



Headteacher: Mrs Katie Smith NPQH
Website: www.glusburn.n-yorks.sch.uk
Reg Charity No 1060322
01535 632145
admin@glusburn.n-yorks.sch.uk
Colne Road, Glusburn, BD20 8PJ

GLUSBURN COMMUNITY PRIMARY AND NURSERY SCHOOL

Attendance Policy

Glusburn Community Primary School and Nursery

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance *Working together to improve school attendance* (July 2026), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance *Working together to improve school attendance* (July 2026) and the National Framework for Penalty Notices. The guidance is based on legislation and regulations that set out the legal powers and duties governing school attendance, including:

The Education Act 1996 and the
Education Act 2002

The Education and Inspections Act 2006 and the Anti-Social Behaviour Act 2003

The Education (Penalty Notices) (England) Regulations 2007, as amended

➤ [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)

The Equality Act 2010

The Children Act 1989 and the Children and Families Act 2014, where relevant to support and safeguarding

It also refers to:

School census guidance, including the current national attendance and absence codes

Keeping Children Safe in Education 2026 and Working Together to Safeguard Children

Children missing education; Supporting pupils at school with medical conditions; Arranging education for children who cannot attend school because of health needs; Mental health issues affecting a pupil's attendance; and Providing remote education

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, 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 pupils, 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 pupils who need it most by prioritising staff and resources

Making sure the school has high aspirations for all pupils, while adapting processes, support and reasonable adjustments to individual needs, including for pupils with long-term illness, SEND, a social worker, young carers and cohorts with historically lower attendance

- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils 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 pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance 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 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 headteacher to account for the implementation of this policy

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 pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary
- 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

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The school's Senior Attendance Champion is the Deputy Headteacher, Neil Bithell. Parents and pupils can contact him via the school office on 01535 632145 or admin@glusburn.n-yorks.sch.uk.

3.4 Class teachers

Class 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 office promptly.

3.5 School Administrator

School Administrator 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 Headteacher or Deputy Headteacher where appropriate, in order to provide more detailed support on attendance.

3.6 Parents

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

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them) Parents

are expected to:

- Make sure their child attends every day on time

Call the school to report their child's absence before 8.45am on the first day of absence and on each subsequent day unless otherwise agreed, giving the reason and expected return date

- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the Headteacher.

3.7 Pupils

Pupils are expected to:

- Attend school every day, on time

4. Recording attendance

4.1 Attendance register

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, at the same published time for all pupils required to attend that session. We will use the national attendance and absence codes in the School Attendance (Pupil Registration) (England) Regulations 2024 to record 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:

- 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 school day starts at 9.00 and ends at 3.30.

Pupils must arrive in school by 9am on each school day.

The register for the first session will be taken at 9.00am and kept open until 9.20am. The register for the second session will be taken at 1.00pm and kept open until 1.20pm. This gives the same registration window for each session and it does not exceed 30 minutes. Arrival after the register has closed will be recorded using the appropriate absence code, normally code U where no authorised reason applies.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8.45 or as soon as practically possible, by calling the school office on 01535 632145.

We will record absence due to physical or mental illness using code I where the pupil is unable to attend because of sickness.

The school will not routinely require medical evidence and will not operate a blanket rule based on a fixed number of days. In most cases, a parent's notification that their child is too ill to attend will be accepted. Reasonable evidence may be requested where there is genuine and reasonable doubt about the authenticity of the illness, or where prolonged, complex or repeated illness means evidence would help the school understand the pupil's needs, consider reasonable adjustments or identify suitable provision. The school will be flexible about the form of evidence and will not ask for it unnecessarily.

If, after reasonable enquiries, the school is not satisfied that illness is the reason for absence, the absence will be recorded using the appropriate unauthorised code and parents will be informed.

4.3 Planned absence

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

Parents should email the school office with confirmation of their appointment time and date.

However, we encourage parents 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 must also apply for other types of term-time absence as far in advance as possible of the requested absence. This can be requested through the completion of a 'Leave of Absence Request form' available on the school website or from the school office. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:

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

The school will monitor punctuality and where concerns arise, there will be communication with families to raise their awareness to the issue and to provide support if required

4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school 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 school may make a welfare check visit to the house or contact the relevant outside agencies to provide support,
- Identify whether the absence is approved or not

Identify the correct attendance code and enter it as soon as the reason is established, and no later than 5 school days after the session. If no reason can be established within that period, code N will be amended to code O.

- 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 school will consider involving an education welfare 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 school will issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate

4.6 Reporting to parents

The school will regularly inform parents (see definition of “parent” in section 3.6 above) about their child’s attendance and absence. Communications will make absence understandable by explaining time missed and, where appropriate, the likely impact on learning rather than relying on headline percentages alone. Attendance will also be discussed at parent consultation evenings.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

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

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

We define ‘exceptional circumstances’ in line with Local Authority guidelines.

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 very unlikely that 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. The school will not operate blanket policies that automatically grant leave for particular circumstances or events.

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 or the school website. The headteacher may require evidence to support any request for leave of absence.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil’s parent(s) belong(s). If necessary, the school will seek advice from the parent’s religious body to confirm whether the day is set apart

- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
 - If the pupil is currently suspended or excluded from school (and no alternative provision has been made)
- Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):
- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
 - Attending another school at which the pupil is also registered (dual registration)
 - Attending provision arranged by the local authority
 - Attending work experience
 - If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Sanctions

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

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

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

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

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.

Where a third penalty notice would otherwise be issued within the 3-year period, the school will work with the local authority to determine the most appropriate alternative action, which may include prosecution under section 444 of the Education Act 1996 or other legal interventions.

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). 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.

Notices to improve

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

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

They will include:

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

6. Strategies for promoting attendance

Good attendance is a high priority for the school and is promoted regularly. Where praise, recognition or incentives are used, these will be applied sensitively, fairly and without discrimination, with recognition of improvement as well as high attendance. The attendance of classes is reported weekly on the school newsletter. We aim for attendance of 97%+. Attendance messages are shared on the weekly newsletter and key information for parents is displayed clearly on the school website.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

Where complex barriers exist, school will work with the families to support attendance. This is bespoke based on individual cases and led by the Headteacher or Deputy Headteacher. Where it would be appropriate, support is sought from external specialists including Early Help.

7.2 Pupils absent due to mental or physical ill health or SEND

Where such barriers exist, school will work with the families to support attendance. This is bespoke based on individual cases and led by the Headteacher or Deputy Headteacher.

For pupils with SEND, we will work with parents to develop specific support approaches for attendance, including where:

- School transport is regularly being missed
- Pupils face in-school barriers related to their needs
- Adjustments to the school day or environment may support improved attendance

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

For pupils with mental health difficulties, we will:

- Work sensitively with the pupil and family to understand the barriers
- Consider whether adjustments to the school day or support could help
- Make use of support from our mental health support team (MHST) if we have access
- Ensure that any mental health interventions we offer are safe, effective and appropriate for the child's needs
- Seek support from external specialists including Early Help, CAMHS, or other appropriate services

We recognise that mental and physical ill health can be a barrier to attendance, and we will work compassionately with families while maintaining high expectations for attendance wherever possible. School staff are not expected to diagnose or treat health conditions; our role is to understand barriers, put appropriate support and reasonable adjustments in place, and work with health and local authority partners where needed. Where a pupil is recorded as absent because of illness (code I) and there are reasonable grounds to believe they will miss 15 consecutive school days, or their cumulative illness absence in the school year will reach 15 school days, the school will make the required sickness return to the local authority so that education and support can be considered.

Remote education is not a routine substitute for attendance. Where it is used because a pupil cannot attend school, it will be a last resort, be time-limited and form part of a plan to support reintegration into face-to-face education.

A temporary part-time timetable will only be used in very exceptional circumstances where it is in the pupil's best interests. It will be agreed with the parent, form part of a wider support, health-care or reintegration plan, include regular review dates and a proposed end date, and be used for the shortest time necessary. It will not be used to manage behaviour.

7.3 Pupils who are young carers

Young carers can face additional barriers to regular attendance. The school will identify and monitor attendance for pupils known to be young carers, work with the pupil and family to understand how caring responsibilities affect attendance, and put appropriate support in place. Where needs extend beyond school, we will work with the local authority and relevant organisations, including early help arrangements. Young carer status will be recorded in the school census where required.

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

Where such barriers exist, school will work with the families to support attendance. This is bespoke based on individual cases and led by the Headteacher or Deputy Headteacher. Where it would be appropriate, support is sought from external specialists including Early Help.

8. Attendance monitoring

8.1 Monitoring attendance

The school will monitor and analyse attendance and absence data (including punctuality) weekly to identify early indicators and changes at individual pupil, cohort and year-group level. We will also conduct more detailed half-termly, termly and full-year analysis to identify patterns and trends.

The school will make the statutory attendance data returns required by the local authority and Secretary of State. State-funded school attendance data will be shared through the school's electronic management information system in line with DfE requirements. Required returns to the local authority will include attendance information at least monthly and sickness returns where the statutory threshold is met.

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.

8.2 Analysing attendance

The school will:

Analyse attendance and absence data weekly to identify pupils, groups or cohorts that need additional support, including early indicators before absence becomes persistent

- Identify pupils 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, including patterns in attendance codes, days of absence and punctuality, and look at historic and emerging patterns to develop strategies to address them

Consider relevant cohorts in the school context, including pupils with SEND, pupils with a social worker or who are looked after, young carers, pupils eligible for free school meals and other groups whose attendance is lower than their peers

8.3 Using data to improve attendance

The school will:

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

Provide targeted support to pupils whose attendance causes concern at any level of absence, not only once persistent or severe absence thresholds are reached, with intensified support where absence worsens

Provide regular attendance reports to class teachers and relevant leaders, including the SENCO, designated safeguarding lead and pupil premium lead, to facilitate discussions with pupils and families and to inform governing board oversight

- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the 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 at all stages. Unexplained or repeated absence, and children missing education, can be warning signs of neglect, abuse or exploitation and will be addressed in line with our child protection and safeguarding policy and Keeping Children Safe in Education 2026
- 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 of the reasons for absence

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

8.5 Elective Home Education

Where a parent expresses an intention to electively home educate their child, the school will:

- Explore the reasons for this decision with the family
- Ensure parents understand their legal responsibilities and what home education involves
- Consider whether the decision is being made to avoid addressing attendance issues or other concerns
- Work with the local authority where there are safeguarding concerns or where the decision appears to be driven by the school's efforts to improve attendance
- Follow the local authority's processes for removing a child from roll for EHE purposes

8.6 Working with Local Partners

The school works closely with:

- The local authority attendance team
- Early Help services
- Children's social care (where safeguarding concerns exist)
- Health services including school nurses and CAMHS
- Education welfare officers
- Other local schools to share good practice

We will keep these partners informed about pupils with persistent or severe absence where appropriate, and work collaboratively to remove barriers to attendance.

9. Monitoring arrangements

This policy will be reviewed whenever relevant local authority or DfE guidance is updated and at least annually by the Headteacher. The school will seek the views of pupils and parents where appropriate when reviewing attendance processes. At every formal review, the policy will be approved by the full governing board.

10. Links with other policies

This policy links to the following policies:

Child protection and safeguarding policy; Behaviour policy; SEND policy; Supporting pupils with medical conditions policy; and, where applicable, Remote education arrangements

Appendix 1: attendance codes

The following codes reflect the DfE national attendance and absence codes in use from 19 August 2024, as clarified in Working together to improve school attendance (July 2026) and the 2026/27 school census guidance.

Register Code	Description
/	Morning session – present at school when the attendance register begins to be taken
\	Afternoon session – present at school when the attendance register begins to be taken
L	Late arrival before the register is closed (counted as present)
B	Attending a place for another approved educational activity; record the nature of the activity
C	Absent with leave for other exceptional circumstances
C1	Absent with leave to participate in a regulated performance or regulated employment abroad
C2	Absent with leave, of compulsory school age, because a temporary part-time timetable does not require attendance
D	Attending another school at which the pupil is a registered pupil
E	Authorised absence because the pupil is suspended or permanently excluded and no alternative provision has been made
G	Absent without leave for the purpose of a holiday
I	Unable to attend because of sickness, including physical or mental illness (not medical/dental appointments)
J1	Absent with leave to attend an interview for employment or admission to another educational institution
K	Attending education provision arranged by the local authority
M	Absent with leave for a medical or dental appointment
N	Reason for absence not yet established; must be resolved within 5 school days
O	Absent in other or unknown circumstances (unauthorised)
P	Attending a place for an approved sporting activity
Q	Unable to attend because of a lack of access arrangements in the circumstances specified by the regulations
R	Absent with leave for religious observance
S	Absent with leave for study leave for public examinations
T	Mobile child travelling with a parent in the course of the parent's trade or business
U	Arrived after the register closed and no authorised reason applies

V	Attending a place for an approved educational visit or trip
W	Attending a place for approved work experience
X	Absent with leave, not of compulsory school age, because the timetable does not require attendance
Y1	Unable to attend because transport normally provided is not available
Y2	Unable to attend due to widespread disruption to travel caused by an emergency
Y3	Unable to attend because part of the school premises is unavoidably out of use
Y4	Unable to attend because the whole school unexpectedly closed when due to meet
Y5	Unable to attend because the pupil is subject to a sentence of detention
Y6	Unable to attend because attendance/travel would be contrary to public health guidance or prohibited by law
Y7	Unable to attend because of another unavoidable cause; record the nature of the cause
Z	Prospective pupil whose name has been entered in advance of the agreed start date (administrative code)
#	Planned whole-school closure – no session is taking place (administrative code)