



Attendance Policy

Vice Principal (Inclusion) | September 2026

Approved by Governors June 2026

Aligned with DfE "Working Together to Improve School Attendance", August 2024

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care.



Minsthorpe
Community College

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Section 1

Visions and Values

At Minsthorpe Community College, our message is clear:

Every student. Every lesson. Every day.

Excellent attendance is fundamental to students' academic success, personal development and wellbeing. When students attend every lesson, every day, they demonstrate our College values:

- Motivation – Students enjoy coming to College, learning with their teachers, spending time with friends and playing an active role in our community.
- Commitment – Students secure a first-class education by working hard in every lesson. Attending every day and arriving on time are essential habits for success in life beyond Minsthorpe.
- Care – Students feel cared for when they are present. Strong attendance supports wellbeing, builds positive relationships and strengthens their sense of belonging. We recognise and reward good attendance at every opportunity.

Parents and carers play a vital role by encouraging great attendance and contacting the Attendance Team if their child is struggling to attend.

Section 2

Policy Aims

This policy aims to:

- Promote a culture where attendance is everyone's responsibility.
- Ensure all students have access to the education they are entitled to.
- Reduce persistent absence and lost learning in line with national expectations.
- Provide clear systems for monitoring, intervention and support.
- Work in partnership with families and external agencies to remove barriers to attendance.
- Ensure compliance with the DfE guidance Working Together to Improve School Attendance (Statutory Guidance, July 2026)

Section 3

Legal and Statutory Framework

This policy is underpinned by:

- Education Act 1996
- Education (Pupil Registration) Regulations 2006 and subsequent amendments
- Keeping Children Safe in Education
- This policy is informed by the DfE statutory guidance Working Together to Improve School Attendance (July 2026).
- Children's Wellbeing and Schools Act 2026

Parents/carers have a legal duty to ensure their child attends school regularly. The College has a legal duty to record attendance accurately and follow up absence.

Minsthorpe Community College recognises that regular attendance is fundamental to students' educational progress, wellbeing and safeguarding. In line with the expectations of the Children's Wellbeing and Schools Act 2026, attendance is treated as a core safeguarding priority, and not solely as a matter of behaviour or compliance. We are committed to ensuring that all students are visible, safe and supported in accessing their education. Any absence, particularly where it becomes persistent or irregular, will be considered within a safeguarding context. Concerns about attendance may indicate unmet needs, and the College will respond proportionately and promptly.

The College adopts an early intervention approach to attendance. We will monitor attendance closely and take action at the earliest stage where concerns emerge, rather than waiting until absence becomes persistent. This includes proactive engagement with parents and carers, timely communication, and the implementation of supportive measures to address barriers to attendance as outlined in Section 11 of this policy.

Where attendance concerns are identified, the College will:

- Work in partnership with parents/carers to understand and address underlying issues
- Provide appropriate pastoral and educational support
- Consider the needs of vulnerable students, including those with SEND, those in care, and those known to children's services
- Involve the Designated Safeguarding Lead where attendance patterns indicate potential risk

The College will maintain accurate and detailed records of attendance, communication and interventions. This ensures that all actions taken to support attendance are transparent, evidence-based and accountable.

We will work collaboratively with Wakefield Local Authority and other agencies as required, sharing information appropriately to ensure that students do not become missing from education. The College will follow all statutory requirements in relation to children not in College, including notifying Wakefield Local Authority of students who leave the College roll or are at risk of doing so.

Enforcement action, including legal intervention, will only be considered where appropriate and after supportive measures have been explored. Our approach of 'Every student. Every lesson. Every day.' prioritises support, inclusion and safeguarding, ensuring that every student has the opportunity to attend regularly and succeed.

Section 4

The College Day

A consistent daily routine helps students feel settled, prepared and ready to learn. Our structured timetable supports strong attendance, punctuality and positive learning habits.

Morning

08:00 – Breakfast Club

08:25 – Movement Bell to P&A Time

08:30 – Gate closes (students marked late)

08:35 – P&A Time (am registration)

08:50 – End of P&A Time

08:55 – Period 1

09:05 – Register closes

10:30 – Snack Break 1 (in lesson)

10:40 – Movement to next lesson

10:45 – Period 2

11:30 – 12:00 – Year 7 & 8 Snack Break

Afternoon

12:20 – 12:50 – Year 9, 10 & 11 Snack Break

12:50 – Period 3 (pm registration)

14:25 – End of Lesson (Years 7 & 8)

14:30 – End of Lesson (Years 9, 10 & 11)

14:30 – Commitment Sessions & Extra-Curricular Programme

4.1 The Importance of Routine

A predictable routine helps students develop the habits that underpin success. Arriving on time, prepared and ready to learn from **8:25am** sets the tone for the day and builds the resilience and self-discipline needed for adult life.

Punctuality is monitored closely by the Education Welfare Officer and forms part of our wider approach to promoting **Commitment** and responsibility.

Section 5

Roles and Responsibilities

Improving attendance is a collective responsibility. Every member of Minsthorpe Community College contributes to the College's attendance aim of **Every student. Every lesson. Every day.**

5.1 Governors

- Hold leaders to account for attendance performance.
- Monitor attendance data and ensure statutory duties are met.
- Support the strategic development of attendance systems and practice.
- Ensure the College's vision for attendance is embedded across the organisation.
- Ensure staff receive appropriate attendance training.
- Review attendance data for key cohorts including disadvantaged pupils, pupils with SEND and pupils with a social worker.
- Receive assurance that attendance support is having impact.

5.2 Principal

- Sets the strategic direction for attendance through the College Strategic Plan.
- Communicates the College vision and values of **Motivation, Commitment and Care**.
- Ensures systems, staffing and resources support high attendance.

5.3 Vice Principal (Inclusion)

- The Vice Principal (Inclusion) acts as the Senior Attendance Champion, ensuring attendance remains a whole-school priority and reporting regularly to Governors.
- Monitors attendance trends and leads strategic interventions.
- Oversees identification of and support for Year 6 pupils who are persistently absent.
- Ensures staff follow policy and procedures consistently.
- Oversees the effectiveness of attendance systems and support.

5.4 Head of Attendance

- Leads the operational management of attendance across the College.
- Oversees daily attendance processes, data analysis and interventions.
- Manages the work of the Attendance Team, including the Education Welfare Officer.
- Works closely with pastoral teams and external agencies, where appropriate.
- Ensures early identification of concerns and coordinates attendance meetings when a student's attendance drops below 90%.

5.5 Education Welfare Officer (EWO) / Deputy Designated Safeguarding Lead (Deputy DSL)

- Supports families where attendance concerns escalate.
- Provides guidance on statutory processes and legal intervention, including liaison with Wakefield Local Authority.
- Liaises with the DSL and Safeguarding Team in terms of safeguarding concerns linked to attendance.
- Undertakes a safeguarding review for students whose parents are requesting elective home education and ensure effective information sharing with the relevant local authority.
- Contributes to multi-agency meetings and safeguarding processes.
- Liaises with Primary Schools regarding the transition of for Year 6 pupils who are persistently absent.

5.6 Attendance Team

- Monitors daily attendance and punctuality of their nominated year group(s).
- Contacts parents/carers regarding absence and maintains accurate records.
- Leads attendance conversations when a student's attendance drops below 92%.
- Leads Attendance Meetings with parents/carers when a student's attendance drops below 90%.
- Coordinates attendance targets and referrals.
- Conducts home visits where appropriate.
- Works with families to remove barriers to attendance.

5.7 Data Team

- Maintains the weekly attendance trackers and weekly attendance overview
- Provides data to inform the Attendance Inclusion Team Meetings (ITM) and work of P&A mentors
- Collates the termly Attendance Report for Governors

5.8 Heads of Year and Assistant Heads of Year

- Build strong relationships with students and families.
- Identify emerging concerns early and provide pastoral support, including actions from the termly Attendance ITM.
- Monitor patterns of absence within their year group, including truancy and poor punctuality.
- Promotes the importance of good attendance in weekly assemblies.
- Uses assemblies to promote Attendance Rewards and supports P&A mentors in encouraging good attendance.

5.9 Student Support Team

- The SENCO meets half termly with the EWO to discuss vulnerable students who are persistently or severely absent and to agree supportive actions.
- Provides wellbeing support, mentoring and interventions for students with barriers to attendance.
- Helps reintegrate students following long or challenging periods of absence.
- Ensures students feel safe, cared for and connected to College, creating a sense of belonging.

5.10 P&A Mentors

- Take the first register of the day accurately and promptly.
- Build daily relationships that promote belonging.
- Monitor attendance patterns within their P&A group.
- Hold regular attendance conversations with students.
- Deliver Personal Development sessions with a focus on attendance.
- Act as the first point of contact for low-level concerns and early support, i.e. when a student's attendance drops below 95%,
- Respond to actions from the termly Attendance ITM.

5.11 Teachers

- Take accurate registers every lesson.
- Promote attendance through positive relationships and engaging lessons.
- Challenge poor punctuality and follow College procedures.
- Reinforce the message: **Every student. Every lesson. Every day.**

5.12 Parents and Carers

- Ensure their child attends every day and arrives on time.
- Contact the College before 8:30am to report absence.
- The College will send a text message or call home during Period 1 if no contact from home is received.
- Work with the College to resolve any barriers to attendance.
- Seek support if their child is struggling with attendance or wellbeing.
- To support their child to attend all commitment sessions as required.

5.13 Students

- Attend every lesson, every day.
- Arrive on time and ready to learn.
- Seek support if they are struggling with attendance or wellbeing.
- Demonstrate **Motivation, Commitment and Care** through their attendance and behaviour.
- To attend all commitment sessions as required.

5.14 Staff Training

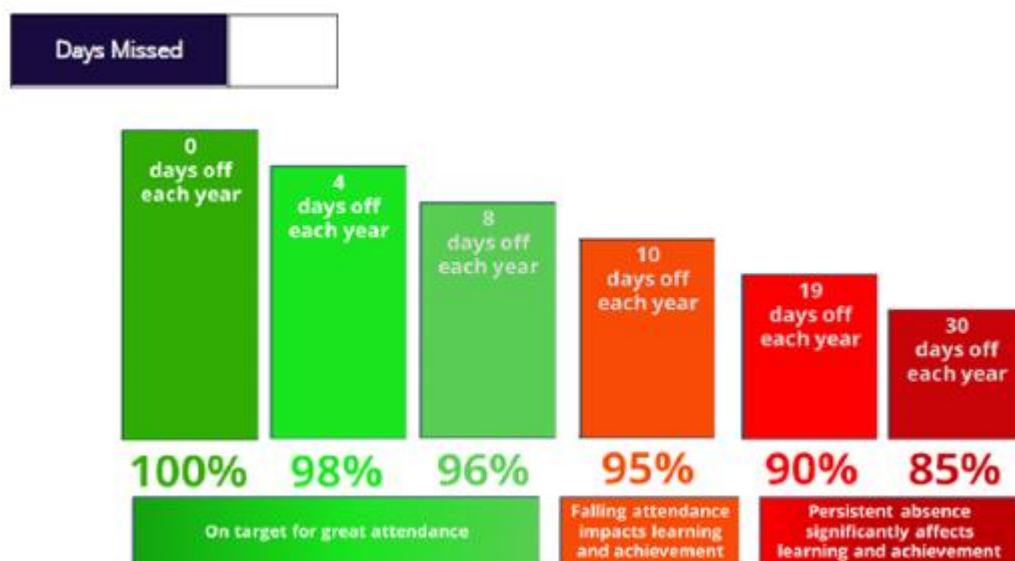
- The College will ensure all staff receive appropriate attendance training, including attendance recording, safeguarding, barriers to attendance, support pathways and statutory responsibilities.

Section 6

Expectations for Attendance and Punctuality

- The College expects students to strive for **100% attendance**. Our attendance target is **96% attendance or better**.
- Attendance below **95%** will trigger monitoring and early intervention from the student's P&A mentor.
- Attendance below **92%** will trigger monitoring and further intervention from the Attendance Team.
- Attendance below **90%** is classed as **Persistent Absence** and requires formal support.
- Attendance below **50%** is classed as **Severe Absence** and will trigger urgent multi-agency review and enhanced support.
- Students must arrive by **8:25am** for an 8:30am start.
- Lateness after registers close at 9:05am may be recorded as an unauthorised absence.

Students are aware of the number of days missed and the impact on their percentage attendance.



Section 7

Reporting Absence

Parents/carers must

:

- Contact the Attendance Team before 8:30am on each day of absence.
- The College will send a text message during Period 1 if no contact from home is received.
- Provide clear reasons for absence.

The College may not authorise absence if the reason is unclear or not permitted under DfE guidance.

Section 8

Authorised and Unauthorised Absence

Authorised Absence may include:

- Genuine illness
- Medical appointments (where unavoidable) with written confirmation
- Religious observance
- Exceptional circumstances (at the Principal's discretion)

Unauthorised Absence includes:

- Holidays during term time
- Absence without explanation
- Arriving late after registers close at 9:05am
- Staying at home for reasons unrelated to education

Requests for leave must be made in writing. Term-time holidays will not be authorised.

Section 9

Leave of Absence

Only **exceptional circumstances** warrant a leave of absence during term time. Each request is considered individually, taking into account the specific facts, circumstances and context.

If leave is granted, the Principal will determine the length of authorised absence.

The Leave of Absence form is available in **Appendix A**.

Section 10

Term-time Holidays

Attendance is closely linked to attainment, wellbeing and long-term outcomes. In line with Government guidance and the Wakefield Council Code of Conduct, the College and Governors do **not** authorise term-time holidays.

Penalty Notices may be issued where at least **10 sessions** (5 days) of unauthorised holiday absence occur. Penalty Notices are issued per parent and per child.

- £80 if paid within 21 days
- £160 if paid within 28 days
- Failure to pay may result in prosecution under Section 444 of the Education Act 1996

Second and third offences within a three-year period carry increased penalties, including court action.

The College works closely with Wakefield Local Authority Education Welfare Service to enforce this policy.

Section 11

Monitoring, Intervention and Support

The College follows a graduated response to improving attendance. This approach ensures early identification of concerns, timely support and, where necessary, escalation to legal intervention. The Attendance Pathway Flow Chart in **Appendix B** outlines this process.

Stage 1 – Early Identification

- Attendance falls below **92%**.
- Patterns of broken weeks or lateness emerge.
- Initial contact with parents/carers is made.
- Support is offered to address emerging concerns.

An Attendance Support Plan may be implemented, identifying:

- barriers to attendance;
- agreed actions;
- support from school;
- support from parents/carers;
- review dates;
- success measures

Stage 2 – Targeted Support

- Attendance falls below **90%**.
- An Attendance Concern Letter is sent.
- An Attendance Meeting is held with the parent/carer and a member of the Attendance Team (with other professionals as appropriate).
- Attendance targets are communicated in a follow-up letter.
- Ongoing monitoring and further meetings take place as required.
- A text message is sent to congratulate a student for improved attendance.
- A notice to improve letter is sent if no improvements are made.

Stage 3 – Legal Intervention

- Attendance remains below **90%** over a 10-week period despite targeted support.
- A referral is made to the Wakefield Local Authority (LA) Legal Planning and Legal Clinic by the Attendance Team.
- The LA determines which parent/carer progresses towards prosecution.

The College's approach is supportive, aiming to remove barriers and sustain improved attendance.

Section 12

Support for Students

The College provides a range of support to help students attend regularly:

- Pastoral mentoring
- Wellbeing support
- Safe spaces and Key Worker check-ins
- Reasonable adjustments for students with SEND
- Reintegration plans following long absence

Attendance is an act of **Care**—we ensure students feel safe, supported and valued.

Section 13

Rewards and Recognition

The College celebrates attendance through:

- Certificates and badges
- Competitions
- Recognition Days
- Positive phone calls, postcards and letters
- Recognition in assemblies

We want students to feel **Motivated** and proud of their attendance achievements.

Section 14

Attendance Procedures for Students Educated Offsite

There are multiple reasons why students are directed offsite, including:

- Part of their Alternative Provision timetable
- Dual Registration
- Step Outs

Offsite directions are decided at Inclusion and PSP meetings. The Head of Year or Student Support Manager liaises with appropriate staff to arrange the placement. This is communicated to parents/carers with details and whether transport is provided.

Attendance monitoring - The Alternative Provider / Step Out placement contacts the Attendance Team on attendanceoffice@minsthorpe.cc by a time agreed with the provider. The Attendance Team update the daily attendance register on Arbor.

Absences from provision are chased by the Attendance Team. Parents/carers are contacted via text/ message/ phone call. The relevant Head of Year, Student Support Manager, Admin Team Leader and Assistant Admin Team Leader are notified by email of any absences.

Students who are Dual Registered are monitored by the subsidiary school on a daily basis and coded with a D code.

Minsthorpe Community College retains ultimate responsibility for the attendance, safeguarding and educational progress of students educated off-site.

Section 15

Punctuality Procedures

- Students arriving after 8:30am receive a late mark.
- Students arriving after registers close at 9:05am may receive an unauthorised absence.
- Repeated lateness triggers intervention, support and sanctions, as appropriate.

Section 16

Children Missing Education (CME)

The College follows statutory CME procedures, including:

- Immediate investigation of unexplained absence
- Home visits
- Safeguarding checks
- Referral to the Local Authority where necessary

Attendance is a safeguarding responsibility.

Section 17

Attendance for Vulnerable Groups

The College monitors attendance closely for all students, but is focused on the following groups:

- Students with SEND
- Students with social workers
- Looked After Children
- Young carers
- Disadvantaged students

Support is personalised and proactive.

The Education Welfare Officer and the SENCO meet monthly to monitor vulnerable students who are persistently or severely absent and agree supportive actions.

The Safeguarding Team will maintain an identified cohort list for:

- Students with a social worker
- Young carers
- Children in care
- Previously looked after children
- Students subject to youth justice involvement

Where a student has an allocated social worker, attendance concerns will be shared promptly and attendance support plans developed jointly with relevant professionals.

Section 18

Phased Reintegration Timetables

In exceptional circumstances, it may be appropriate to support a student's needs through a phased reintegration or part-time timetable. These arrangements must be used only when necessary and must follow rigorous processes to ensure they are monitored and reviewed regularly in line with DfE statutory guidance.

- A phased reintegration or part-time timetable agreement must be signed by the College, the parent/carer and the student. The timetable must be time-limited. Reviews will take place at least every two weeks with a clear plan for increasing attendance towards a full-time timetable within six weeks. At the parental meeting, an incremental plan for returning to full-time education will be agreed. The impact of missed learning must be considered, and a catch-up plan put in place where necessary by the Head of Year.
- A phased timetable will never be used as a long-term arrangement or substitute for appropriate SEND, pastoral or medical support
- The Head of Attendance must be informed of all phased reintegration or part-time timetables.
- The Admin Team Leader maintains and monitors the Phased Reintegration / Part-Time Timetable Tracker.

Section 19

Year 6 Transition

DfE attendance data for Year 6 is analysed, and students who are persistently absent are identified at the end of Year 6. Additional transition support is put in place both at the end of Year 6 and as students begin Year 7 to ensure early intervention for those with low attendance.

Rigorous processes are in place to ensure that no vulnerable Year 6 child is missed at this key point of transition.

Section 20

Elective Home Education

Minsthorpe Community College recognises the right of parents to educate their children at home under the Education Act 1996. Where a parent chooses to exercise this right, the College will ensure that all actions taken are lawful, transparent, and in the best interests of the child.

The College will not encourage or direct parents towards Elective Home Education as a means of addressing attendance, behaviour, or attainment concerns. Any decision to home educate must be made voluntarily by the parent and without undue influence from the College.

The College's Education Welfare Officer (EWO), who is also a Deputy Designated Safeguarding Lead (DSL), will oversee all Elective Home Education processes to ensure that attendance, safeguarding, and statutory duties are fully considered and aligned.

Upon notification that a parent intends to home educate, the College will:

- Request written confirmation of the parent's decision where this has not already been provided
- Acknowledge the request in a neutral manner in a letter from the Principal
- Refer the case to the EWO/Deputy DSL for oversight
- Undertake a safeguarding review, including consideration of:
 - Any links to attendance concerns, behaviour, or vulnerability
 - Whether the decision appears informed and in the child's best interests
- Escalate to the Designated Safeguarding Lead where any concerns are identified

The EWO/Deputy DSL will coordinate the College's response, including liaison with relevant staff and external agencies where appropriate.

The College will notify the relevant local authority promptly of all students who are to be removed from roll for the purpose of Elective Home Education, in line with statutory requirements. Relevant information will be shared with the relevant local authority to support their duties, including attendance history, safeguarding concerns, and details of any additional needs.

The College will only remove a student from roll once it is satisfied that the parent's decision is informed, voluntary, and that appropriate procedures have been followed. A clear record will be kept of all communications, safeguarding considerations, and actions taken, overseen by the EWO/Deputy DSL and recorded on CPOMS, as appropriate. The College will confirm removal from roll in a letter from the Principal.

The College acknowledges that local authorities hold responsibility for monitoring children who are not in College. The College will cooperate fully with the local authority and other agencies to ensure that no child becomes missing from education and that safeguarding remains paramount at all times.

The College will not remove a student from roll or support Elective Home Education where this would constitute off-rolling or where it is not in the best interests of the child.

Section 21

Data, Reporting and Evaluation

- College attendance data is analysed weekly
- DfE Attendance data is analysed half-termly and termly
- Patterns, groups and trends are monitored
- Governors receive termly reports

Section 22

Communication with Families

The College maintains open, supportive communication through:

- Phone calls
- Text /App messages
- Emails
- Letters
- Meetings
- Home visits
- Parent information evenings

Communication with families will be respectful, supportive and solution focused, recognising that barriers to attendance are often complex and may require collaborative problem solving.

Parents are encouraged to contact the College early if their child is struggling to attend.

Appendix

A

Leave of Absence in Term Time

Minsthorpe Community College **will NOT authorise** requests for term time holidays in line with DfE Guidance. In order to enforce this decision, the Governors have agreed to the issuing of Penalty Notices (PN) for parents/carers taking their children out of College during term time for unauthorised family holidays. The Policy is in line with Wakefield Council Code of Conduct on Penalty Notices. The College will work closely with the Education Welfare Service to enforce this policy. Schools should only authorise leave of absence in **exceptional circumstances**. If a school grants a leave request, it will be for the Principal to determine the length of time that the child can be away from school. Please see the Attendance Policy on the College website. <https://www.minsthorpe.cc>

71% of Minsthorpe students who had over 95% attendance achieved their target grade GCSE's (or equivalents) in English and Maths in 2025. For students with less than 95% attendance, only 36% achieved this measure.

Leave of Absence in Term Time - Request Form

Student (legal) Name: DOB: P&A:

Home Address:

Date of Absence: From to

Date returning to school:

Reason for absence

.....
.....
.....
.....
.....

Name (s) of parent(s) / carer(s) taking the child:

Address of parent(s) taking the child:

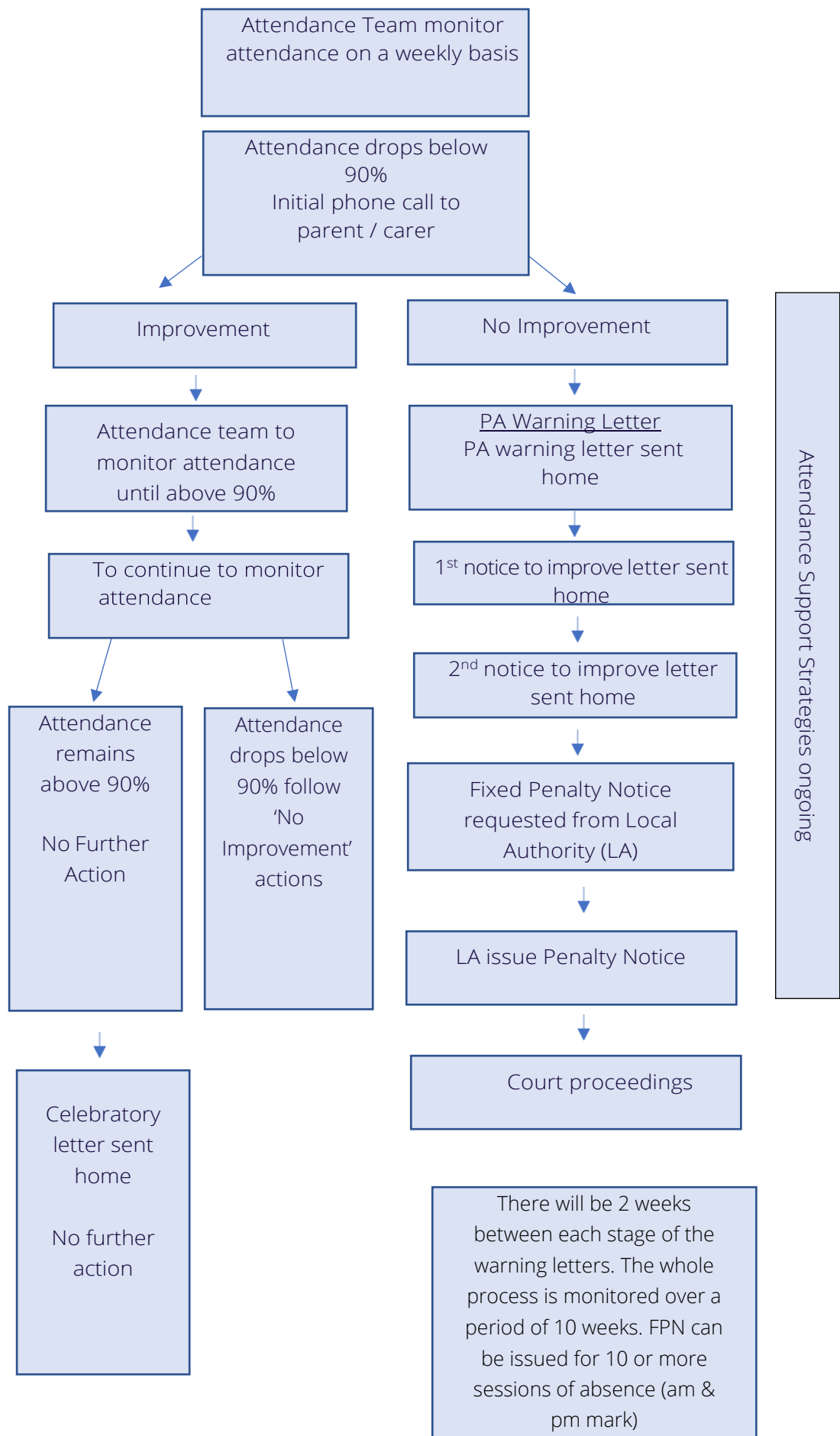
.....

Signed: Parent/ Carer Date:

Parents have a responsibility to check if their child is due to take any external examinations. If a student misses an examination the examination board may charge you for this.

Please return to the Attendance Office. FAO: Education Welfare Officer

Appendix B



Appendix C

Attendance and Absence Codes

Reg Codes	Description	Lesson Codes	Links to Reg Mark	Statistical Meaning	Physical Meaning
/	Present (AM)	/		Present	In for whole session
\	Present (PM)	\		Present	In for whole session
B	Attending any other Approved Educational Activity	B		Approved Educational Activity	Out for whole session
C	Other authorised circumstances	C		Authorised Absence	Out for whole session
C1	Leave of absence - regulated performance or employment abroad	C1		Authorised Absence	Out for whole session
C2	Leave of absence - part-time timetable	C2		Authorised Absence	Out for whole session
D	Dual registration (attending other estab.)	D		Attendance not required	Out for whole session
E	Suspended or excluded without alternative provision	E		Authorised Absence	Out for whole session
F	Extended family holiday (agreed)	F		Authorised Absence	Out for whole session
G	Family holiday (not agreed or days in excess)	G		Unauthorised Absence	Out for whole session
H	Family holiday (agreed)	H		Authorised Absence	Out for whole session
I	Illness (not med/ dental appointments)	I		Authorised Absence	Out for whole session
J	Interview	J		Approved Educational Activity	Out for whole session
J1	Leave of absence - Interview for employment or transfer	J1		Authorised Absence	Out for whole session
K	Attending alternative provision arranged by the LA	K		Approved Educational Activity	Out for whole session
L	Late (before registers closed)	L		Present	Late for session
M	Medical/Dental appointment	M		Authorised Absence	Out for whole session
N	No reason yet provided for absence	N		Unauthorised Absence	Out for whole session
O	Absent in other or unknown circumstances	O		Unauthorised Absence	Out for whole session
P	Participating in a sporting activity	P		Approved Educational Activity	Out for whole session
Q	Unable to attend - lack of access arrangement	Q		Attendance not required	Out for whole session
R	Religious observance	R		Authorised Absence	Out for whole session
S	Study leave for public examination	S		Authorised Absence	Out for whole session
T	Travelling with parent for occupational purposes	T		Authorised Absence	Out for whole session
U	Late (after registers closed)	U		Unauthorised Absence	Late for session
V	Attending an educational visit or trip	V		Approved Educational Activity	Out for whole session
W	Attending work experience	W		Approved Educational Activity	Out for whole session
X	Not required to attend - non-compulsory school age pupil	X		Attendance not required	Out for whole session
Y	Unable to attend due to exceptional circumstances	Y		Attendance not required	Out for whole session
Y1	Unable to attend - normal transport not available	Y1		Attendance not required	Out for whole session
Y2	Unable to attend - widespread travel disruption	Y2		Attendance not required	Out for whole session
Y3	Unable to attend - unavoidable partial closure	Y3		Attendance not required	Out for whole session
Y4	Unable to attend - unavoidable full closure	Y4		Attendance not required	Out for whole session
Y5	Unable to attend - criminal justice detention	Y5		Attendance not required	Out for whole session
Y6	Unable to attend - public health Guidance/Law	Y6		Attendance not required	Out for whole session
Y7	Unable to attend - unavoidable other than Y1-Y6	Y7		Attendance not required	Out for whole session
Z	Pupil not on roll	Z		Attendance not required	Out for whole session
7	Illness due to Covid 19	7		Authorised Absence	Out for whole session
8	Self-isolating due to Covid 19	8		Attendance not required	Out for whole session
9	Shielding due to Covid 19	9		Attendance not required	Out for whole session
-	All should attend / No mark recorded	-		No mark	No mark for session
#	Planned whole school closure	#		Attendance not required	Out for whole session
@	Do not use	@		Unauthorised Absence	Late for session

Final Section

Equality Assessment

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender reassignment and religion/belief.

Updates

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Policy Review Schedule

Policy last reviewed:	Due for next full review:	Role Responsible:
September 2026	September 2027	Vice Principal (Inclusion)