

Isebrook School

Attendance Policy 2026- 2027



Aim

The primary aim of this policy is to safeguard all students at Isebrook School by ensuring their whereabouts are known at all times. As part of our safeguarding responsibilities, we are committed to monitoring attendance and working collaboratively with families to promote regular school attendance.

Role	Purpose
Trustees and Governors	To provide Trust-wide and school-level assurance that attendance arrangements are effective, lawful and safeguarding-led; that students' right to education, safety, dignity and wellbeing are protected; and that attendance monitoring and responses to absence are consistent, proportionate, rights-respecting and focused on early support and removal of barriers
Leaders	To guide and oversee the implementation of attendance practices that ensure all students are safe and their whereabouts are known at all times; that attendance concerns are identified and addressed early; and that responses to absence are trauma-informed, inclusive and centred on safeguarding, wellbeing, de-escalation and partnership with families and external agencies
Staff	To support staff in promoting and monitoring regular attendance through positive relationships, early identification of concerns and accurate recording; ensuring that any response to absence is sensitive, consistent and trauma-informed, prioritising safeguarding, emotional safety and students' right to access education

Complied by: Headteacher	Date: Apr 26
Committee: LGB	Date agreed by Governors: Apr 26
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Wellbeing in our Trust

Managing a students' attendance can be challenging and so this document aims to set out procedures to be followed to minimise what can be a difficult process.

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support program:
 - Education Support: telephone number 08000 562561 or
 - website www.educationsupport.org.uk

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1. Aims & approach to supporting Attendance

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 students
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every student 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 students have the support in place to attend school
- We will also promote and support punctuality in attending lessons.

Rights Respecting and Trauma-Informed Approach to Attendance:

At Isebrook School, our approach to attendance is firmly rooted in the principles of a Rights Respecting School and is delivered through a trauma-informed, relational framework. We recognise that regular attendance is both a child's right and a shared responsibility, and that absence is often a symptom of unmet need rather than disengagement or lack of care.

This policy reflects our commitment to upholding the United Nations Convention on the Rights of the Child (UNCRC), particularly:

- **Article 3** – the best interests of the child are a primary consideration in all decisions relating to attendance
- **Article 12** – the right of children to be heard and taken seriously in matters affecting them
- **Article 19** – the right to protection from harm and neglect
- **Article 28** – the right to education

In practice, this means that attendance procedures are implemented with fairness, dignity and compassion and are values led, ensuring that students are supported to access education in ways that meet their individual needs and circumstances. We actively listen to students and families, involve them in decision-making, and tailor responses to attendance concerns rather than applying a one-size-fits-all approach.

As a trauma-informed school, we understand that many of our students and families may have experienced adverse life events, disrupted attachments, or ongoing challenges related to mental health, physical health, SEND, or family circumstances.

Our attendance procedures prioritise:

- Emotional and physical safety, through consistent routines, trusted relationships and safeguarding-led decision making
- Trust and transparency, by communicating clearly with families and explaining processes and expectations

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- Collaboration and partnership, working alongside parents/carers and external agencies to remove barriers to attendance
- Empowerment and choice, offering graduated support such as phased returns, timetable adjustments and reintegration planning where appropriate
- Early intervention, recognising and responding promptly to patterns of absence before difficulties escalate

Through this rights-respecting and trauma-informed approach, Isebrook School aims to promote attendance by building strong relationships, removing barriers to learning, and ensuring every student feels safe, valued, understood and supported to succeed.

2. 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 7 of the [Education and Inspections Act 2006](#)
- [The School Attendance \(Student Registration\) \(England\) Regulations 2024](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a student's attendance: guidance for schools](#)
 - The [Equality Act 2010](#)

<https://www.legislation.gov.uk/uksi/2013/757/regulation/2/made> It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- [Ofsted's 2025 framework toolkit](#)

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, students and parents/carers

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- Making sure school leaders fulfil expectations and statutory duties, and comply with the law on school attendance, 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 students, 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 students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students 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 students' 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 students, 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
- Academy trust local governing boards only: Sharing effective practice on attendance management and improvement across schools
- Holding the headteacher to account for the implementation of this policy

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual students

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- Monitoring the impact of any implemented attendance strategies
- Working with the parents/carers of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a student'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 students 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 students who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 Our Senior Welfare Manager is responsible for attendance

- 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 students, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with students and their parents/carers
- Delivering targeted intervention and support to students and families

The designated leader responsible for attendance is Sharon Taylor and can be contacted via email staylor@isebrookschool.co.uk

3.4 The Family Support Worker

Isebrook's Family Support Worker is responsible for:

- Monitoring attendance data on a daily basis (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement

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- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated leader responsible for attendance, and the headteacher
- Working with external agencies including the EIPT team to tackle persistent absence

Our Family Support Worker is Anthea Hayes and be contacted via email Ahayes@isebrookschool.co.uk

3.5 Class Teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office by 9.05am and 1.10pm each day.

3.6 School Office staff

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the Family Support Worker where appropriate, in order to provide them with more detailed support on attendance

3.7 Parents

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

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

Parents are expected to:

- Make sure their child attends school every day on time
 - Call the school to report their child's absence before 9am on the day of the absence providing the school with a clear reason for their child's absence
 - 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
- Seek support, where necessary, for maintaining good attendance, by contacting our Family Support Worker Anthea Hayes Ahayes@isebrookschool.co.uk

3.8 Students

Students are expected to:

- Attend school every day, on time

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- Attend every timetabled session, on time

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register and place all students onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Student Registration) (England) Regulations 2024, whether every student is:

- Present
- Attending a place other than school
- Absent
- Unable to attend due to unavoidable causes

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a student is attending an approved educational activity
- The nature of circumstances, where a student 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 8.55am and ends at 3.05pm.

Students must arrive in school by 8.55am on each school day.

The register for the first session will be taken at 8.55am and will be kept open until 9.15am. The register for the second session will be taken at 1.05pm and will be kept open until 1.15pm, according to page 19 of [Working together to improve school attendance](#).

4.2 Unplanned absence

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The student's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8.55am or as soon as practically possible, by calling the school office on 01536 500030.

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 may 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.

4.3 Planned absence

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

Please let the school office know details of any appointments and provide evidence of the appointment such as a screen shot or letter.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary.

The student's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A student 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

Attendance is monitored on a daily basis and any trends or patterns around lateness and punctuality will be followed up by the Family Support Worker initially to help identify reasons and offer appropriate support.

4.5 Following up unexplained absence

Where any student we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the student's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school may make the decision to carry out a home visit. If the school has a safeguarding concern about an unexplained absence, they will contact appropriate agencies including where deemed necessary the police to do a welfare check.
- 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 student 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 The Education & Inclusion Partnership team (EIPT)

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- Where relevant, report the unexplained absence to the other agencies supporting the student including Social Care
- Where appropriate, offer support to the student and/or their parents to improve attendance
- Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals such as Family Help Conversation.
- Where support is not appropriate, not successful, or not engaged with the school will work with the Local Authority to determine how best to support going forward.

4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels and where there are concerns the school will do this more regularly, including inviting parents to a meeting to discuss support.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow students 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 student 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 for employment or for admission to another educational setting.
- 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 student is authorised to be absent for.

We define 'exceptional circumstances' as

Exceptional circumstances are **rare, significant, and unavoidable** situations where it would be unreasonable to expect the student to attend school. These may include:

1. **Family Bereavement or Serious Illness** – Attending the funeral of a close family member or supporting a family member with a life-threatening condition.
2. **Armed Forces or Emergency Service Commitments** – Where a parent is in the armed forces or emergency services and leave cannot be scheduled outside term time.
3. **Exceptional Family Events** – Such as a parent returning from duty overseas or a one-off special event (e.g., wedding of an immediate family member).

The school considers each application for term time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. A leave of absence is granted entirely at the headteachers' discretion.

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Leave of absence will not be granted for a student to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 5 working days before the absence, and in accordance with any leave of absence request form, accessible via Isebrook School website or via the school office. The headteacher may require evidence to support any request for leave of absence.

5.2 Other reasons for authorised absence

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student'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 – a student is a mobile child if their parent is travelling in the course of their trade or business and the pupil is travelling with them. In these circumstances a student will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place
- If the student is currently suspended or excluded from school (and no alternative provision has been made)

In addition:

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons 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 student is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the student not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Support:

Our school priority will always be to work with our families and students to support improved attendance. We will do this, in a trauma informed way, in line with our relationship policy, prioritising Working Together to Improve Attendance - [Working together to improve school attendance \(applies from 19 August 2024\)](#)

6. Strategies for promoting attendance

- Students are encouraged and praised for their attendance in school
- Communication with parents to identify patterns and any emerging needs.

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- Our Family Support Worker will support families who are facing challenges with their child's attendance
- Attendance letters are sent to families when a student's attendance is a concern every half-term, to offer support.
- Attendance meetings are held with families of those student's whose attendance continues to be a concern

7. Supporting students who are absent or returning to school

7.1 Students absent due to complex barriers to attendance

Students who have complex barriers to attending will be supported to attend / return to school. This may include

- Phased returns if needed,
- Referrals to external agencies for support
- Individual risk assessments
- Adjustments to timetables in some circumstances
- Home visits by Family Support Worker
- Family Help Conversations
- Liaise with the Local Authority

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

Where a student 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 student's needs, the school will inform the local authority.

At Isebrook, all our students have an Educational Health and Care Plan (EHCP), which sets out students individual needs and support.

Students who are absent from school, due to mental or physical ill health, will be marked as authorised.

7.3 Students returning to school after a lengthy or unavoidable period of absence

Students who have needed to have prolonged periods of absence due to medical or other specific needs will be supported to return to school. This may include:

- Phased returns if needed,
- Referrals to external agencies for support
- Individual risk assessments
- Adjustments to timetables in some circumstances
- Home visits by Family Support Worker
- Early Help Assessment
- Liaise with the Local Authority

8. Attendance monitoring

8.1 Monitoring attendance

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

Specific student 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.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify students, groups or cohorts that need additional support with their attendance, and
- Identify students 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

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to Key Stage Leaders and Class Teachers to facilitate discussions with students and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and student pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

8.4 Reducing persistent and severe absence

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Persistent absence is where a student misses 10% or more of school, and severe absence is where a student 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
- Hold regular meetings with the parents of students who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence
- Consider an Family Help Conversation for a family.
- Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum each academic year by the Headteacher and Senior Welfare Manager. At every review, the policy will be approved by the full governing board.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Relationship policy
- Supporting students with medical conditions

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Appendix 1: attendance codes

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

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Student 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	Student is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Student is participating in a supervised sporting activity approved by the school
W	Attending work experience	Student is on an approved work experience placement
B	Attending any other approved educational activity	Student is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Student 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	Student is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Student is at a medical or dental appointment

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J1	Interview	Student has an interview with a prospective employer/educational establishment
S	Study leave	Student has been granted leave of absence to study for a public examination
X	Not required to be in school	Student of non-compulsory school age is not required to attend
C2	Part-time timetable	Student is not in school due to having a part-time timetable
C	Exceptional circumstances	Student has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Student is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Student is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Student is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Student 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	Student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Student is unable to attend because school is not within walking distance of their home and the transport normally provided is not available

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Y2	Widespread disruption to travel	Student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Student 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 student absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Student 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	Student'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	Student 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	Student has arrived late, after the register has closed but before the end of session
Administrative codes		

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Z	Prospective student not on admission register	Student 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