



Inspire Education Trust

Together we achieve, individually we grow



Attendance Policy - Trust

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Document History

Version	Status	Date	Author	Summary of changes
V1	Superseded	August 2024	Madaleine Turner	Review and rewrite
V2	Current	July 2026	Helen Hastilow	Updated statutory guidance, attendance codes, support pathway, governance assurance and appendices.

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1 Purpose and scope

This policy sets out Inspire Education Trust's approach to securing high levels of school attendance and punctuality across all trust schools. It explains the expectations, responsibilities and processes that support pupils to attend school regularly, arrive on time and benefit fully from their education.

Attendance is a shared responsibility. The trust, school leaders, staff, parents, carers, pupils, governors, local authorities and wider partners all have a role in helping pupils attend well. Our approach is rooted in high expectations, early identification, supportive relationships, safeguarding vigilance and timely intervention when barriers to attendance emerge.

This policy applies to all pupils registered at Inspire Education Trust schools, including pupils in nursery and sixth form provision where applicable. It should be read alongside each school's operational attendance procedures, safeguarding arrangements and school-specific information about the school day, reporting absence and named attendance contacts.

Our trust vision, "Together we achieve, individually we grow", underpins this policy. We want every pupil to feel safe, known, included and ready to learn, and we recognise that improving attendance is both an educational priority and a safeguarding responsibility. Attendance is one of the strongest indicators of pupil welfare and wellbeing. Persistent absence may indicate unmet need, safeguarding concerns, emotional wellbeing difficulties or barriers to inclusion.

2 Legal framework and statutory guidance

This policy has been written with regard to the Department for Education's statutory guidance *Working together to improve school attendance*, updated in July 2026. Schools, academy trusts, governing bodies and local authorities must have regard to this guidance when carrying out their functions to maintain high levels of school attendance.

The policy also reflects the legal duties placed on parents and carers to ensure that children of compulsory school age receive a suitable full-time education, either by regular attendance at school or otherwise. Where a child is registered at school, parents and carers are responsible for ensuring regular and punctual attendance.

The main legislation and statutory guidance relevant to this policy includes the Education Act 1996, the Education Act 2002, the Education and Inspections Act 2006, the School Attendance (Pupil Registration) (England) Regulations 2024, the Education (Penalty Notices) (England) Regulations 2007 as amended, *Keeping Children Safe in Education (2026)*, *Children Missing Education (2025)*, *Supporting pupils at school with medical conditions (2015)*, statutory guidance on suspensions and permanent exclusions (2026), and statutory guidance on alternative provision (2025).

Attendance registers must be completed accurately using the statutory attendance and absence codes. Any amendments to the register must show the original entry, the amended entry, the reason for the amendment, the date of amendment and the name of the person making the amendment.

3 Attendance culture and expectations

Inspire Education Trust is committed to a culture in which attendance and punctuality are expected, supported and valued because they underpin pupils' safety, belonging, learning and future outcomes.

Schools will make expectations clear, provide a welcoming and inclusive start to the day, notice emerging patterns early, listen to pupils and families, and act promptly to remove barriers. Recognition of positive attendance should be inclusive and sensitive to medical needs, SEND, disability and circumstances outside a pupil's control.

Pupils are expected to attend every day the school is open, arrive on time and attend all required sessions. Parents and carers are expected to report absence promptly and work with the school when concerns arise. The specific responsibilities of the trust, governors, leaders, staff, families and pupils are set out in Section 4.

4 Roles and responsibilities

Improving and maintaining attendance is a shared responsibility. The trust, governors, school leaders, staff, parents, carers, pupils and partner agencies must work together so that pupils are safe, supported and able to attend school regularly.

The trust

- Set a clear trust-wide attendance strategy rooted in high expectations, inclusion, safeguarding and early support.
- Ensure each school has effective systems for recording, monitoring, analysing and improving attendance.
- Use attendance data to identify patterns, compare trends across schools and support leaders to address barriers.
- Provide appropriate challenge, support and professional development for leaders and staff with attendance responsibilities.
- Promote effective practice across trust schools and ensure attendance remains a regular focus of school improvement and quality assurance.

Governors and trustees

- Ensure the trust and its schools comply with statutory attendance duties and have regard to current DfE guidance.
- Scrutinise attendance information, including persistent absence, severe absence and attendance for vulnerable groups including SEND, Disadvantaged pupils, children who are supported by social care. Looked after children and children who were previously looked after, EAL pupils, year groups as well as school level.
- Challenge leaders where attendance is declining, groups are disproportionately affected, or intervention is not securing improvement.
- Ensure attendance is linked appropriately with safeguarding, SEND, inclusion, behaviour, medical needs and school improvement priorities.
- Review the impact of the attendance policy and ensure it is updated when statutory guidance or local arrangements change.

Headteachers and senior leaders

- Establish a whole-school culture in which attendance and punctuality are expected, supported and valued.
- Ensure all staff understand their role in promoting attendance, identifying concerns and following absence procedures.
- Appoint a senior attendance lead and ensure appropriate capacity, training and oversight for attendance work.
- Monitor attendance data regularly and ensure timely action is taken for pupils, groups and cohorts causing concern.

- Ensure attendance concerns are considered alongside safeguarding, SEND, pastoral, medical and early help information.
- Work with parents, carers, local authorities and partner agencies to remove barriers and formalise support where needed.
- Ensure legal intervention is considered only where appropriate, proportionate and in line with local authority procedures.

Senior attendance lead and attendance staff

- Oversee day-to-day attendance systems, including registration, absence follow-up, coding and monitoring. Schools will routinely quality assure attendance coding to ensure consistency, accuracy and compliance across the Trust.
- Identify pupils and groups at risk of poor attendance, persistent absence or severe absence.
- Make early contact with families where attendance concerns arise and record actions clearly.
- Listen to pupils and families to understand barriers and agree practical support.
- Coordinate attendance meetings, support plans, early help involvement and referrals to external agencies where appropriate.
- Ensure unexplained absence is followed up promptly and safeguarding concerns are escalated in line with school procedures.
- Maintain accurate records of communication, support, decisions and any requests for statutory intervention.

All school staff

- Promote positive attendance through relationships, routines, high expectations and inclusive practice.
- Complete registers accurately and promptly in line with school procedures.
- Notice and report attendance or punctuality concerns, including changes in patterns or presentation.
- Welcome pupils back after absence and support them to reconnect with learning and school life.
- Share relevant information with attendance, pastoral, SEND or safeguarding colleagues where attendance may indicate unmet need or risk.

Parents and carers

- Ensure their child attends school every day the school is open, unless absence is unavoidable or has been authorised.
- Ensure their child arrives on time and is ready to learn.
- Contact the school on the first day of absence and provide a clear reason for the absence.
- Keep the school informed where absence continues and provide information requested to support attendance decisions.
- Avoid arranging holidays or routine appointments during school time wherever possible.
- Work with the school and other agencies where support is needed to improve attendance.
- Ensure the school has up-to-date contact details and emergency contact information.

Pupils

- Attend school regularly and arrive on time.
- Attend all lessons, registration periods and agreed activities.
- Speak to a trusted adult if they are worried about attending school or are experiencing barriers to attendance.
- Follow school routines for signing in, signing out and leaving the school site where permission has been given.
- Engage with support offered to help improve attendance, punctuality and belonging.

5 Day-to-day attendance procedures

Each school will operate clear day-to-day attendance procedures so that pupils are registered accurately, absence is followed up promptly, and safeguarding concerns are identified and escalated without delay.

Schools will communicate the start and end of the school day, registration and register-closing times, absence-reporting arrangements and contact routes to parents and carers. School-specific timings and contact details can be found in the school-level attendance information document so they can be updated when local arrangements change.

Registers will be taken at the beginning of each morning session and once during the afternoon session. Pupils are expected to arrive before registration begins and to attend all timetabled sessions, lessons, interventions, approved activities and agreed provision.

Pupils arriving after the register has opened but before it has closed will be marked as late. Pupils arriving after the register has closed will be recorded using the appropriate late-after-close or absence code. Schools will monitor punctuality patterns and follow up repeated lateness with pupils and parents or carers.

Where a pupil needs to arrive late, leave early or attend an appointment during the school day, parents and carers should notify the school in advance wherever possible. The school may request appropriate information to support accurate recording and safeguarding checks.

Any pupil leaving the school site during the school day must follow the school's signing-out procedure and must only leave with permission from an authorised member of staff. Schools will ensure that arrangements for collection, appointments, off-site provision and early departure are recorded clearly.

Schools will ensure that attendance procedures are understood by staff and applied consistently. Staff responsible for registers, attendance administration, safeguarding and pastoral follow-up must know how to record attendance, amend entries, follow up absence and escalate concerns.

6 Absence reporting, first-day response and safeguarding escalation

Parents and carers must inform the school on the first day of absence and provide a clear reason for the absence. Schools will communicate the expected reporting route, timescale and contact details through school-level information, including any approved attendance reporting systems or apps.

If a pupil is absent and no reason has been provided, the school will make same-day contact with parents or carers to establish the reason for absence and confirm that the pupil is safe. This may include telephone calls, text messages, app alerts, emails or contact through other agreed communication routes.

Where contact cannot be made with parents or carers, the school will use the pupil's emergency contact information and any other appropriate information held by the school. If the reason for absence remains unknown, the absence will be treated as a potential safeguarding concern until the pupil's welfare has been confirmed.

Schools will consider the pupil's individual circumstances when deciding the level of follow-up required. This includes known safeguarding concerns, previous attendance patterns, SEND, medical needs, social care involvement, vulnerability, family circumstances, recent changes in behaviour or presentation, and any professional judgement about risk.

Where there are concerns about a pupil's safety or welfare, the school will escalate the matter in line with its safeguarding and child protection procedures. This may include involvement of the designated safeguarding lead, a home visit, contact with other professionals, referral to children's social care, or a request for a police welfare check where appropriate.

All actions taken to establish the reason for absence and confirm the pupil's welfare will be recorded clearly. Records should include the date and time of contact attempts, who was contacted, the information received, any decisions made, and any safeguarding or attendance follow-up required.

Where a pupil is absent for more than one day, parents and carers should continue to keep the school informed unless alternative arrangements have been agreed. Schools will maintain contact during extended absence and consider whether support, medical information, safeguarding action or multi-agency involvement is required.

7 Recording attendance and use of codes

Schools must keep accurate electronic admission and attendance registers in line with statutory requirements. Attendance must be recorded for every pupil on the admission register using the national attendance and absence codes. Appendix 1 provides a quick-reference summary of these codes.

Admission and attendance registers will be maintained electronically in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024. A pupil's name may only be deleted from the admission register where one of the statutory grounds for deletion applies. Before removal, the school will complete the required checks, record the reason and effective date, and make any required return to the local authority within the statutory timescale. Schools will work with the local authority where a pupil's destination or education arrangements are uncertain and will follow children missing education procedures where appropriate.

The attendance register will be taken at the start of the morning session and once during the afternoon session. For each session, the register must show whether the pupil is present at school, attending an approved educational activity, absent, unable to attend for a reason specified in the statutory attendance codes, or not required to attend.

Registers must be completed promptly and accurately. Any amendment to the attendance register must show the original entry, the amended entry, the reason for the amendment, the date of the amendment and the name of the person making the amendment. Attendance register entries must be retained for at least six years from the date of the entry.

Staff should refer to Appendix 1, the current Department for Education guidance and school management-information-system guidance when applying codes, particularly where circumstances are unusual or absence may indicate a safeguarding concern.

Use of codes must be accurate, evidence-informed and consistent. Where absence is unexplained, repeated, unusual or linked to vulnerability, schools must consider whether safeguarding, early help, SEND, medical or external agency follow-up is required.

8 Support-first approach: prevention, early help and targeted intervention

This section sets out the support pathway used before formal or legal intervention is considered. Schools will act early, listen to pupils and families, understand barriers and agree proportionate support. The pathway moves from prevention and early identification to understanding barriers, practical support and, where needed, a formal attendance support plan or attendance contract. Support may include pastoral help, reasonable adjustments, SEND or medical review, reintegration planning, early help and coordinated work with relevant agencies.

Plans will identify the barrier, intended outcome, agreed actions, responsible people and review date. Progress will be reviewed with the pupil and family; support will be adjusted, intensified or stepped down according to impact. Formal and legal routes are covered in Section 11.

Support-first attendance pathway	
1. Prevent	Build belonging, inclusive routines, clear expectations and welcoming starts.
2. Identify early	Use regular checks, first-day response and early contact to spot emerging patterns.
3. Listen and understand	Explore barriers with the pupil and family and consider safeguarding, SEND, medical and contextual information.
4. Agree support	Set practical actions, reasonable adjustments and coordinated help.
5. Formalise and review	Use an attendance support plan or attendance contract with named responsibilities, outcomes and review dates.
6. Adjust or step down	Intensify or widen support where progress is limited; recognise sustained improvement and step down appropriately. Formal and legal intervention is covered in Section 11.

9 Persistent absence, severe absence and vulnerable groups

This section defines the attendance thresholds and identifies pupils who may face additional barriers. A pupil is persistently absent when they miss 10% or more of possible sessions and severely absent when they miss 50% or more. Schools will also identify pupils whose attendance is declining towards persistent absence so support begins before the threshold is reached.

Particular attention will be given to pupils with SEND, medical or mental health needs, a social worker, looked after or previously looked after status, young-carer responsibilities, disadvantage, housing or family instability, alternative provision, part-time timetables or youth justice involvement. Schools will consider intersecting needs and avoid assumptions based solely on group membership. This includes pupils who are at risk of suspensions and exclusions.

Persistent and severe absence will receive appropriately senior oversight. Responses will be personalised, inclusive and connected to safeguarding, SEND, medical, pastoral and early-help systems. The support pathway is set out in Section 8; formal and legal intervention is set out in Section 11.

Attendance concern	Expected response
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At risk of persistent absence	Identify early, contact parents or carers, listen to barriers, agree practical support and monitor improvement.
Persistent absence	Formalise support through an attendance plan, review safeguarding and SEND information, involve pastoral or early help support, and monitor regularly.
Severe absence	Prioritise for senior leader oversight, safeguarding review, local authority engagement and multi-agency planning where appropriate.
Vulnerable pupil or group	Analyse patterns, consider barriers and reasonable adjustments, involve relevant professionals and review the impact of support.
Support not improving attendance	Review the plan, consider whether barriers have been fully understood, formalise or escalate support, and consider statutory intervention where appropriate.

Key terms

Term	Meaning
Authorised absence	Absence recorded using an authorised statutory code because the relevant criteria are met.
Unauthorised absence	Absence that does not meet the criteria for an authorised code, including arrival after the register has closed.
At risk of persistent absence	A school monitoring category for a pupil whose attendance is declining towards persistent absence. There is no national statutory threshold.
Persistent absence	Missing 10% or more of possible school sessions.
Severe absence	Missing 50% or more of possible school sessions.
Session	One morning or afternoon registration period.
Compulsory school age	The statutory period during which a child must receive suitable full-time education.
Parent	For education law, this includes a natural parent, a person with parental responsibility, and a person who has care of the child.

10 Leave of absence and term-time holidays

Parents and carers are expected to avoid arranging leave of absence during term time wherever possible. Pupils should attend school every day the school is open unless absence is unavoidable or has been authorised in advance. It should be noted that leave in term time will only be granted in exceptional circumstances.

All trust schools will apply the same principles when considering term-time leave. Leave may only be granted where a request has been made in advance by a parent or carer with whom the pupil normally lives and the circumstances are considered exceptional. Each request will be considered individually, taking

account of the specific facts, circumstances and relevant background context, and in accordance with the statutory framework that applies to the school. Attendance history may be considered when determining whether exceptional circumstances exist.

The headteacher, or another person authorised by the trust as proprietor, will decide whether leave can be granted and, if so, the number of school days authorised. Decisions will follow these trust-wide exceptional-circumstances principles and the school's published leave-of-absence process. Leave cannot be authorised retrospectively where no advance request has been made.

Requests should be made using the school's leave of absence process and should include enough information for the school to make an informed decision. The school may request supporting information or evidence where this is necessary and proportionate.

Family holidays, leisure travel, birthdays, shopping trips, routine appointments, or other avoidable activities during term time will not normally be considered exceptional circumstances. Where a request is refused and the pupil is absent, the absence will be recorded as unauthorised.

Where inaccurate, incomplete or deliberately false information is provided in support of a leave request, the school may record the absence as unauthorised and may consider further action in line with this policy, safeguarding procedures and local authority arrangements.

If additional days are taken before or after an authorised period of leave, the school will consider whether those days form part of the same absence period and whether they should be recorded as unauthorised. Medical and dental appointments should be arranged outside school hours wherever possible. Where this is not possible, parents and carers should notify the school in advance and the pupil should attend school before and after the appointment wherever practicable.

Request or absence type	Policy position
Exceptional leave requested in advance	The school will consider the individual circumstances and decide whether leave can be authorised and for how long.
Holiday or leisure travel during term time	Will not normally be authorised because a need or desire for a holiday or leisure absence is not usually exceptional.
Leave not requested in advance	Cannot be authorised retrospectively and will normally be recorded as unauthorised.
Refused leave but pupil is absent	The absence will be recorded as unauthorised and may be referred for penalty notice consideration where the criteria are met.
Additional days taken around approved leave	The school will consider whether these days form part of the same absence period and whether they should be unauthorised.
Unavoidable medical or dental appointment	May be authorised where appropriate, but pupils should attend school for the rest of the day wherever possible.

Local authority leave of absence forms, template letters and area-specific penalty notice information should be maintained in appendices or school-level addenda. These should be reviewed regularly to ensure they reflect current local authority codes of conduct and statutory guidance.

11 Penalty notices and legal intervention

This section covers formal and legal intervention. Such action will be considered only where support has not succeeded, has not been engaged with, or would be inappropriate, and must be proportionate, case specific and consistent with statutory guidance and the relevant local authority code of conduct.

Available routes may include an attendance contract, notice to improve, penalty notice, education supervision order, parenting order or prosecution. The school will seek local authority advice and provide clear evidence of the circumstances, support offered and rationale for the requested route.

The national threshold is met when a pupil records 10 sessions of unauthorised absence within a rolling period of 10 school weeks. When the threshold is met, the school must consider whether a penalty notice is appropriate, having regard to support, individual circumstances and the local authority code of conduct. The sessions do not need to be consecutive and may include a combination of unauthorised absence codes.

A school week means any week in which there is at least one school session. Reaching the threshold does not mean that a penalty notice will be issued automatically; the local authority will determine the appropriate response. Schools will ensure families have been offered support and understand the consequences of continued unauthorised absence before requesting formal intervention where appropriate.

For the first penalty notice issued to a parent for the same child within a rolling three-year period, the charge is £160, reduced to £80 if paid within 21 days. A second penalty notice within that period is charged at £160, payable within 28 days, with no reduced rate. No more than two penalty notices may be issued to the same parent for the same child within a rolling three-year period. For a third or subsequent offence, another legal intervention, which may include prosecution, will be considered. If a penalty notice is not paid within 28 days, the local authority may prosecute the original attendance offence. Penalty notices may be issued to each liable parent for each child.

Route	When it may be considered	Key point
Attendance contract	Where a formal voluntary agreement may help the parent, pupil, school and local authority work together to improve attendance.	Sets out agreed actions, support, responsibilities and review arrangements; it is not a punitive measure.
Notice to improve	Where the national threshold has been met, support is appropriate and a final opportunity to engage and improve should be provided.	Sets out the attendance concern, support available, expected improvement period and possible consequences.
Penalty notice	Where the national threshold or relevant local criteria are met and a penalty notice is judged the most appropriate intervention.	Issued by the relevant local authority for trust schools following case-by-case consideration.
Education supervision order	Where a court-supervised arrangement may help secure the pupil's regular education and is more appropriate than, or may be used alongside, prosecution.	The local authority applies to the Family Court and a supervisor is appointed to advise, assist and direct.

Parenting order	Where ordered by a court following conviction and additional structured support is required.	May require attendance at counselling or guidance sessions and compliance with court-directed requirements.
Prosecution	Where unauthorised absence is serious or persistent, support has not secured improvement, a penalty notice remains unpaid, two penalty notices have already been issued within three years, or another route is unsuitable.	The local authority may prosecute under section 444 of the Education Act 1996.

12 Data monitoring, reporting and governance oversight

This section sets out assurance and governance arrangements. Attendance information will be used at pupil, group, school and trust level to identify risk, check statutory compliance, evaluate impact and direct support or challenge.

Operational assurance will check that registers are complete, missing marks and unexplained absences are resolved promptly, codes and amendments are accurate, and off-site attendance is confirmed. Each state-funded trust school will share attendance data with the Department for Education through the required automated process from its management information system. The Department's attendance monitoring service receives this data twice daily. Schools will monitor the data feed, investigate errors or interruptions promptly and ensure that submitted data remains accurate. Strategic analysis will consider trends, attendance bands, persistent and severe absence, vulnerable groups, punctuality, absence reasons and the impact of support.

Trust leaders will compare schools, identify risks and effective practice, deploy support and hold leaders to account. Governors and trustees will receive concise, evaluative reporting that shows trends, disparities, risks, statutory assurance, agreed actions and evidence of impact.

Level and frequency	Core oversight	Expected response
Daily operational review	Missing marks, unexplained absence, first-day response, off-site attendance and immediate welfare concerns.	Resolve records promptly, confirm safety and escalate safeguarding concerns without delay.
Regular pupil and group review	Declining attendance, punctuality, repeated or consecutive absence, attendance bands, vulnerable groups, support plans and progress.	Identify barriers early, agree or adjust support, name responsible staff and set a review date.
School strategic review	Overall, authorised and unauthorised absence; persistent and severe absence; reasons; group disparities; data quality; and impact of strategy.	Prioritise improvement actions, allocate capacity and evaluate whether intervention is changing attendance.
Trust review	Comparable school trends, attendance bands, risks, vulnerable groups, statutory	Provide support and challenge, deploy resources and share effective practice across schools.

	compliance, capacity and impact of trust support.	
Governance oversight	Headline trends, benchmarks, disparities, risks, agreed actions and evidence of impact.	Seek assurance, challenge leaders and monitor completion and effectiveness of improvement actions.

13 Linked policies and appendices

This trust policy sets the common attendance principles, expectations and minimum requirements for all Inspire Education Trust schools. It should be read alongside the trust and school policies, procedures, local authority arrangements and school-level information that support attendance, safeguarding, inclusion and pupils' access to education. Where statutory guidance, legislation or a local authority code of conduct changes, the current requirement will take precedence until this policy is formally updated.

Relevant linked documents include, where applicable:

- Safeguarding and Child Protection Policy, including arrangements for children absent from education;
- Children Missing Education procedures;
- SEND Policy and SEN Information Report;
- Supporting Pupils with Medical Conditions Policy and guidance on mental or physical ill health affecting attendance;
- Relational Behaviour Policy and anti-bullying arrangements;
- Suspensions and Permanent Exclusions Policy;
- Alternative Provision guidance and monitoring arrangements;
- Part-Time Timetable guidance;
- Admissions, admission-register and removal-from-roll procedures;
- Elective Home Education procedures;
- Early Help and safeguarding referral procedures;
- Data Protection Policy, privacy notices and records-management guidance; and
- Complaints Policy.

The trust policy owner will review this policy at least annually and sooner when legislation, statutory guidance, local authority codes of conduct, trust structures or significant practice changes require it. The review will consider compliance, attendance trends, equality and safeguarding implications, implementation across schools and feedback from relevant leaders. Material changes will follow the trust's approval arrangements, and the approved version, policy date, review date and document history will be updated consistently.

School-level attendance documents and operational documents will be quality assured through trust attendance arrangements. Superseded copies must be withdrawn from circulation, and staff and families must be informed where a change affects expectations, contact routes, school-day arrangements, absence reporting, support or legal intervention.

Appendix 1: Statutory attendance and absence codes (July 2026)

This appendix is a quick-reference summary of the national codes in the Department for Education's statutory guidance *Working together to improve school attendance*, updated July 2026, and the School Attendance (Pupil Registration) (England) Regulations 2024. It does not replace the full statutory criteria. Codes must be applied for each morning and afternoon session, and staff must consult the current guidance where circumstances are unusual or a code requires supplementary information. For any approved educational activity, the school must approve the activity in advance, be satisfied that it is educational and appropriately supervised by a person with suitable skills, training, experience and knowledge, and have arrangements to receive attendance information promptly. If the pupil does not attend the activity, the relevant absence code must be used.

Category	Code	Statutory meaning and key use
Attending school	/ and \	Present at school for the morning or afternoon registration session.
Attending school	L	Late arrival before the register closes. The school must publish a consistent closing time, no more than 30 minutes after the register opens.
Approved educational activity	K	Attending education provision arranged by the local authority. The school must obtain attendance information and use an absence code if the pupil does not attend.
Approved educational activity	V	Attending an educational visit or trip arranged by or on behalf of the school and supervised appropriately.
Approved educational activity	P	Participating in an approved educational sporting activity with appropriate supervision.
Approved educational activity	W	Attending approved work experience as part of the pupil's education.
Approved educational activity	B	Attending another approved educational activity off site. The pupil must be physically present; remote learning does not qualify. The activity must be educational, approved and appropriately supervised.
Approved educational activity	D	Dual registered and attending the other school. Schools must share attendance information and follow up unexplained absence.
Authorised absence	C1	Leave of absence granted in advance for the pupil to participate in a regulated performance or to undertake regulated employment abroad. Record the purpose in the school's management information system and apply the full statutory criteria.
Authorised absence	C2	Leave of absence for a compulsory-school-age pupil who is not required to attend a session because it falls outside an agreed temporary part-time timetable. The timetable must be exceptional, time limited, regularly reviewed and form part of a plan to return the pupil to full-time education. C2 is recorded and published statistically as authorised absence; it is not attendance and must not be used to mask absence or as a long-term arrangement.

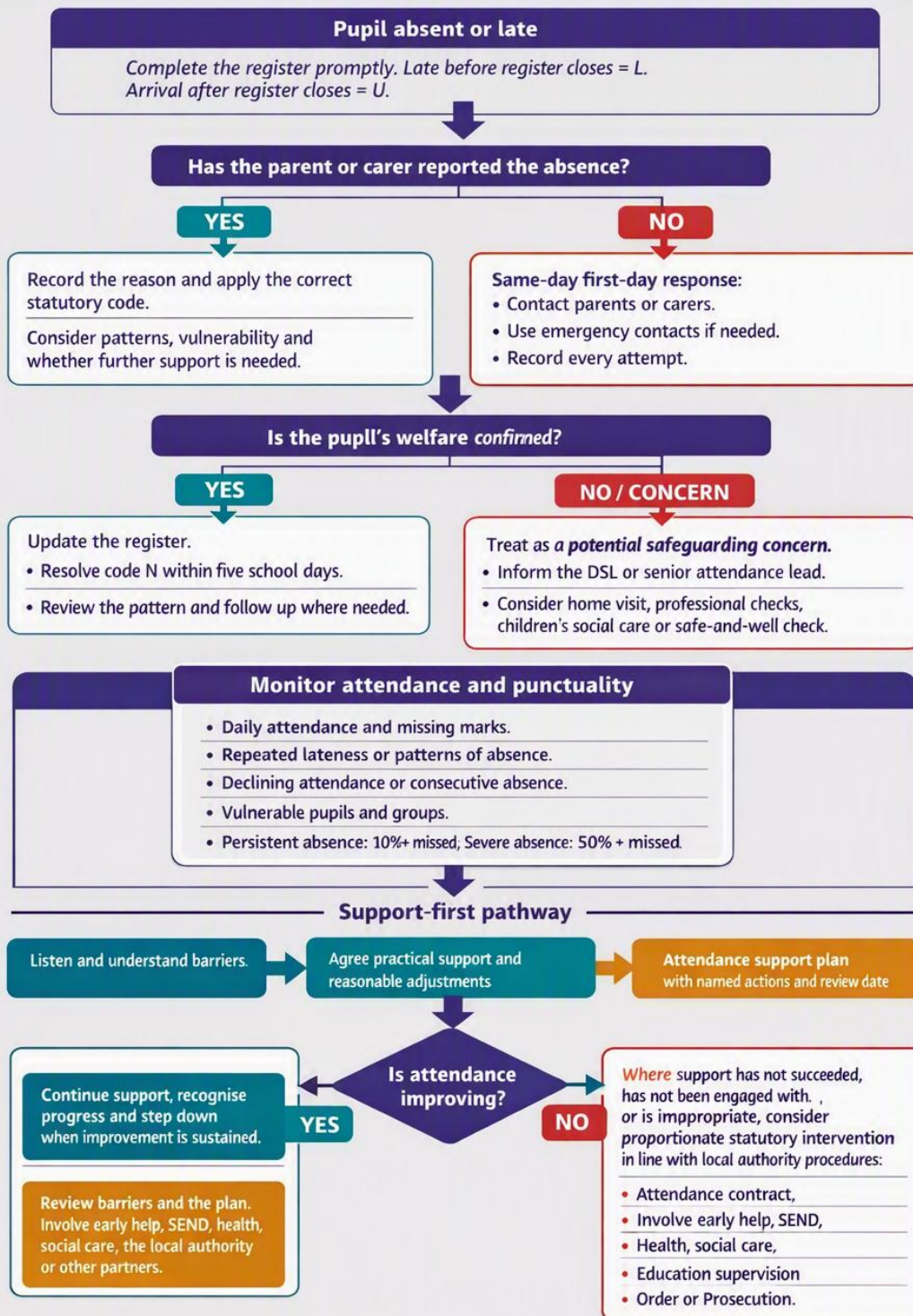
Authorised absence	C	Leave of absence for other exceptional circumstances, granted in advance and decided individually by the authorised decision-maker.
Authorised absence	M	Leave for an unavoidable medical or dental appointment. Pupils should attend before or after the appointment where practicable.
Authorised absence	J1	Leave to attend an interview for employment or admission to another educational institution.
Authorised absence	S	Study leave for a public examination, used sparingly and only for pupils in the relevant year group.
Authorised absence	T	Parent travelling for occupational purposes where the statutory criteria for a mobile child are met.
Authorised absence	R	Religious observance on a day exclusively set apart by the relevant religious body.
Authorised absence	I	Unable to attend because of illness, including physical or mental ill health. Medical evidence should not be requested routinely.
Authorised absence	E	Suspended or permanently excluded and no alternative provision has been made for the session. Use only while the pupil remains on the admission register and within the period permitted by the statutory criteria. Where suitable alternative provision is arranged, record attendance at that provision using the appropriate code.
Unable to attend	Q	Unable to attend because access arrangements to enable attendance are not in place, and the statutory conditions for code Q are met. This is not a possible attendance. Record the required details in the management information system and consult the full statutory guidance before use.
Unable to attend	Y1	Transport normally provided by the school or local authority is unavailable and the statutory distance criteria are met.
Unable to attend	Y2	Widespread disruption to travel prevents attendance.
Unable to attend	Y3	Part of the school premises is closed and the pupil cannot practicably be accommodated elsewhere on site.
Unable to attend	Y4	The whole school site is unexpectedly closed.
Unable to attend	Y5	Unable to attend because the pupil is in criminal justice detention.
Unable to attend	Y6	Unable to attend because attendance would be contrary to, or prohibited by, public health guidance or law. Use only where the pupil's circumstances fall within the specific public-health or legal restriction; do not use for general illness, anxiety or parental preference.
Unable to attend	Y7	Unable to attend because of another unavoidable cause not covered by codes Y1 to Y6. Use only where the cause is genuinely unavoidable and attendance is not possible, not merely difficult or undesirable. Record the

		specific nature of the unavoidable cause in the management information system.
Unauthorised absence	G	Holiday not granted by the school. Leave cannot be authorised retrospectively.
Unauthorised absence	N	Reason for absence not yet established. Follow up promptly and amend within five school days; if no reason is established, use O.
Unauthorised absence	O	Absent in other or unknown circumstances, including where the reason is not one the school can authorise.
Unauthorised absence	U	Arrived after the register closed but before the end of the session.
Not required to attend	X	Non-compulsory-school-age pupil not required to attend that session. Do not use for a compulsory-school-age pupil on a part-time timetable.
Administrative	Z	Prospective pupil not yet on the admission register.
Administrative	#	Planned whole or partial school closure, including school holidays, INSET days or another session when attendance is not required.

Appendix 2: Attendance Process Flowchart

This visual summarises the trust's day-to-day response to absence, safeguarding escalation, monitoring, support and proportionate statutory intervention. It should be used alongside the written policy and each school's attendance addendum.

Attendance Process: From Absence to Support and Escalation



Safeguarding runs through every stage • Record decisions and actions • Act early • Support first • Escalate proportionately

■ Routine attendance action
 ■ Support or improvement
 ■ Review or decision
 ■ Safeguarding or statutory escalation

ATTENDANCE POLICY

Written by:	H Hastilow	June 2026
Senior Lead Review by:	Rob Darling	August 2026
Next Review Date:		June 2027
Approved by Directors:		06.10.25
Signed:		



Lois Whitehouse
CEO



Nicky Aston
Chair of Standards