

RYTON FEDERATION

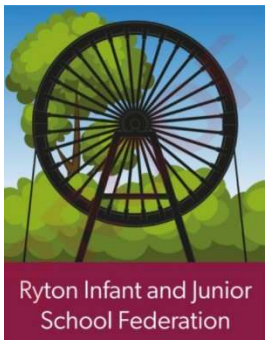
Attendance Policy

Last Reviewed: September 2026

Ryton Infant and Junior School Federation

1 · **Aims**
2 · Roles and responsibilities
2.1 Governing board or trust board
2.2 Headteacher or principal
2.4 Attendance officer
2.5 All staff
2.6 Administrative or office staff
2.7 Parents and carers
2.8 Pupils
3 · Recording attendance
3.1 Attendance register
3.2 Unplanned absence
3.3 Planned absence
3.4 Lateness and punctuality
3.5 Following up unexplained absence
3.6 Flexi-schooling
3.7 Dual registration
3.8 Alternative provision and off-site education
3.9 Reporting to parents and carers
4 · Authorised and unauthorised absence
4.1 Leave of absence during term time
4.2 Unauthorised absence and term-time holidays
4.3 Prolonged or unexplained absence
4.4 Admission register corrections, no fixed abode and reasonable distance
4.5 Legal intervention
5 · Promoting attendance
6 · Attendance monitoring and support
6.1 Monitoring attendance
6.2 Analysing and using data
6.3 Persistent and severe absence
6.4 Support and escalation
7 · Monitoring arrangements
8 · Support for pupils and families
9 · Related policies and procedures
10 · Legislation and guidance
Appendix 1 · Attendance and absence codes
Present and approved educational activity codes
Authorised absence and unable-to-attend codes
Unauthorised and administrative codes

Last Reviewed: September 2026



1 · Aims

The school recognises that improving attendance is everyone's responsibility. Good attendance is a learned behaviour and is essential to pupils' attainment, wellbeing, wider development and future opportunities.

- Develop and maintain a whole-school culture that promotes the benefits of high attendance and punctuality
- Promote attendance from the outset and reinforce good attendance throughout each pupil's time at the school
- Ensure every pupil has access to the full-time education to which they are entitled, subject to any lawful alternative arrangement
- Build strong, respectful and trusting relationships with pupils and families
- Listen to pupils and parents, understand individual barriers to attendance and work in partnership to remove or reduce them
- Intervene early and work with the local authority, academy trust and other relevant partners where additional support is required
- Monitor attendance accurately and use attendance data to identify patterns, emerging concerns and groups requiring support
- Reduce absence, including persistent absence and severe absence
- Ensure attendance work is consistent with safeguarding duties and duties under the Equality Act 2010
- Make reasonable adjustments for disabled pupils and consider carefully the individual needs of pupils with special educational needs, medical conditions or mental health needs
- Use legal intervention only where support is not appropriate, has not succeeded or has not been engaged with, and where legal action is likely to improve attendance

2 · Roles and responsibilities

2.1 Governing board or trust board

- Ensure attendance is prioritised in the school's strategy, improvement planning, policies and allocation of resources
- Recognise attendance as a safeguarding matter as well as an educational matter
- Ensure school leaders fulfil statutory duties and have appropriate training and resources
- Review attendance data regularly, including trends among disadvantaged pupils, pupils with SEND, pupils with a social worker and other cohorts relevant to the school
- Challenge leaders about persistent and severe absence and the effectiveness of attendance interventions
- Ensure the school fulfils its duties under the Equality Act 2010, including the duty to make reasonable adjustments
- Ensure attendance objectives are considered when reviewing safeguarding, behaviour, SEND, medical-needs and supporting-pupils-with-health-needs policies
- Where applicable, work within trust-wide arrangements and ensure that the school collaborates effectively with the local authority and other partners
- Promote collaboration across trusts, schools, local-authority services and local partners so that attendance barriers are addressed strategically and consistently, including where pupils move between settings or require multi-agency support
- Hold the headteacher or principal to account for implementing this policy

The link governor or trustee responsible for attendance is Helen Laybourne and can be contacted via 0191 413 2776, 0191 4133572 or office@rytonfederation.org.uk

2.2 Headteacher or principal

- Implement this policy and maintain a whole-school culture of high attendance
- Monitor school-level absence data and report it to the governing or trust board
- Support staff in monitoring individual pupils and evaluate the impact of attendance strategies
- Appoint a senior attendance champion with sufficient authority, time and resources

- Decide whether to request or, where legally permitted, issue a penalty notice in accordance with the national framework and the local authority's code of conduct
- Ensure interventions are proportionate, take account of individual circumstances and are reviewed when they do not produce improvement
- Ensure the school works collaboratively with the local authority and other relevant services
- Recognise the local authority's strategic leadership role in attendance, including area-wide analysis, advice, targeting support, multi-disciplinary working and legal intervention where appropriate
- Ensure admission and attendance registers are maintained lawfully and required information is shared with the Department for Education and local authority

The headteacher is Deborah Ashcroft and she can be contacted via 0191 413 2776, 0191 4133572 or office@rytonfederation.org.uk

2.3 Senior attendance champion

The headteacher has appointed a senior leader as the school's senior attendance champion. This person has overall responsibility for championing and improving attendance, setting a clear vision, establishing effective systems, evaluating their effectiveness and making or recommending changes where necessary.

- Lead attendance across the school and ensure it is understood as part of safeguarding
- Ensure all staff understand their role in promoting and securing attendance
- Oversee attendance data analysis and identify pupils and cohorts requiring support
- Establish effective working relationships with the local authority attendance team and other relevant partners
- Ensure pupils with complex barriers receive joined-up support
- Ensure interventions, agreed actions and outcomes are recorded, reviewed and adjusted where ineffective
- Report attendance trends, risks and the impact of interventions to the headteacher and governing or trust board
- Ensure all staff, including non-teaching staff, receive attendance training appropriate to their role and understand that absence is often a symptom of wider barriers that may require support

The senior attendance champion is our headteacher is Deborah Ashcroft and she can be contacted via 0191 413 2776, 0191 4133572 or office@rytonfederation.org.uk

2.4 Attendance officer

- Monitor and analyse attendance data and benchmark performance to identify priorities
- Provide regular reports to staff, leaders and governors or trustees
- Maintain accurate records of contacts, support, agreed actions and outcomes
- Follow up absence promptly and escalate safeguarding concerns under the child-protection policy
- Work with the local authority attendance team and relevant external services
- Support required attendance-data returns and check the accuracy of attendance codes
- Advise the headteacher or authorised role when legal intervention may need consideration

The senior attendance champion is our School Business Manager and she can be contacted via 0191 413 2776, 0191 4133572 or office@rytonfederation.org.uk

2.5 All staff

All staff are responsible for promoting good attendance and punctuality, responding consistently to absence and lateness, and reporting attendance or safeguarding concerns promptly. Staff who take registers must complete them accurately at the required time using the correct attendance codes. Only authorised staff may amend a completed register.

2.6 Administrative or office staff

- Receive and record absence notifications and supporting information
- Make first-day contact where a reason has not been received and use all available contact details where needed
- Refer families to the appropriate pastoral or attendance lead for further support
- Maintain accurate contact information, including more than one emergency contact wherever possible

2.7 Parents and carers

- Ensure their child attends every required day or timetabled session on time
- Report an unplanned absence before 8:45 on the first day and each subsequent day, giving the reason and expected return date
- Provide more than one emergency contact number and promptly notify the school of changes to address, contact details or circumstances affecting attendance
- Arrange appointments outside school hours where possible and return the pupil promptly when this is not possible
- Work with the school and relevant local-authority services to address barriers, attend requested meetings and engage with support offered
- Request leave of absence in advance and understand that term-time leave is authorised only where exceptional circumstances apply
- Ensure their child attends any agreed alternative provision or other educational arrangement

2.8 Pupils

- Attend every required day or timetabled session on time
- Engage with support offered to address barriers to attendance
- Speak to a trusted member of staff if difficulties affect attendance or punctuality3 · Recording attendance

3.1 Attendance register

The attendance register is a legal record. The school will record every registered pupil and take the register at the beginning of each morning session and once during the second session. The register must be taken at the same time for all registered pupils in each session, including pupils with bespoke timetables, phased returns, flexi-schooling arrangements, dual-registration arrangements or staggered provision, unless a lawful attendance code applies. The school will not pre-populate attendance or absence unless the relevant code and circumstances lawfully permit this.

- Present
- Attending an approved educational activity

- Absent and, for compulsory-school-age pupils, whether the absence is authorised or unauthorised
- Unable to attend due to an exceptional circumstance covered by the statutory codes

The register will also record the nature of an approved educational activity and the relevant circumstance where a pupil is unable to attend. See Appendix 1 for attendance codes.

An amendment will show the original entry, amended entry, reason, date, and the name and role of the person making the amendment. It will be made as soon as practicable after the correct information becomes known.

Every entry in the attendance register will be preserved for six years from the date on which it was made.

The school will share daily attendance data with the Department for Education where required and will provide attendance information to the local authority or other bodies where required or permitted by law. Attendance data shared externally will be accurate, timely and handled in accordance with data-protection requirements.

Pupils must arrive by 8:45 (Infant School) 8:50 (Junior School). The morning register will be taken at 9 and close at 9:15. The afternoon register will be taken at 1pm (Infant School) 1:15pm (Junior School) and close at 1:30pm.

School leaders will ensure day-to-day registration practice is clear to all staff, consistently applied and reflected in the management information system. Any alternative provision, part-time timetable, intervention, flexi-schooling agreement or phased return arrangement must make clear when the pupil is expected to attend, where they are expected to attend, who is responsible for confirming attendance and which code should be used for each session.

3.2 Unplanned absence

A parent or carer must notify the school of the reason on the first day by **8:45**, or as soon as practicable, using either school office telephone number, arbor or by emailing office@rytonfederation.org.uk, and continue to update the school on each subsequent day.

Illness will normally be authorised. The school will not routinely require medical evidence. Evidence may be requested where there is genuine and reasonable doubt or clarification is reasonably required to understand and support the pupil. The school will consider the family's circumstances and avoid unnecessary burdens on parents or health services. If the school is not satisfied with the reason, the absence may be unauthorised and the parent will be informed.

Where absence is illness-related, the school will focus on understanding the pupil's needs and securing suitable support. Reasonable medical or other evidence may be requested where absence is prolonged, repeated, complex, where there is genuine and reasonable doubt about the authenticity of the illness, or where evidence would help the school identify appropriate provision, support, reasonable adjustments or reintegration arrangements.

3.3 Planned absence

Medical or dental appointments will be authorised where the school is notified in advance and the appointment cannot reasonably be arranged outside school hours. The pupil should miss the minimum necessary time. Other term-time absence must be requested as far in advance as possible using our holiday form template. Only the headteacher, or a person authorised by the headteacher, may grant leave. Retrospective approval will not normally be given unless an advance application was impossible.

3.4 Lateness and punctuality

- Arrival after the session begins but before the register closes will be recorded as late using code L
- Arrival after the register closes will normally be recorded using code U, where the pupil did not attend another approved educational activity, and no other code applies
- Code U is determined by the published register-closing time, not solely because 30 minutes have elapsed

Repeated lateness will be investigated. The school will listen to the pupil and family, identify barriers and provide support. Persistent arrival after the register closes is unauthorised absence and may contribute to the national penalty-notice threshold.

3.5 Following up unexplained absence

- Contact the parent or carer on the first day as soon as practicable and use all available contact details if the first attempt is unsuccessful
- Consider information held about vulnerability and decide whether additional safeguarding action is required
- Establish whether the absence is authorised and enter the correct code as soon as the reason is known
- Continue contact on each day of unexplained absence and keep actions under review

- Follow the child-protection policy where the pupil's whereabouts or welfare cannot be established. Proportionate action may include contacting professionals, an authorised home visit, requesting a welfare check, or contacting children's social care or the police

Repeated, prolonged or unexplained absence may indicate abuse, neglect, exploitation, criminal exploitation, mental ill health, unmet special educational needs or a child missing education. Attendance concerns will not be considered in isolation from safeguarding.

Where a pupil has a social worker, youth offending team worker or other allocated professional, the school will share attendance concerns early and work jointly with that professional to understand barriers, assess risk and agree coordinated support.

3.6 Flexi-schooling

Flexi-schooling is an arrangement, agreed at the headteacher's discretion, in which a child is primarily electively home educated but attends school for part of their education. There is no parental right to flexi-schooling. The school and parent must agree the arrangement in writing, including required sessions, the point at which the attendance register will be taken, review arrangements and how it may end. The pupil remains on the admission register and must attend all agreed school sessions.

Codes must reflect the facts of each session and statutory definitions. Code C must not be treated as a blanket flexi-schooling code. Unexplained or unauthorised absence from an agreed school session will receive the appropriate absence code. The arrangement will be reviewed to ensure the pupil receives a suitable education, remains safe and is not disadvantaged in safeguarding, SEND support, curriculum access or progress.

3.7 Dual registration

Where a pupil is registered at more than one school, the schools will agree which establishment expects the pupil at each session, exchange attendance information promptly and establish immediately whether the pupil attended. Code D will be used only by the school at which the pupil was not expected because they attended the other registered school. It will not be used merely because a pupil attends alternative provision or another educational setting.

3.8 Alternative provision and off-site education

Before using an approved-educational-activity code, the school must be satisfied that the activity has been approved by the school, is of an educational nature, and meets the relevant supervision and safeguarding requirements. Attendance information will be obtained promptly for every session, and absence or unexplained non-attendance will be followed up without delay.

The school will not use code B for unsupervised remote education, independent study at home, work set for completion at home, or alternative provision unless the statutory requirements for approved off-site educational activity are met.

Where a pupil attends alternative provision, the school remains responsible for safeguarding oversight and for following up attendance. The school will agree attendance-reporting arrangements with the provider, check attendance for each expected session and act promptly where the pupil does not attend or the provider cannot confirm attendance.

3.9 Reporting to parents and carers

The school will regularly inform parents and carers about their child's attendance, absence and punctuality through the arbor app, letters and email communication. Communication will be clear, factual and focused on support and improvement.

4 · Authorised and unauthorised absence

4.1 Leave of absence during term time

The headteacher may grant leave during term time only where an application has been made in advance by a parent with whom the pupil normally lives and exceptional circumstances exist. Each application will be considered individually, having regard to the facts, circumstances and context. The headteacher will determine the duration of any leave granted.

The school will not operate a blanket policy that results in leave of absence being granted automatically. Each application will be considered on its individual merits, including the specific circumstances, timing, duration, previous attendance, the pupil's needs and the likely impact on education and wellbeing.

Exceptional circumstances are circumstances that are rare, significant, unavoidable and outside the family's reasonable control. This description will not be applied as an inflexible test. Applications should be submitted through the school office for the attention of Mrs Ashcroft. at least two weeks in advance where possible, and evidence may be requested where proportionate.

Authorised absence may include:

- Leave granted because exceptional circumstances apply
- Regulated performance or regulated employment abroad
- An interview for employment or admission to another educational institution
- Religious observance on a day exclusively set apart by the relevant religious body
- Medical or dental appointments that cannot reasonably be arranged outside school hours
- Absence connected with a temporary part-time timetable agreed as part of a time-limited reintegration or support plan

4.2 Unauthorised absence and term-time holidays

A need or desire for a holiday, leisure activity or recreational activity is not an exceptional circumstance. There is no entitlement to take a pupil out of school for a holiday.

Where unauthorised absence reaches 10 or more sessions within a rolling 10-school-week period, the school will consider whether a penalty notice should be requested or issued. This may include different types of unauthorised absence, whether

consecutive or non-consecutive. The school will have regard to the national framework and the local authority code of conduct.

The threshold triggers consideration, not automatic issue. Before requesting or issuing a notice, the school will consider the pupil's circumstances, whether support has been offered or engaged with, and whether a notice is appropriate. Support should be considered where absence may relate to unmet needs or barriers to attendance.

4.3 Prolonged or unexplained absence

Parents must provide a temporary address and reliable contact information when a pupil will be away from the home address. Providing an address does not authorise absence. The school will make reasonable enquiries where a pupil is absent for a prolonged period, does not return when expected or appears to have moved. It will work with the local authority under children-missing-education procedures and will not remove a pupil from the admission register unless a statutory ground is met and required enquiries and notifications are complete.

4.4 Admission register corrections, no fixed abode and reasonable distance

Where a pupil's name has been entered in the admission register in error, the school will correct the register only where it is satisfied the entry was genuinely made in error and will retain an audit trail of the decision. For pupils with no fixed abode or changing temporary accommodation, the school will maintain reliable contact details, seek a temporary address where available, make reasonable enquiries if attendance is affected and work with the local authority where there are children-missing-education concerns.

When considering statutory grounds that refer to reasonable distance, including Ground G, the school will apply the relevant legal test to the individual pupil's circumstances, including age, route, available transport, safety, mobility, disability and any reasonable adjustments. The school will not remove a pupil from roll on this ground unless the statutory criteria are met and required enquiries and notifications have been completed.

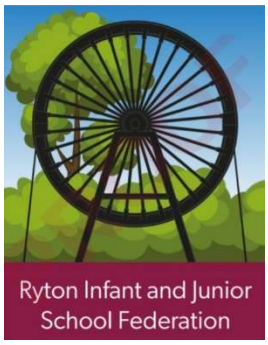
4.5 Legal intervention

The school and local authority will use the full range of attendance interventions rather than relying solely on penalty notices or prosecution. Legal intervention will be considered individually, having regard to the pupil's circumstances, support offered, engagement, the local authority code of conduct and the likelihood of improving attendance.

- The first penalty notice issued to a parent for a particular pupil is £160, reduced to £80 if paid within 21 days

- A second notice to the same parent for the same pupil within three years is £160, payable within 28 days, with no reduced rate
- A third notice cannot be issued to the same parent for the same pupil within three years of the first. If the threshold is met again, the local authority will consider other enforcement action, which may include prosecution

A Notice to Improve will normally be considered where support is appropriate and there is a reasonable prospect that a formal warning will improve attendance. It is not required in every case, including where support would not be appropriate.



5 · Promoting attendance

- Make attendance a visible part of school culture, curriculum, assemblies, staff communication and family engagement
- Communicate clear expectations from admission and throughout each pupil's time at school
- Teach pupils why attendance matters without shaming pupils or families experiencing significant barriers
- Recognise improved and sustained attendance and positive punctuality, rather than relying exclusively on perfect-attendance awards
- Use praise and recognition in a way that does not disadvantage pupils with disabilities, medical conditions or other protected characteristics
- Train staff to identify barriers, hold supportive conversations and respond consistently
- Review school practices that may unintentionally create barriers, including behaviour, uniform, SEND, medical-needs and reintegration arrangements
- Work with pupils, parents, the local authority and relevant services to prevent concerns escalating

6. Attendance and Monitoring Support

6.1 Monitoring attendance

Attendance will be monitored frequently enough to support prompt action. Daily information will identify unexplained absence and emerging concerns; regular strategic analysis will examine school, individual and cohort patterns. The school will benchmark appropriately and share analysis with the governing or trust board.

Analysis will include, where relevant, pupils eligible for pupil premium, pupils with SEND or an education, health and care plan, pupils with a social worker, looked-after and previously looked-after children, young carers, pupils with medical or mental health difficulties, pupils attending alternative provision, pupils subject to dual registration and cohorts identified through local context.

Benchmarking will compare the school's attendance, persistent absence and severe absence with appropriate national, local-authority, trust and similar-school data where available. Leaders will use benchmarking to identify strengths, priorities and outliers, but will not allow headline comparisons to replace pupil-level analysis of barriers, context and support needs.

6.2 Analysing and using data

- Identify historical, current and emerging patterns at school, group and pupil level
- Provide useful attendance information to teachers, tutors, pastoral staff and leaders to support discussions with pupils and families
- Set appropriate priorities and target support where it is most needed
- Monitor and evaluate interventions, modifying them when they do not improve attendance
- Report overall absence, persistent and severe absence, punctuality, group comparisons, emerging risks, safeguarding implications and intervention impact

6.3 Persistent and severe absence

A pupil is persistently absent where they miss 10% or more of sessions they could attend, whether authorised or unauthorised. A pupil is severely absent where they miss 50% or more of sessions they could attend. Severely absent pupils will receive especially intensive and coordinated support. The school will work with the local authority and relevant services to agree a joint approach and avoid fragmented or duplicated intervention.

6.4 Support and escalation

1. Expecting: set and communicate high, consistent expectations
2. Monitoring: use accurate data to identify emerging concerns
3. Listening and understanding: meet pupils and parents to understand barriers
4. Facilitating support: agree practical actions and involve appropriate services
5. Formalising support: use a written attendance agreement or other formal plan where voluntary support has not secured improvement
6. Enforcing: consider legal intervention where support is not appropriate, has failed or has not been engaged with

Where support is unsuccessful, the school and partners will review why, adapt the intervention and continue to seek workable solutions. Refusal of one form of support will not automatically mean that all support options are exhausted.

For pupils with a social worker, youth offending team worker, who are looked-after or previously looked-after, or who are young carers, the school will consider whether attendance barriers are linked to safeguarding, caring responsibilities, unmet needs, family

circumstances or wider vulnerability. Support will be coordinated with the relevant professionals and reviewed regularly.

The school will avoid approaches that stigmatise pupils or families. Communications about low attendance will be factual, proportionate and supportive, while making clear the legal responsibilities of parents and the school's escalation process where attendance does not improve.

7. Monitoring Arrangements

This policy will be reviewed at least annually and whenever relevant legislation or statutory guidance changes. It will be reviewed by Deborah Ashcroft, Executive Head Teacher and approved in accordance with the school's governance arrangements.

The governing or trust board will receive regular attendance reports with enough analysis to challenge leaders and assess strategy. Reports will include overall absence, persistent and severe absence, punctuality, relevant group comparisons, emerging patterns, safeguarding implications and the effectiveness of interventions.

8. Support for pupils and families

- Build respectful relationships and listen to pupils and families
- Identify barriers within school as well as those affecting the family outside school
- Make reasonable adjustments for disabled pupils and take account of SEND, medical and mental health needs
- Work with the SENCO, designated safeguarding lead, pastoral staff, virtual school, social workers, health services and local authority where appropriate
- Use temporary part-time timetables only in exceptional circumstances, never as a long-term arrangement, for the shortest necessary period, with parental agreement, regular review, a clear transition plan back to full-time education and, where appropriate, involvement of the local authority and other professionals
- Never use a part-time timetable to manage behaviour, as an informal exclusion or as a substitute for suitable support
- Record and monitor attendance at alternative provision and act promptly if attendance stops
- Review support when it does not improve attendance and work with partners to identify a different approach
- Where remote education is used for attendance-related reasons, treat it as a last resort after considering reasonable adjustments and other in-school support, use it only as part of a time-limited reintegration plan, keep the plan under review, and

record the pupil as absent from school using the appropriate attendance code unless the pupil is attending an approved educational activity

Related Policies and Procedures

- Child protection and safeguarding policy
- Behaviour policy
- Admissions policy
- Children missing education procedures
- SEND policy and SEN information report
- Supporting pupils with medical conditions policy
- Mental health and wellbeing policy, where applicable
- Suspension and permanent exclusion policy
- Alternative provision policy
- Equality information and objectives
- Remote education policy, where applicable

10. Legislation and Guidance

This policy has regard to the following legislation and statutory guidance. The school will use current versions and review links at each policy review.

Working together to improve school attendance, July 2026: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

Education Act 1996: https://www.legislation.gov.uk/ukpga/1996/56/contents

Education Act 2002: https://www.legislation.gov.uk/ukpga/2002/32/contents

Education and Inspections Act 2006: https://www.legislation.gov.uk/ukpga/2006/40/contents

School Attendance (Pupil Registration) (England) Regulations 2024: https://www.legislation.gov.uk/uksi/2024/208/contents

Education (Information About Individual Pupils) (England) Regulations 2013: https://www.legislation.gov.uk/uksi/2013/2094/contents

Education (Penalty Notices) (England) Regulations 2007: https://www.legislation.gov.uk/uksi/2007/1867/contents

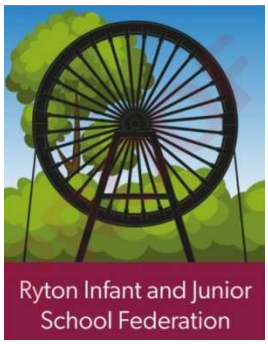
Equality Act 2010: https://www.legislation.gov.uk/ukpga/2010/15/contents

Children missing education: https://www.gov.uk/government/publications/children-missing-education

Keeping children safe in education: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

School attendance parental responsibility measures: https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance

Last Reviewed: September 2026



Appendix 1 · Attendance and absence codes

Codes will be used in accordance with the *School Attendance (England) Regulations 2026* and the *DfE Working Together to Improve School Attendance (2026)* statutory guidance. The descriptions below provide a policy summary and do not replace the legal definitions.

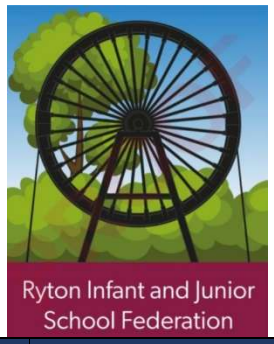
Present and approved educational activity codes

Code	Definition	Policy summary
/	Present - morning	Pupil present at morning registration.
\	Present - afternoon	Pupil present at afternoon registration.
L	Late before register closes	Pupil arrives after the session starts but before the register closes.
B	Approved off-site educational activity	Supervised activity approved by the school; legal approval and supervision requirements must be met.
K	Education provision arranged by local authority	Pupil attends supervised provision arranged by the local authority; not merely an activity approved by it.
D	Dual registered at another school	Use only when the pupil is registered at two schools and attends, or is expected to attend, the other registered school for that session; schools must confirm attendance and share information promptly.
P	Approved sporting activity	Supervised sporting activity approved by the school.
V	Educational visit or trip	Educational visit or trip organised or approved by the school.
W	Work experience	Pupil attends an approved work-experience placement.

Ryton Infant and Junior School Federation

Authorised absence and unable-to-attend codes

Code	Definition	Policy summary
C	Leave for exceptional circumstances	Use only where leave is granted because exceptional circumstances exist and no more specific authorised-absence code applies. Do not use as a blanket flexi-schooling code.
C1	Regulated performance or employment abroad	Leave for a regulated performance or regulated employment abroad.
C2	Temporary part-time timetable	Compulsory-school-age pupil absent under an agreed temporary part-time timetable.
E	Suspended or permanently excluded	No alternative provision has been made for the relevant session.
I	Illness	School is satisfied the pupil is unable to attend due to illness.
J1	Interview	Interview for employment or admission to another educational institution.
M	Medical or dental appointment	Appointment could not reasonably be arranged outside school hours.
R	Religious observance	Day exclusively set apart by the relevant religious body.
S	Study leave	Authorised study leave for a Year 11 pupil during public examinations.
T	Travelling for occupational purposes	Mobile child travelling with a parent for trade or business, subject to legal conditions.
Q	Lack of local-authority access arrangements	Use only where the local authority is responsible for making access arrangements, such as transport or other access support, and those arrangements are unavailable; not for ordinary transport difficulties or parental choice.
Y1	Unable to attend due to transport normally provided not being available	Use where transport normally provided by the school or local authority is not available and the pupil cannot reasonably attend without that transport.
Y2	Widespread travel disruption	Local, national or international emergency causes widespread disruption.



Code	Definition	Policy summary
Y3	Part of premises closed	Part of the school premises is unavoidably out of use.
Y4	Whole school unexpectedly closed	School was planned to open but is unexpectedly closed.
Y5	Criminal justice detention	Pupil is in police detention or remanded to youth detention awaiting trial or sentence.
Y6	Public-health guidance or law	Use only where attendance would be contrary to public-health guidance or law; not for ordinary illness or general concern about infection.
Y7	Other unavoidable cause	Apply narrowly where an unavoidable cause prevents the individual pupil, not merely the parent, from attending; record the precise cause.

Unauthorised and administrative codes

Code	Definition	Policy summary
G	Unauthorised holiday	Term-time holiday not granted by the school.
N	Reason not yet established	Temporary code while the school establishes the reason. Replace promptly with the correct code; use O where no satisfactory reason is established.
O	Other unauthorised absence	School is not satisfied with the reason or no authorised category applies.
U	Late after register closes	Pupil arrives after the published register-closing time and no other code applies. Code U is linked to the school's published closing time for that session and must not be applied automatically simply because 30 minutes have elapsed.
X	Not required to attend	Pupil of non-compulsory school age is not required to attend that session, including agreed sessions for a child below compulsory school age.
Z	Prospective pupil not yet on roll	Register is set up, but the pupil has not yet joined the school.
#	Planned whole or partial closure	Planned closure for pupils who would otherwise be expected to attend.