



NORTHWOOD COMMUNITY PRIMARY SCHOOL

Attendance Policy (January 2025)

Date policy last reviewed: 6th Jan 2025

Signed by:

_____ Headteacher Date: 6th Jan 2025

_____ Chair of governors Date: _____

NCPS DRAFT Attendance & Punctuality Policy

1. Introduction

Northwood Community Primary School recognises the link between attendance and the attainment and progress of pupils. The aim of this policy is to encourage the highest possible levels of attendance and punctuality for pupils so that we can support the highest academic and social outcomes.

We also recognise the safeguarding implications of low attendance and punctuality and is underpinned by an awareness of safeguarding issues. It is vital that we see our children and families every day so that we can support their safety and wellbeing.

We believe that attendance is the responsibility of all stakeholders within our school community. We believe that school governors, school leaders, teachers, teaching assistants, school admin staff, parents/carers and children all have an important role to play in improving attendance and punctuality and ensuring children achieve well.

We understand that the barriers to attendance are complex, and some families find it harder to maintain good attendance than others. We will prioritise cultivating a safe, supportive school environment in which all adults cultivate strong relationships with children and families. We believe that strong relationships between school and home are essential to securing good attendance outcomes for our children and will work tirelessly to ensure our families are given the guidance and support needed to ensure their children are good school attenders.

2. Aims of the Attendance and Punctuality Policy

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 on [working together to improve school attendance \(applies from 19 August 2024\)](#), 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

3. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

It also refers to:

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

4. Roles and responsibilities

Attendance is the responsibility of all members of our school community and poor attendance is a symptom of wider problems and issues.

4.1 The Governing Board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- 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, but adapts processes and support to pupils' individual needs
- 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

4.2 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, and/or authorising the Deputy Headteacher: I and Learning Mentor Team to be able to do so
- Working with the parents/carers 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/carers through all available channels
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
 - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

4.3 The Designated Senior Leader Responsible for Attendance (Attendance Champion)

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/carers to discuss and tackle attendance issues
- Overseeing the creation of intervention or reintegration plans in partnership with pupils and their parents/carers
- Overseeing the delivery of targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Mrs Carrie Hyland and she can be contacted via the school office on 0151 477 8630

4.4 Learning Mentors

Learning Mentor Team are responsible for:

- Monitoring and analysing attendance data
- Analysing attendance data with SLT to identify areas of focus for improvement

- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers / LA Attendance Services to tackle persistent absence
- Advising the headteacher/(DHT:I authorised by the Headteacher) when to issue fixed-penalty notices
- Completing first response to ensure safeguarding responsibilities are discharged
- Home visits as needed to ensure safeguarding responsibilities are discharged
- Working with children on our vulnerable caseload
- Completing early help assessments and leading / attending TAF meetings as necessary to coordinate support around attendance
- Signposting parents and carers to relevant help and support

4.5 Class teachers /Cover staff (HLTAs)

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
- Building and maintaining strong positive relationships with families and children
- Teaching high quality and engaging lessons that motivate children to want to attend school
- Embedding our morning greeting routine to build connection and belonging for children in their class
- Supporting Attendance Champions to complete attendance dashboards daily
- Interacting with children and families with unconditional positive regard
- Understanding that attendance issues are nearly always a symptom of wider problems for a child/family
- Offering families early help support if there are attendance issues and signpost families to the Learning Mentor Team for support
- Reporting any concerns to Phase Lead / Learning Mentors / Attendance Champion

4.6 Teaching Assistants

Teaching Assistants are responsible for:

- Building and maintaining strong positive relationships with families and children
- Embedding our morning greeting routine to build connection and belonging for children in their class
- Effectively supporting high quality teaching and engaging lessons that motivate children to want to attend school

- Supporting Attendance Champions to complete attendance dashboards daily
- Interacting with children and families with unconditional positive regard
- Understanding that attendance issues are nearly always a symptom of wider problems for a child/family
- Offering families early help support if there are attendance issues and signpost families to the Learning Mentor Team for support
- Reporting any concerns to class teachers / Phase Lead / Learning Mentors / Attendance Champion

4.7 School admin/office staff

School admin/office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Ensure that they fully understand/question the reasons disclosed for absence and that all school systems are fully updated with this information
- Ensure that all children arriving at school after 9:10am are recorded on Arbour accurately and efficiently with the reason for lateness
- In the event of a technical issue with the recording of class registers, paper registers will be printed, distributed to classes and processed
- Keep Core SLT / Learning Mentors fully informed of any issues that arise with latecomers

4.8 Parents are expected to:

- Make sure their child attends school every day and on time
- Call the school to report their child's absence before 9am on the day of the absence and on each subsequent day of absence, and advise when they are expected to return
- Providing medical evidence for their child to support illness related absences
- 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
- Understand the impact poor attendance has on later life chances for their child/children
- Attend meetings to discuss attendance and actively work with school to try to resolve problems with attendance
- 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 Learning Mentor Team who can be contacted via school office: 0151 477 8630

4.9 Pupils

Pupils are expected to:

- Attend school every day, on time
- Understand that being in school every day and on time is the key to building a positive future
- Do their best to keep to any attendance contracts that they make with school and/or local authority

5. Recording attendance

5.1 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 at the start of the afternoon session, using the attendance and absence codes (School Attendance Regulations 2024).

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 8:45am. Pupils must arrive in school by 8:40am on each school day.

The register for the first session will be taken at 8:45am and will be kept open until 9am. The register for the second session will be taken as soon as children return in from lunch.

5.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence as soon as practically possible, by calling the school office staff, who can be contacted on 0151 477 8630.

We will mark absence due to physical or mental illness as authorised, unless the school 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 school 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 school 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.

5.3 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 by bringing/emailing proof of the appointment to the school office. 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.

5.4 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

Lateness will be monitored regularly by Core SLT and meetings held with families to discuss barriers to punctuality and how school can support improvements.

5.5 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 will complete a home visit or request support from the police.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the 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 school will consider involving an education welfare officer or social care / the police in serious circumstances.
- 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
- Notify the LA and complete a CME referral.
- Where support is not appropriate, not successful, or not engaged with school will issue a notice to improve, penalty notice or other legal intervention as appropriate.

5.6 Reporting to parents

The school will regularly inform parents about their child's attendance and absence levels. We send texts, periodic rewards, termly updates on attendance levels, informal discussions, attendance panel meetings etc.

6. Authorised and unauthorised absence

6.1 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. 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 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office.

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 (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

6.2 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), the local authority or the police can fine parents for the unauthorised absence of their compulsory school age child.

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

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

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that 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.

1st Penalty Notice	Parent must pay £80 within 21 days or the amount increases to £160 within 28 days
2nd Penalty Notice	Parent must pay £160 within 28 days
Non-payment after 28 days = the Local Authority can decide to prosecute or withdraw the notice	

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the 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

7. Strategies for promoting attendance

School staff celebrate attendance and punctuality in many ways:

- daily verbal praise on entry to school.
- Attendance dashboards are displayed on classroom doors
- Green points issued on Class Charts
- Certificates in termly attendance assemblies
- Prizes and gifts
- Letters sent home to advise parents of attendance levels for their children

8. Supporting pupils who are absent or returning to school

All staff will warmly welcome children and families back to school after a period of absence. Children will be supported to catch up with any missed learning and will be told, by their class teacher, about any big events or changes since they were last in school.

8.1 Pupils absent due to complex barriers to attendance

School follows a graduated approach to attendance (Appendix 2) takes a bespoke approach to supporting children with complex barriers back into school that is unique to the needs and context of each child. School will ensure we have sight of the child/parent at least every 2 weeks during any lengthy absence and endeavour to maintain regular contact to fulfil our safeguarding obligations. Children might be offered the following:

- Home visits

- Transition visits
- Short-term reduced timetables
- Early Help assessment and support
- Pastoral support (ELSA, animal assisted therapy, Learning Mentors)
- Adapted break and lunch times
- External referrals to multi-agency partners as needed

All families are offered early help support and we work widely with other agencies to support needs and remove barriers to attendance for families and children.

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

School follows a graduated approach to attendance (Appendix 2) takes a bespoke approach to supporting children with complex barriers back into school that is unique to the needs and context of each child. School will ensure we have sight of the child/parent at least every 2 weeks during any lengthy absence and endeavour to maintain regular contact to fulfil our safeguarding obligations. Children might be offered the following:

- Home visits
- Transition visits
- Short-term reduced timetables
- Adapted break and lunch times
- Early Help assessment and support
- SEND support or referrals (EP, LST, OT, SALT, EHCP paperwork

- Mental health referrals (MHST, CAMHS
- External referrals as needed (Behaviour Outreach, LA SEND team,

All families are offered early help support and we work widely with other agencies to support needs and remove barriers to attendance for families and children.

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 related to the pupil's needs, the school will inform the local authority.

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

School follows a graduated approach to attendance (Appendix 2) takes a bespoke approach to supporting children with complex barriers back into school that is unique to the needs and context of each child. School will ensure we have sight of the child/parent at least every 2 weeks during any lengthy absence and endeavour to maintain regular contact to fulfil our safeguarding obligations. Children might be offered the following:

- Home visits
- Transition visits
- Risk assessment to manage any health or accessibility issues

- Short-term reduced timetables
- Adapted break and lunch times
- Early Help assessment and support
- Referrals to OT, school health
- School nurse support
- Evidence gathering and support for an EHC needs assessment from the Local Authority (health focus)

All families are offered early help support and we work widely with other agencies to support needs and remove barriers to attendance for families and children.

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 related to the pupil's needs, the school will inform the local authority.

9. Attendance monitoring

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request. The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.]

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the governing board.

9.1 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- 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 to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

9.2 Using data to improve attendance

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 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 Phase Leads/Class Teachers/TAs to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads).
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies (See Provision Mapping).
- Share information and work collaboratively with other agencies: local schools, 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

9.3 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 and, where suspected or present, address them in line with Keeping Children Safe in Education.
- Keep parents/carers regularly informed of the patterns of absence for their child/children.
- 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 Early Help support: 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 ***** above)

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Mrs C Hyland: Deputy Headteacher. At every review, the policy will be approved by the full governing board.

11. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Emotional Regulation 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 register has closed
Attending a place other than the 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 abroad	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 of unavoidable cause		
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: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	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 a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not 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: NCPS Graduated Approach to Attendance

NCPS ATTENDANCE GRADUATED APPROACH			
LEVEL 1: UNIVERSAL SUPPORT			
<p>School and Staff Meet and greet children. Create positive environments. Build positive relationships with all adults and children. Recognise and celebrate achievements. Implement evidence-based teaching strategies.</p>	<p>Children Attend school regularly. Engage actively in teaching activities. Support other children. Recognise the achievements of other children. Talk to an adult if you have worries or concerns.</p>	<p>Parents/Carers Ensure children attend school regularly and on time. Understand and support any concerns your child may have. Communicate with the school regarding absence. Communicate with teachers about any concerns.</p>	<p>External Agencies Provide resources and training to teachers on effective classroom strategies as appropriate. Collaborate with schools on attendance initiatives. Support a comprehensive and inclusive school-wide approach that encompasses both attendance and mental health.</p>
LEVEL 2 – TARGETTED SUPPORT			
<p>School and Staff Proactively use data information to identify children who are PA and at risk of PA. Work with each identified child and families to understand and address the reasons for absence, including any in-school or out of school barriers to attendance. Implement agreed strategies in daily practice. Monitor progress. Recognise achievements.</p>	<p>Children Co-create and participate in any targeted interventions. Recognise personal achievements. Share concerns with staff. Continue to engage in school life.</p>	<p>Parents/Carers Work with the school to help understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support. Continue to communicate effectively with the school regarding absence.</p>	<p>External Agencies Signpost or provide access to services. Where there are out of school barriers, provide each identified child and their family with access to services they need. Provide professional development and early intervention support to the school.</p>
LEVEL 3 – SPECIALIST SUPPORT			
<p>School and Staff Take an active part in the multi-agency effort with the local authority and other external partners. Use data driven information to identify children at risk of severe absence. Continuously assess and adapt strategies. Monitor progress. Recognise achievements.</p>	<p>Children Actively engage in intensive interventions. Recognise personal achievements. Share concerns with staff. Continue to engage in school life.</p>	<p>Parents/Carers Collaborate closely with the school on creating and implementing highly specialised interventions Continue to communicate with the school. Take an active role in the multi-agency effort.</p>	<p>External Agencies Offer specialised assessments and services for students with complex needs. Provide intensive training and consultation. Take an active part in the multi-agency effort with the school and other external partners</p>

