



# SHERBORNE SCHOOLS GROUP

## Pupil Attendance, Registration & Absence Policy

**Approving body:** Executive Committee

**Owner:** Head SG

**Author:** Attendance Officers

### Executive Summary

The following policy has been agreed by all schools in the Sherborne Schools Group (SSG) in order to support and maintain high attendance with an expectation that all pupils, whether they are day pupils or boarders, will strive to achieve attendance between 97-100%. This policy will also ensure a consistent approach in all SSG schools.

All pupils attending SSG schools have the right to receive an education that will provide them every opportunity to flourish. To ensure that pupils' learning is not seriously interrupted and their level of attainment affected, regular attendance is necessary. Poor or irregular attendance can significantly impact on children's academic progress, their wellbeing and their future life chances. SSG schools are committed to working with and supporting parents<sup>1</sup> in their legal obligation to ensure that their child attends school regularly and on time. This policy will be tailored for each school in the Group to ensure that parents have accurate information relating specifically to individual schools.

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<sup>1</sup> Education law defines parents as: all natural parents, whether they are married or not; any person who has parental responsibility for a child or young person; and any person who has care of a child or young person i.e. lives with and looks after the child. In this policy the term 'parent' includes parents, guardians and carers.

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## Introduction and Background

The Sherborne Schools Group (the Group) recognises that positive behaviour and regular attendance are essential in enabling pupils to get the most from their school experience, including their attainment, wellbeing, and wider life chances. Schools within the Group aim to promote good attendance by:

- providing an exciting, fun, positive and welcoming atmosphere in which all pupils feel safe, secure, and valued, and to which all pupils look forward to attending,
- raising and maintaining a whole school awareness of the importance of good attendance and punctuality, and

- ensuring attendance is monitored effectively and reasons for absences are recorded promptly and consistently, and support offered where attendance is problematic.

The Group places great emphasis on pupils developing good patterns of attendance and we recognise:

- The importance of good and regular attendance, alongside good behaviour, as a central part of our values and ethos in everyday life.
- The connections between attendance and pupil welfare, including fulfilling academic potential and attainment, developing good patterns of behaviour, and supporting pupils with particular needs (such as educational needs, medical conditions, disabilities and mental health).
- The importance of setting and communicating high expectations for the attendance and punctuality of all pupils.
- That missing education can act as a vital warning sign to a range of wider welfare and safeguarding issues for pupils.

As parents choose to entrust our schools with the education and care of their child, we are keen to support them in their legal requirement as parents to ensure that their child attends school regularly and on time. This means that each pupil is expected to attend every day that their school is open.

The Group has high expectations of pupils as to their attendance and all pupils, whether day or boarders, are made aware of these, including that they:

- are expected to be present in-person for the duration of the school day,
- are expected to punctually arrive on time and attend all timetabled lessons and activities,
- should not leave a lesson or the school site without permission or otherwise in accordance with school rules.

Therefore, all schools within the Group will ensure that:

- any unexplained absence will be followed up,
- persistent lateness or non-attendance will result in action being taken by the school, and
- if pupils are having difficulties that might discourage or prevent them from attending school or specific lessons regularly, they may speak to any member of staff who will listen to and support them.

This SSG Attendance Policy reflects the requirements and principles of The Department for Education (DfE) guidance: [Working Together to Improve School Attendance](#), which became statutory on 19 August 2024. Included in this guidance is a National Framework in relation to absence, how pupils with poor attendance should be supported, and the use of legal sanctions, where necessary.

In addition, all SSG schools follow the DfE's statutory safeguarding guidance, [Keeping Children Safe in Education](#), which emphasises the importance of understanding the potential vulnerabilities of children and young people who are missing or absent from education.

This policy seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school's commitment to attendance matters. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

Pupils gain the greatest benefit from their education when their attendance is regular, when they are at school on time and every day the school is open, unless the reason for the absence is

unavoidable. It is for the school to determine whether it is appropriate to authorise any pupil absence.

## Duties and Responsibilities

The duties and responsibilities of parents, schools, governing bodies and local authorities are laid out in the statutory guidance [Working Together to Improve School Attendance](#), which is underpinned by the following legislation:

- [The Education Act 1996](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Children Act 1989](#)
- [The Education and Inspections Act 2006](#)
- [The Education \(Penalty Notices\) \(England\) Regulations 2007](#)
- [Keeping Children Safe in Education](#)

A breakdown of these duties can be found [here](#).

The Group will work continuously with pupils, parents, the local authority and other partners to ensure we all continue to fulfil our statutory duties and support pupils as fully as possible.

## Definition of Regular Attendance

In 2017, the [Supreme Court](#) ruled that the definition of regular school attendance is “*in accordance with the rules prescribed by the school*”.

In 2024, paragraph 11 of [Working Together to Improve School Attendance](#) further clarifies the definition of regular attendance as follows: “*A child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school*”.

The Sherborne Schools Group expects all pupils to attend school every day that their school is open, except in a small number of allowable and unavoidable circumstances, as defined in [Working Together to Improve School Attendance](#).

## Promoting Regular Attendance

All schools within the Sherborne Schools Group believe in developing good patterns of attendance and have high expectations for the attendance and punctuality of all our pupils. Regular attendance is central to our vision, values, ethos, and day to day life and we recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

The Group has high aspirations and expectations of all our pupils in all areas of school life, including their attendance. We expect all pupils and their parents to strive for the highest level of attendance possible and it is the role of the Attendance Officer, to oversee pupil attendance and to develop strategies to support every pupil to attend school regularly.

Helping to create a pattern of regular attendance is the responsibility of parents, pupils, and all members of school staff. To help focus on this, each of our schools will:

- submit a daily attendance return to the Department for Education (DfE) in line with the legal expectations placed on all schools,
- build strong relationships and collaborate with pupils and families,
- give parents/carers details on attendance in our newsletters,

- promote the benefits of high attendance,
- accurately maintain the school admission register,
- accurately maintain the school attendance register,
- have effective day to day processes in place to follow-up pupil absence,
- report to parents regularly where there are any concerns regarding their child's attendance and the impact on their progress,
- contact parents if their child's attendance falls below the school's target for attendance<sup>2</sup>.

## Registration Times and Lateness

Registration is required by law at the beginning of each morning session and at the beginning of the first afternoon session. Good timekeeping is a vital life skill which pupils need as they progress through their school life and out into the wider world. Poor punctuality is not acceptable and can lead to irregular school attendance patterns.

Pupils who arrive in school after the morning registration has been taken (usually within ten minutes of morning registration opening) may be marked as late with the **L code**<sup>3</sup> (late arrival before the register is closed).

Pupils who arrive in school after the morning registration has closed will be marked as late with the **U code** (late arrival after registration has closed). The U code shows that a pupil is present for safeguarding purposes but is classed as an unauthorised absence for statistical purposes and will therefore affect the pupil's overall attendance figure.

Detail on the registration times and key contacts for absence in each SSG school may be found in [Appendix 2](#). Detail on the registration codes available for schools may be found in [Appendix 4](#).

Frequent lateness can seriously disadvantage pupils and disrupt the learning of others. Research shows that arriving late is one of the lead causes in pupils experiencing stress and feeling unsettled or embarrassed when they arrive in school. If a pupil is frequently marked as late with either the L code or the U code, the school will contact parents to discuss the matter and offer appropriate support.

## Understanding Types of Absence

Ensuring a child's regular attendance at school is a legal parental responsibility. Any absence affects the routine of a pupil's schooling and regular absence can seriously affect their ability to progress in their learning. Absence and late arrival also disrupts the learning of others.

For all pupils, attendance is marked twice on every day the school is open to pupils: at the beginning of the morning and afternoon sessions. Every session that a pupil is absent must be classified by the school (not by the parent), as either **authorised** or **unauthorised**. This includes pupils of non-compulsory school age who are absent from a session that they were timetabled to attend (e.g. pre-school pupils).

Parents are required to provide information relating to all absences to ensure these decisions can be made accurately, and to ensure each pupil's attendance record reflects their story and

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<sup>2</sup> SSG's target for attendance is 100-97% for each pupil.

<sup>3</sup> Where iSAMS is used, additional nuance is available and so a yellow entry with the number of minutes late may be used. Any such coding will count as 'L' for statistical and reporting purposes.

any barriers to attendance. Simply stating that the child is “unwell” is not sufficient, as a specific reason is required to be recorded on the attendance register.

## Authorised Absence

Authorised absences are morning or afternoon sessions away from school for a reason such as illness, medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause. In certain cases, the school may ask for medical evidence before they are able to make the decision to authorise an absence.

## Unauthorised Absence

Unauthorised absences are those which the school does not consider reasonable or unavoidable, or for which permission has not been given. Unauthorised absence includes, but is not limited to:

- parents keeping pupils out of school unnecessarily (e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn),
- absences that are not sufficiently explained by the parent,
- pupils who arrive at school after the close of registration (marked as late using a U code),
- day trips or shopping trips,
- their own or family birthdays,
- holidays taken during term time that have not been authorised,
- any other leave of absence in term time that has not been agreed.

## Term-Time Leave

All children have a legal right to suitable, full-time education. There is no entitlement for children to have time off from school during term-time for the purposes of a holiday, recreational or protest activity.

[The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#) set out the statutory requirements for schools, including that “*Headteachers may not grant any leave of absence during term time unless there are “exceptional circumstances”*”.

The Group expects all pupils to attend regularly. As such, any requests for term-time leave will be considered but only approved if the reasons and circumstances for that leave are exceptional and unavoidable. This decision rests with the Headteacher.

All requests for term-time leave must be made in writing and addressed to the Headteacher. Any requests for leave that are not authorised will result in those absences being marked as unauthorised on the pupil’s attendance record. Any leave taken during term-time without being requested will be unauthorised.

All such unauthorised leave will be recorded on the child’s attendance record using the **G code**. Where those unauthorised absences hit the national threshold, the school will follow up with parents. Term-time leave cannot be authorised retrospectively for any reason other than to correct an administrative error (e.g. where the holiday had been authorised by the Headteacher but miscoded).

If a parent reports their child as absent for reasons of illness (or otherwise) but there is reasonable evidence that those absences were for a holiday or recreational purposes, those absences may be unauthorised. In these cases, parents will be contacted.



While it is not possible to provide a definitive list of exceptional circumstances, the following is a guide that the Group will use to make decisions based on the reasons for the request being made:

- the request is rare, or a one-off, significant, and unavoidable,
- the request is of unique and significant emotional, educational, or spiritual value to the child, which outweighs any loss of teaching time (as determined by the Headteacher),
- the request is unavoidable, and could not be reasonably scheduled during school holidays.

Headteachers will liaise over decisions when there are siblings in other SSG schools. In rare cases, requests for term-time leave may be authorised. When this happens, SSG schools will not provide any work for the pupil to complete during their absence.

## Persistent and Severe Absence

A pupil is classified as a persistent absentee when they miss 10% or more schooling across the school year for any reason, whether these absences are authorised or not. Absence at this level will cause considerable damage to any pupil's education and schools need the full support and co-operation of parents to resolve this. All pupils who have attendance levels of 90% or below are persistent absentees.

A pupil is classified as severely absent when their attendance falls below 50%. Pupils within this group may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

If a pupil is not or will not be in school for any reason, the parents must also inform the school's Primary Contact for Attendance (see [Appendix 2](#) for contact details) as soon as possible and ideally before morning registration closes (see [Appendix 2](#) for registration times). Where a pupil is absent from school due to illness, the school must be informed of this each day that they are absent.

If a pupil is a boarder and they are unable to return to School following an exeat or holiday, the Primary Contact for Attendance must be informed as soon as possible.

Periods of absence notified to the school via voicemail/phone call must be followed up in writing either by an email or a letter from a parent on the pupil's return. The pupil's absence will be marked as unauthorised if a sufficient written explanation is not provided.

The Sherborne Schools Group follows strict legislative guidelines set by the Government with regards to attendance and requests for term time leave.

- For planned absences from school or lessons, such as dental/medical appointments or other legitimate reasons, parents should provide an appointment card from the dentist/hospital etc. If a note or a card is not produced then the absence will not be authorised.
- For medical absences over five days, we request a copy of a doctor's appointment card to show that parents have consulted with/attended a GP for advice in order to support authorisation of absence.
- All absences will be marked as unauthorised if no communication has been received from parents. Schools are required to inform the Local Authority if a pupil fails to attend school for 10 sessions in any 12 week period.

Any parent wishing to request permission for their child to be absent from school during term-time for any reason, should please contact the school's Primary Contact for Attendance in the first instance.

If a pupil is absent from school their parents must follow these procedures:

1. Contact the school on the first day of absence before morning registration closes (see [Appendix 2](#)) providing their child's details and the reason for their absence.
2. Contact the school on every further day of absence before morning registration closes providing their child's details and the reasons for their ongoing absence.
3. Minimise absence by ensuring their child returns to school as soon as possible. In some cases, their child may be well enough to come into school later in the day.
4. Provide any further information to support their child's absence if requested to by the school. Medical evidence may be requested if the pupil is having multiple periods of absence which are reported as being due to medical reasons. When deciding whether a pupil is too ill to attend school, both parents and school staff can consider the advice contained with [NHS guidance on illness and school attendance](#).

If a pupil is absent and no notification has been received, the school will:

1. Text, email or telephone the parents on the first, and every subsequent day of absence, if they have failed to inform the school of the reason for the pupil's absence.
2. If the school are unable to contact parents by telephone, the school will telephone emergency contact numbers and send letters home. In the interests of safeguarding all our pupils, a home visit may also be conducted.

If a pupil's absence continues, the school will:

- send letters to parents outlining our concerns and expectations, and offering support,
- arrange a meeting with parents to discuss any barriers and understand how they can be overcome,
- create a personalised plan, such as an attendance contract, to address any barriers to attendance and make clear each person's role in improving the attendance patterns of the pupil,
- provide additional support in school to improve attendance,
- offer signposting support to other agencies or services, if appropriate,
- refer the matter to the Local Authority for further support or relevant legal sanctions if attendance deteriorates following the above actions.

## Understanding Barriers to Regular Attendance

The Group has high expectations of all pupils but also recognise that irregular school attendance is often an early indicator that a pupil needs additional support. While the most common cause of absence is illness, there can be underlying issues that are impacting a pupil's ability or willingness to attend regularly.

Any barriers preventing regular attendance need to be identified as quickly as possible and resolved through collaboration between the school, the parents, and the pupil. We will work with our pupils and their family to understand the root problem and provide any necessary support.

Where needed, we will seek the support of outside agencies to support a pupil to get into school regularly.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities (SEND), or other complex needs or vulnerabilities. High expectations of attendance remain in place for all these pupils; however, we will work with families and pupils to support



improved attendance whilst being mindful of the additional barriers faced. We will discuss reasonable adjustments and additional support from external partners, where appropriate.

## Safeguarding and Attendance

The Sherborne Schools Group will monitor trends and patterns of absence for all pupils as a part of our standard procedures. We are aware however that sudden or gradual changes in a pupil's attendance may indicate additional and sometime significant safeguarding issues, where absence may place pupils at additional risk.

In line with government guidance [Keeping Children Safe in Education](#), any suspected safeguarding issues will be investigated and reported to the relevant authorities.

## Working with the Local Authority

Parents, schools, governing bodies and the local authorities all have legal duties to ensure all children access a suitable, full-time education. This includes working together to support regular attendance.

The Sherborne Schools Group works closely with Dorset Council to promote and support regular attendance, and to take the relevant action when needed. This includes:

- Regular attendance data sharing for all pupils in line with statutory guidance.
- Requests for support from services across the Authority, including health services and Dorset Council.
- Requests for attendance support, where our efforts to support a pupil's improved attendance have not been successful, or where we feel the use of legal interventions or other statutory support may be appropriate.
- Parents are expected and encouraged to work with the school and Local Authority to address any attendance concerns. They are also encouraged to actively engage with the support offered, aiming to resolve any problems together. This is usually successful.

SSG schools will always work with parents and pupils to support regular attendance, but where this is not possible, the Sherborne Schools Group is able to request attendance support from the Local Authority without parental consent.

## Maintaining the School Admission Register

The admission register (sometimes referred to as the school roll) for each school must contain specific personal details of every pupil in the school along with the date of admission or re-admission to the school, information regarding parents and carers, and details of the school last attended.

The school will enter pupils on the admission register at the beginning of the first day on which the school has agreed with, or been notified by the parent, that the pupil will attend.

A pupil's name can only lawfully be deleted from the admission register if a reason set out in Regulation 8 of the [Education \(Pupil Registration\) \(England\) Regulations 2006](#), as amended, applies.

It is vital that the admission register is accurate and up to date. Therefore, we encourage parents to inform the school of any changes whenever they occur and ensure the admission register is amended as soon as possible.



## International Pupils and UKVI Compliance

As a licensed sponsor of international pupils under the United Kingdom Visas and Immigration (UKVI) Student and Child Student route, the Group is committed to fulfilling all sponsor duties in accordance with the UKVI guidance and immigration rules.

### Monitoring Academic Engagement

For pupils studying under a UKVI visa, schools within the Group are required to monitor and record academic engagement. This includes but is not limited to:

- Attendance at all timetabled lessons, tutorials and supervised study sessions
- Submission of coursework and participation in assessments
- Use of school-provided digital learning platforms
- Communication with academic and pastoral staff.

Failure to engage with the academic programme may result in intervention and, where necessary, reporting to UKVI.

### Reporting Non-Engagement

In line with UKVI requirements, SSG schools must report to UKVI if a sponsored pupil:

- Misses ten consecutive days without authorisation
- Fails to enrol or register within the expected timeframe
- Withdraws from their course or is excluded.

Such reports are made via the Sponsorship Management System within ten working days of the issue being identified.

### Registration and Record-Keeping

All international pupils must register in person at the start of each term unless otherwise agreed. All schools within the Group maintain accurate and up to date records of attendance, engagement and communications with international pupils. These records are retained within the electronic registration and attendance register for at least one year after the pupil ceases to be sponsored.

### Absence and leave requests

Any absences must be reported promptly and supported by appropriate documentation. Requests for leave during term time must be submitted in writing and will only be granted in exceptional circumstances (see [Term-Time Leave](#)). Unauthorised absences may be reported to UKVI and could affect a pupil's visa status.

### Safeguarding and welfare

The Group is committed to safeguarding the welfare of all pupils, including those on Child Student and Student visas. Any concerns regarding a pupil's wellbeing, absence or engagement will be addressed promptly and, where appropriate, escalated to the Designated Safeguarding Lead and UKVI.

## Using Data to Improve Attendance

Any absence affects the pattern and rhythm of a child's education and regular absence may seriously affect their learning.

The Department for Education (DfE) defines persistent absence as a pupil missing 10% or more schooling across the school year, for any reason.

Where a pupil misses 50% or more of their schooling, they are severely absent.

The Sherborne Schools Group will ensure that data is routinely monitored to identify emerging attendance issues and will seek to prevent any pupil becoming persistently or severely absent using a support-first approach. This will include:

- Identifying the individual needs of pupils and barriers to attendance,
- working closely with pupils, their families and wider support services to remove barriers to attendance,
- a formalised approach in conjunction with the Local Authority and, where appropriate,
- consideration of statutory frameworks to protect pupils' right to education.

In line with statutory guidance, the Sherborne Schools Group will regularly monitor attendance data to ensure the following pupils and groups are identified and appropriately supported:

- Pupils at risk of being persistently absent (attendance is approaching 90%)
- Pupils that are persistently absent (attendance is below 90%)
- Pupils that are severely absent (attendance is below 50%)
- Pupils with lower attendance than their peers
- Pupils with SEND or medical conditions
- Pupils that have a social worker
- Pupils that are, or have been, a Child Looked After (CLA)
- Pupils that have missed more than 15 whole days of attendance

Further information is provided on the table of responsibilities that can be found here: [Summary table of responsibilities for school attendance](#).

All schools are also required to submit pupils' attendance data to the Local Authority and the DfE on a regular basis. This supports our collective efforts to understand attendance patterns and work together to improve school attendance.

## Appendix 1: Summary of Changes

### In Issue 1.1

- Section on International Pupils and UKVI Compliance included on page 10.
- Specific reference to the absence of pupils of non-compulsory school age added on page 5.
- Attendance Officer at Sherborne Boys updated in Appendix 2, in line with current practice.

### In Issue 1.2

- Registration closing times updated in Appendix 2.





### In Issue 1.3

- Registration times updated for Sherborne Girls in Appendix 2

## Appendix 2: Individual SSG School Attendance Procedures

All SSG schools use iSAMS as an electronic registration and attendance register. This system allows additional nuance in reporting attendance and any additional codes used by individual schools are mapped to the government codes in [Appendix 4](#) for the purposes of external reporting.

The key details for attendance procedures in each school are shown below:

|  | <br>SHERBORNE<br>BOYS | <br>SHERBORNE<br>GIRLS | <br>SHERBORNE<br>PREP | <br>HANFORD<br>PREP |
|--|--|---|---|--|
| <b>Primary Contact for Attendance</b><br>(for parents to report absence) | Pupil's Housemaster  | Pupil's Housemaster/<br>mistress (HM)   | Reception<br>(School Office)  | School Office  |
| <b>Attendance Officer</b>  | Deputy Head Operations   | Senior Deputy Head  | Deputy Head Pastoral  | Deputy Head  |
| <b>Morning Registration Opens</b>  | 08:00  | 08:15   | 08:15   | 08.25  |
| <b>Morning Registration Closes</b>                                       | 08:30  | 08:45   | 08:45   | 08.55  |
| <b>Afternoon Registration Opens</b>                                      | 13:00  | 13:15   | 13:30   | 13.00  |
| <b>Afternoon Registration Closes</b>                                     | 13:30  | 13:45   | 14:00   | 13.30  |
| <b>End of the academic school day</b>                                    | 17:15  | 17:15   | Pre-Prep 15:50<br>Prep 17:00  | Core 16.40<br>Plus 17.30   |

## Appendix 3: The SSG Support First Approach to Attendance

| Attendance   | Level  | Days missed in a year <sup>4</sup> | Lessons missed in a year <sup>5</sup> |           | Intervention   | Link to DfE Guidance |
|--------------|--|------------------------------------|---------------------------------------|-----------|--|----------------------|
|              |  |                                    | Senior                                | Prep      |  |                      |
| 97 – 100%    | Excellent attendance – all pupils should aim to be in this group   | Up to 6 days                       | Up to 54                              | Up to 36  | Termly, annual recognition through school systems and processes.   | Expect               |
| 96 – 96.9%   | Expected attendance  | Up to 8 days                       | Up to 72                              | Up to 48  | Improved attendance also recognised.   | Monitor              |
| 94 - 95.9%   | Falling below expected attendance  | 8 to 11 days                       | Up to 99                              | Up to 66  | School will work with parents to support improved attendance, through the SSG Attendance Concerns Pathway.   | Listen & Understand  |
| 90.1 – 93.9% | Below expected attendance – risk of underachievement increases as attendance falls   | 11 to 18 days                      | Up to 162                             | Up to 180 | School will work with parents to support improved attendance, through the SSG Attendance Concerns Pathway and may seek to involve external agencies.   | Facilitate Support   |
| 51% - 90%    | Attendance below this level is classed as Persistent Absence and will seriously increase the risk of underachievement  | 18 to 90 days                      | Up to 810                             | Up to 540 | School will seek to involve external agencies including the Education Engagement Service. Where efforts to improve attendance have not been successful, legal intervention including Penalty Notices and Prosecution will be considered. | Formalise Support    |
| 50% or below | Attendance below this level is classed as Severe Absence and will substantially increase the risk of underachievement. Pupils at this level are more likely to find it difficult to be in, or return to, school. | 91 days or more                    | Over 810                              | Over 540  | School will work closely with external agencies including the Education Engagement Service and, where appropriate, Children's Social Care, where ongoing severe unauthorised absence is likely to constitute neglect.                    | Enforce              |

<sup>4</sup> Assuming 182 teaching days per academic year

<sup>5</sup> Assuming up to 9 lessons per day for the senior schools and up to 6 lessons per day for the prep schools, individual school figures may vary

## Appendix 4: Registration Codes

The table below shows all attendance and absence codes available to schools. All schools are required to mark every child's register twice a day using the appropriate code.

New codes were introduced for September 2024, most notably the updated **C1** and **C2** codes, codes **Y1** to **Y7** and the **K** code.





✓ = Yes    X = No    N/A = Not Applicable (does not count towards a child's attendance)

| Code | Definition  | Present | Authorised |
|------|---|---------|------------|
| /    | Present (morning session)   | ✓       | ✓          |
| \    | Present (afternoon session)   | ✓       | ✓          |
| B    | Attending any other approved educational activity   | ✓       | ✓          |
| C    | Leave of absence for exceptional circumstances  | X       | ✓          |
| C1   | Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad       | X       | ✓          |
| C2   | Leave of absence for a compulsory school age pupil subject to a part-time timetable   | X       | ✓          |
| D    | Dual registered at another school   | ✓       | ✓          |
| E    | Suspended or permanently excluded and no alternative provision made   | X       | ✓          |
| G    | Holiday not granted by the school   | X       | X          |
| I    | Illness   | X       | ✓          |
| J1   | Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution | ✓       | ✓          |
| K    | Attending education provision arranged by the local authority   | ✓       | ✓          |
| L    | Late arrival before the register is closed  | ✓       | ✓          |
| M    | Leave of absence for the purpose of attending a medical or dental appointment   | X       | ✓          |
| N    | Reason for absence not yet established  | X       | X          |
| O    | Absent in other or unknown circumstances  | X       | X          |
| P    | Participating in a sporting activity  | ✓       | ✓          |
| Q    | Unable to attend the school because of a lack of access arrangements  | N/A     | N/A        |
| R    | Religious observance  | X       | ✓          |
| S    | Leave of absence for the purpose of studying for a public examination   | X       | ✓          |
| T    | Parent travelling for occupational purposes   | X       | ✓          |
| U    | Arrived in school after registration closed   | X       | X          |
| V    | Attending an educational visit or trip  | ✓       | ✓          |
| W    | Attending work experience   | ✓       | ✓          |
| X    | Non-compulsory school age pupil not required to attend school   | N/A     | N/A        |
| Y1   | Unable to attend due to transport normally provided not being available   | N/A     | N/A        |



| Code      | Definition  | Present | Authorised |
|-----------|---|---------|------------|
| <b>Y2</b> | Unable to attend due to widespread disruption to travel                 | N/A     | N/A        |
| <b>Y3</b> | Unable to attend due to part of the school premises being closed        | N/A     | N/A        |
| <b>Y4</b> | Unable to attend due to the whole school site being unexpectedly closed | N/A     | N/A        |
| <b>Y5</b> | Unable to attend as pupil is in criminal justice detention              | N/A     | N/A        |
| <b>Y6</b> | Unable to attend in accordance with public health guidance or law       | N/A     | N/A        |
| <b>Y7</b> | Unable to attend because of any other unavoidable cause                 | N/A     | N/A        |
| <b>Z</b>  | Prospective pupil not on admission register                             | N/A     | N/A        |
| <b>#</b>  | Planned whole school closure (e.g. school holidays, INSET days)         | N/A     | N/A        |

## Appendix 5: Additional Resources to Support Attendance

|   |   |
|---|---|
| <p><b>Guidance for Parents on School Attendance</b></p> <p>Here, the Children's Commissioner provides information and resources to support parents with school attendance and school applications.</p> <p><a href="#">Visit the guidance for parents on school attendance website.</a></p>                                  |  |
| <p><b>Is my Child too ill for School?</b></p> <p>This website supports parents to understand whether their child is too unwell to go to school, including things to look out for, basic health advice and links to further information.</p> <p><a href="#">Visit Is my Child too ill for School on the NHS website.</a></p> |  |
| <p><b>Working Together to Improve School Attendance</b></p> <p>This statutory guidance outlines how parents and carers, schools and local authorities, should work together to support children and their families.</p> <p><a href="#">Open this PDF document on the Department for Education website.</a></p>              |  |
| <p><b>Emotionally Based School Avoidance</b></p> <p>This website provides support, training and advice for parents and carers whose children are experiencing emotionally based school avoidance.</p> <p><a href="#">Visit the Dorset website for Emotionally Based School Avoidance</a></p>                                |  |