

- To collate data for Governors
- To analyse attendance data and ensure support is targeted to specific students or cohorts of students.
- To analyse attendance data and identify any patterns/areas of concern and target support appropriately.
- The Education Social Worker will complete Parenting Contracts with parents/carers when appropriate.
- The Attendance Officer will request Penalty Notices from the Local Authority for unauthorised leaves of absence or poor attendance.
- The Education Social Worker will complete prosecutions or seek other legal orders to support attendance. Other legal orders may include Education Supervision Orders or Parenting Orders.
- The Education Social Worker will meet regularly with the School Inclusion Team and discuss students whose attendance is a concern.
- The Education Social Worker will review all students who are in Alternative Provision on medical grounds
- If a student has been issued with an EHCP the Alternative Provision will be reviewed by the SENDCO.

## **The role of the Form Tutor**

- To arrive on time for morning line-ups, modelling good punctuality
- To mark the register daily before 8.50, ensuring accuracy (safeguarding)
- To forward any absence notes to the Attendance Officer
- To discuss individual and tutor data every Friday during tutor time, celebrating good attendance and challenging poor attendance
- Issue House points every Friday tutor time for those with 100% attendance.

## **The role of Class Teachers**

- To arrive promptly for line-ups if teaching the lesson after break or lunch, modelling good punctuality
- To mark the register within the first 5 minutes of every lesson
- To send a blue slip (notifying duty staff) for any student who is marked present in the Academy, but has not arrived for their lesson
- To send a red slip (notifying duty staff) for any previously identified vulnerable student who is marked present in the Academy, but has not arrived for their lesson
- To issue a strike on their FIC for any student who arrives late to their lesson without permission
- To issue detentions for truancy from their lesson. This should be accompanied by a phone call home
- To discuss a student's lesson attendance at PTC's, including any subject-related reasons for poor attendance and any resultant negative impact on progress
- To notify the Head of Year of any patterns of absence from their lessons.

## **The role of Parent/Carers**

- To ensure that their child attends daily and on time

- To contact the school before 8.30 to explain any absence.
- To request, in advance, any planned absence
- To make medical appointments out of school time as far as possible
- To not take any holidays or leaves of absence during term time
- To attend meetings scheduled with Academy staff where attendance is a concern
- In rare instances parents must provide medical evidence when requested to confirm their children are absent for genuine medical reasons.

## Day to Day Practice and Role of Sixth Form Office

### Day to Day Practice

- Sixth Form students are not required in for study periods and these are X coded
- Sixth form students are all required to attend morning registration on all days they have a P1 lesson and Wednesdays regardless of their timetable
- 6<sup>th</sup> Form admin checks student attendance against individual timetables at several points throughout the day. If a student is absent when due in a lesson, a text is sent home. Parents are called after 3 consecutive days of absence.
- AM marks are given if a student is in attendance for P1, P2 or P3. PM attendance is awarded if a student is in attendance for P4, P5 or P6
- If a student is late or truants a lesson a detention is arranged via the class teacher.

### Role of Sixth Form Office

- To facilitate day to day attendance monitoring process
- To provide Head of Sixth Form with attendance reports ahead of weekly attendance meetings.
- To send letters of concern home to parents of any student with attendance that is becoming a concern
- To arrange meetings with parents and Head of Sixth Form.

### Appendix 1: attendance codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
<b>Attending a place other than the school</b>		

<b>K</b>	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
<b>V</b>	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
<b>P</b>	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
<b>W</b>	Attending work experience	Pupil is on an approved work experience placement
<b>B</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
<b>D</b>	Dual registered	Pupil is attending a session at another setting where they are also registered
<b>Absent – leave of absence</b>		
<b>C1</b>	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment
<b>J1</b>	Interview	Pupil has an interview with a prospective employer/educational establishment
<b>S</b>	Study leave	Pupil has been granted leave of absence to study for a public examination
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable

<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Pupil is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	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
<b>Y1</b>	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
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	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
<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)

<b>Y5</b>	Criminal justice detention	<p>Pupil is unable to attend as they are:</p> <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	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
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays