



Jasmine House School

Attendance and Absence Policy

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Next Review	September 2027 (or earlier if legislation or statutory guidance changes)
Written By	J Handley (Headteacher)
Approved By	Daniel Pallett (Executive headteacher)

Version control

Version	Date	Created/Updated By	Summary of changes
1.0	September 2026	J Handley	-

This policy should be read in conjunction with the following school policies and procedures:

- Child Protection and Safeguarding Policy
- Curriculum Policy
- Promoting Good Behaviour and Discipline Policy
- Restrictive Intervention and Positive Behaviour Support Procedures
- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Health and Safety Policy (including off-site activities)
- Complaints Policy
- Data Protection and Records Management Policy

Key Contacts

Role	Name and contact details
Headteacher	Jordan Handley (Headteacher)
Designated Safeguarding Lead (DSL)	Jordan Handley (Headteacher)
Deputy Designated Safeguarding Lead	Kim Cox (Exams Officer)
Inclusion lead	Stuart Hutchinson
Operational lead	Liam Marshall
Reporting an absence	Direct to class teacher and Jordan Handley (Headteacher)
Starting Point (Derbyshire children's services)	Consultation and advice for professionals: 01629 535353 Immediate safeguarding/child protection concerns: 01629 533190
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1. Policy Statement

- 1.1** At Jasmine House School our vision is that every pupil will feel safe, feel valued and feel inspired. Being in school, every day, is the foundation for everything else we offer – learning, therapy, friendships, independence and preparation for adulthood. Many of our pupils joined us after long periods out of education, emotionally based school avoidance, unsuccessful placements or exclusion. For them, regular attendance is often a hard-won achievement, and we recognise and celebrate it as such.
- 1.2** Our approach is built on unconditional positive regard and the strength of relationships between staff, pupils, families and carers. We understand absence as communication. In almost every case it is a symptom of something else – anxiety, sensory overload, a barrier within school, a change in care arrangements, or something happening in a young person's life beyond school. Our first response to absence is therefore to listen, understand and support, not to sanction.
- 1.3** We hold the same high ambition for the attendance of our pupils as for any pupil nationally. Having an education, health and care (EHC) plan, a care history or a history of poor attendance does not lower that ambition; it shapes the support we put in place to achieve it.
- 1.4** Attendance is a safeguarding matter. Absence – particularly when it is unexplained, repeated or prolonged – can be a warning sign of abuse, neglect, child sexual or criminal exploitation (including county lines), mental health need or a child going missing. Every member of staff understands this and acts on it in line with our Child Protection and Safeguarding Policy.
- 1.5** Jasmine House School is committed to:
- making school a place pupils want to be – calm, predictable, low-arousal and therapeutic, in line with the SPELL and TEACCH principles set out in our Curriculum Policy;
 - following up every absence on the first day and making sure every pupil is safe;
 - keeping accurate, lawful admission and attendance registers;
 - working in partnership with parents, carers, residential staff, social workers, virtual school heads and placing local authorities;
 - using attendance information every week to spot emerging patterns early and act before they become entrenched;
 - making reasonable adjustments so that pupils with SEND and health needs can attend;
 - making sure every pupil of compulsory school age receives full-time education, and that any part-time arrangement is exceptional, time-limited and regularly reviewed;
 - making sure this policy is understood by staff, pupils, parents and carers – it is published on the school website, shared when a pupil joins, re-shared each September and whenever it changes, and available in accessible formats (including visual and easy-read versions for pupils).

- 1.6** This policy has been written having regard to the Department for Education's statutory guidance *Working together to improve school attendance* (July 2026) and includes the content that guidance expects a school attendance policy to contain.

2. Our Context

- 2.1** Jasmine House School is an independent special day school for pupils aged 11 to 18, at 34 Ilkeston Road, Heanor, Derbyshire, DE75 7DT. The proprietor is Smoothstone Care and Education Ltd. Our pupils have autism, speech, language and communication needs, ADHD and/or social, emotional and mental health needs, often with high anxiety and associated behaviours that challenge. Every pupil has an EHC plan and every pupil is placed by a local authority.
- 2.2** A significant proportion of our pupils are looked after by a local authority. Others are previously looked after or live under special guardianship or other arrangements, and some pupils live in children's homes operated by Smoothstone Care and Education. Pupils come from several local authority areas, so the school works with a number of placing (home) local authorities as well as Derbyshire County Council, the local authority in whose area the school is situated.
- 2.3** These features shape this policy in three important ways:
- Who the "parent" is varies. For attendance purposes the relevant adult may be a birth or adoptive parent, a special guardian, a foster carer, residential care staff who have day-to-day care, and/or the local authority that holds parental responsibility. For every pupil, the school records who must be contacted about attendance and in what order (see section 8).
 - Absence is rarely about unwillingness. It is far more often linked to anxiety, sensory needs, transitions, family contact, placement changes or trauma. Our response is therefore therapeutic and individualised.
 - Transparency between school and home matters. Because the school and some of the homes our pupils live in share a proprietor, we take particular care that decisions about whether a pupil attends school are made openly, recorded accurately and are never shaped by the convenience of either service (see section 8).
- 2.4** The school is inspected by Ofsted against the Independent School Standards. Paragraph 15 of the Standards requires the proprietor to maintain admission and attendance registers in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024. Failure to comply with those Regulations is also a criminal offence under section 434(6) of the Education Act 1996. The Department for Education's independent school standards guidance (April 2026) is clear that inaccurate registers are likely to amount to a failure in safeguarding as well.

3. Legal Framework

- 3.1** This policy has due regard to the following legislation:
- Education Act 1996 (in particular sections 7, 19, 434 and 437 to 444B)

- Education Act 2002 (section 157)
- Education and Skills Act 2008
- The Education (Independent School Standards) Regulations 2014 (in particular paragraphs 7, 15 and 32)
- The School Attendance (Pupil Registration) (England) Regulations 2024, as amended
- The Education (Penalty Notices) (England) Regulations 2007, as amended
- Anti-social Behaviour Act 2003
- Children Act 1989 and Children Act 2004
- Children and Families Act 2014
- The Children's Homes (England) Regulations 2015
- Children and Young Persons Acts 1933 and 1963
- Children's Wellbeing and Schools Act 2026 (as its provisions are brought into force)
- Equality Act 2010
- Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025

3.2 It also has regard to the following statutory guidance and other publications:

- DfE (July 2026) *Working together to improve school attendance, and the accompanying Summary table of responsibilities for school attendance*
- DfE (2026) *Keeping children safe in education*
- HM Government (2026) *Working together to safeguard children*
- DfE *Children missing education*
- DfE (April 2026) *Independent school standards: guidance for independent schools*
- DfE and DHSC *Special educational needs and disability code of practice: 0 to 25 years* (2015)
- DfE *Supporting pupils at school with medical conditions*
- DfE *Arranging education for children who cannot attend school because of health needs*
- DfE *Promoting the education of looked-after and previously looked-after children* and *The designated teacher for looked-after and previously looked-after children*
- DfE *Guide to the Children's Homes Regulations including the quality standards*
- DfE *Providing remote education*
- DfE non-statutory guidance on mental health issues affecting a pupil's attendance
- United Nations Convention on the Rights of the Child
- Ofsted *Independent school inspection toolkit* and operating guides (2026)
- Derby and Derbyshire Safeguarding Children Partnership procedures

3.3 Statutory requirement and school practice. In this policy, "must" describes a legal requirement. "Will" describes the school's agreed practice, including where we have chosen to follow guidance that is only mandatory for state-funded schools.

3.4 Some parts of the attendance framework apply differently to independent schools. In particular:

- the restrictions on leave of absence in regulation 11 of the 2024 Regulations are only mandatory for maintained schools and non-maintained special schools, but the statutory guidance expects all schools to follow them – Jasmine House does so in full (section 11);
- independent schools are not required to share daily attendance data with the Department for Education (section 19);
- for pupils at independent schools, attendance contracts can only be made by a local authority, and the school does not issue penalty notices (section 18);
- because Jasmine House is a special school and all our pupils were placed by a local authority, additional consent requirements apply before a pupil's name can be removed from the admission register (section 23).

4. Definitions

4.1 The following definitions apply in this policy:

Term	Meaning
Parent	Any birth parent, anyone with parental responsibility, and anyone with day-to-day care of the pupil. For looked-after children this includes the local authority as corporate parent, foster carers and residential care staff. The school decides, for each pupil, which adult is most appropriate to work with.
Session	A morning or afternoon session of the school day.
Attendance	A pupil is attending when they are present at registration, or when they are attending an approved educational activity or other education recorded with a code that is not classed as absence.
Authorised absence	Absence the school has approved in advance, or has accepted as justified (for example illness).
Unauthorised absence	Absence without permission from the school, or where no acceptable reason has been given.
Unexplained absence	Absence where the reason has not yet been established (recorded as code N).
Persistent absence	Missing 10% or more of possible sessions, for any reason – roughly one day or more every fortnight.
Severe absence	Missing 50% or more of possible sessions, for any reason.
Part-time timetable	A temporary, agreed arrangement under which a pupil of compulsory school age is not expected to attend school for some sessions (see section 13).

Term	Meaning
Child missing education	A child of compulsory school age who is not registered at a school and is not receiving suitable education otherwise than at a school.
Missing / absent	As defined in section 15 of our Child Protection and Safeguarding Policy. For the purposes of this policy, a pupil who leaves the school site without permission, or cannot be located, is treated as potentially missing until their whereabouts and safety are confirmed.
Senior Attendance Champion	The senior leader with overall responsibility for championing and improving attendance.
School LA	The local authority in whose area the school is situated – Derbyshire County Council.
Home LA	The local authority in whose area the pupil lives.
Maintaining LA	The local authority that maintains the pupil's EHC plan (usually the placing authority).
Virtual School Head (VSH)	The local authority officer responsible for promoting the education of looked-after children, previously looked-after children and children with a social worker.
PEP	Personal Education Plan – the education part of a looked-after child's care plan.
Compulsory school age	From the relevant date after a child's fifth birthday until the last Friday in June of the school year in which they turn 16. Our Key Stage 5 pupils are over compulsory school age.

5. Roles and Responsibilities

The proprietor – Smoothstone Care and Education Ltd

- 5.1** The proprietor has ultimate responsibility for compliance with the law on attendance and will, through its governance arrangements and the Executive Headteacher:
- ensure the school meets Independent School Standard 15 and that this policy is published, implemented and reviewed;
 - promote the importance of attendance through the ethos and policies of the school and the wider group;
 - review attendance data at least termly, including recent and historic trends, persistent and severe absence, part-time timetables and the attendance of looked-after children and other key groups, and benchmark it against appropriate comparators;

- provide support and challenge to school leaders and, where needed, agree an attendance action plan as part of the school improvement plan;
- ensure all staff receive attendance training, with dedicated training for staff with a specific attendance role;
- share effective attendance practice across Jasmine House, Jasmine Hall and Jasmine Grove schools;
- ensure a clear, written protocol is in place between the school and Smoothstone children's homes (section 8);
- have regard to *Keeping children safe in education* and ensure there are effective procedures for children missing, or at risk of missing, education;
- consider nominating a governor with a specific focus on attendance;
- handle complaints about this policy in line with the Complaints Policy.

The Executive Headteacher

5.2 The Executive Headteacher will hold strategic oversight of attendance across the Smoothstone schools and will:

- hold a termly attendance review with the Headteacher;
- carry out, or commission, a register audit at least termly, checking that codes are used correctly, that N codes are resolved within five school days, and that records for part-time timetables, off-site education and amendments are complete;
- review the attendance of pupils living in Smoothstone children's homes separately from the care function, so that it receives independent scrutiny;
- report findings to the proprietor.

The Headteacher (Senior Attendance Champion and DSL)

5.3 At Jasmine House the Headteacher, Jordan Handley, is the Senior Attendance Champion and the Designated Safeguarding Lead. The Headteacher will:

- set a clear vision for good attendance, establish effective systems for tackling absence and make sure all staff follow them;
- have a strong grasp of attendance data and regularly evaluate how well the school's strategies and interventions are working;
- decide requests for leave of absence and approve any part-time timetable or off-site educational activity;
- ensure the admission and attendance registers are accurate and that inspectors, local authority officers and the Department for Education can access them as the law allows;
- ensure the statutory returns to the local authority are made on time (section 19);
- ensure a pupil's social worker and/or youth offending team worker is told about any unexplained absence;
- ensure the maintaining LA is told when a pupil's attendance falls or barriers related to their needs emerge;

- take part in Targeting Support Meetings with Derbyshire County Council's School Attendance Support Team;
- report on attendance to the proprietor at least termly;
- consider the safeguarding significance of every attendance concern, ensure concerns are recorded on Sleuth with a clear chronology, and make referrals to children's social care or the police where needed.

Deputy Designated Safeguarding Lead

- 5.4** The Deputy DSL, Kim Cox, will act for the DSL in their absence, including making decisions about unexplained absence and pupils who cannot be located.

Designated Teacher for Looked-After and Previously Looked-After Children

- 5.5** The designated teacher will:

- promote the attendance of looked-after and previously looked-after pupils and make sure attendance is reviewed at every PEP meeting;
- hold up-to-date contact details and notification arrangements for each pupil's social worker and Virtual School;
- ensure PEPs contain clear attendance actions where attendance is a concern;
- escalate unresolved barriers through the Virtual School Head and, where necessary, the pupil's Independent Reviewing Officer.

The Operations lead

- 5.6** The Operations lead, Liam Marshall, will:

- check that registers are completed on time and identify every unexplained absence immediately after registers close;
- carry out first-day contact and record every contact attempt and outcome as it happens;
- resolve N codes within five school days;
- keep an up-to-date contact hierarchy for every pupil;
- maintain accurate records, including amendments to the register;
- escalate concerns to the Headteacher/DSL without delay.

Class teachers and pastoral leads

- 5.7** Class teachers are the pastoral leads for their groups. They will take the register at the set time, notice and share patterns, welcome pupils back after absence, contribute to attendance support plans, and include attendance in termly reports, PEP contributions and annual review reports.

All staff

- 5.8** All staff will model good attendance and punctuality, apply this policy fairly and consistently, use their knowledge of individual pupils to recognise when absence may signal a welfare concern, report such concerns to the DSL straight away, and follow the procedures in section 15 if a pupil leaves a lesson or the site.

The therapy team

- 5.9** Our speech and language therapists, occupational therapists and psychotherapists will help staff understand the communication, sensory and emotional barriers that affect attendance, contribute to reasonable adjustments and attendance support plans, and schedule therapy within the school day so that it does not cause absence.

Pupils

- 5.10** Pupils are asked to come to school every day, arrive ready to learn, tell a trusted adult if something is making it hard to come to school, and help design their own support plan. This will be explained to each pupil in a way they understand.

Parents and carers

- 5.11** Parents and carers (including foster carers and residential staff) are expected to:
- make sure their child attends regularly and on time;
 - contact the school by **09:15** on each day of absence, giving the reason and the expected return date;
 - give the school at least two up-to-date emergency contacts, and tell us promptly about changes of address, placement or care arrangements;
 - request any leave of absence in advance and in writing;
 - arrange medical appointments, family contact, reviews and meetings outside school hours wherever possible;
 - work with the school and other agencies on any support offered.

6. Attendance Expectations and the School Day

- 6.1** Pupils are expected to attend every session the school is open, to arrive on time and to stay for the whole session, unless there is a reason permitted by law.
- 6.2** The school day is as follows:

Activity	Time
School site opens for arrivals	09:00
Morning Preparation session begins – morning register opens	09:00
Morning register closes	09:30
Morning break	10:55
Lunch	12:30
Afternoon register opens	13:30
Afternoon register closes	14:00

Activity	Time
End of the school day	15:00

- 6.3** The law requires the register to be taken at the start of each morning session and once during each afternoon session, at the same time for all registered pupils. Because each day begins with Morning Preparation, the morning register is taken at the start of that session. Each register stays open for the same length of time, which is no longer than 30 minutes.
- 6.4** A pupil who arrives after the register opens but before it closes is marked late (code L), which counts as present. A pupil who arrives after the register has closed is recorded with code U (unauthorised absence), unless the lateness is for a reason the school authorises, in which case the appropriate code is used.
- 6.5** Many pupils travel on transport arranged by their home local authority. A pupil will not be treated as responsible for late or missing transport. Where the transport normally provided is not available and the pupil cannot attend, the school records this using code Y1. The school records all transport failures and reports them to the home local authority.
- 6.6** Staff monitor punctuality and discuss patterns supportively with pupils and their families or carers. Common causes in our setting include sleep, medication, morning routines, transport and anxiety about arrival. Adjustments may include a quiet arrival route, a meet-and-greet by a key adult or arriving before other pupils.
- 6.7** Staff also record when a pupil is not in a timetabled lesson. Time spent in an agreed regulation space or a therapy session is not absence. However, patterns are reviewed so that we can tell the difference between a pupil who needs more regulation support and a pupil who is avoiding particular lessons.

7. First-Day Response and Absence Procedures

- 7.1 Reporting an absence.** Parents and carers must contact the school office by **09:15** on each day of absence by telephone to Jordan Handley 07483435906 or class teach or email Jordan Handley and/or class teacher.
- 7.2 Identifying absence.** Registers are completed by **09:30**. Immediately after the morning register closes, the Operations lead identifies every pupil who is absent without a reason.
- 7.3 Immediate escalation for vulnerable pupils.** The DSL is told straight away, and the pupil's social worker is contacted the same day, if an absent pupil:
- is looked after or has a social worker;
 - is subject to a child protection or child in need plan;
 - has a history of going missing, or is known to be at risk of exploitation;
 - is the subject of any other current safeguarding concern.

- 7.4 First-day contact.** For all other unexplained absences, the Operations lead contacts the adults on the pupil's contact list, in order, by **09:30**. If no contact is made, further attempts continue and the DSL is informed by **10:00**.
- 7.5 When no contact can be made.** The DSL decides on next steps and records the reasons for the decision. Steps may include contacting the social worker or the out-of-hours children's services team, a home visit by two members of staff where this is safe and proportionate, or asking the police to carry out a welfare check where there is concern for the pupil's safety.
- 7.6 Recording.** Every contact attempt, conversation, decision and outcome is recorded at the time it happens, with the date, time and name of the person involved. Where there is any safeguarding element, the record is made on Sleuth. Our records must show clearly the sequence of events from the first absence to the action taken (see Appendix F).
- 7.7 Resolving unexplained absence.** Code N is replaced with the correct code as soon as the reason is known. By law this must happen within five school days. If no acceptable reason has been established by then, code O (unauthorised absence) is used.
- 7.8 Authorising absence.** Only the Headteacher (or a senior leader acting on their behalf) can decide whether an absence is authorised. A reason given by a parent or carer does not automatically make an absence authorised.
- 7.9 Illness.** The school does not routinely ask for medical evidence. We may ask for it where there is genuine and reasonable doubt about an illness, or where a pupil's health needs are complex, long-term or frequently recurring and evidence would help us put the right support in place. We will accept evidence in a range of forms, such as an appointment card or prescription.
- 7.10 Continued absence.** Where absence continues, the school keeps in daily contact. Where a pupil has been absent for **3** consecutive days, a key adult arranges a check on the pupil's wellbeing and a meeting with the family or carers to plan the return. If the school has reasonable grounds to believe a pupil of compulsory school age will miss 15 school days (consecutively or cumulatively) because of illness, the school makes a sickness return to the local authority.
- 7.11 Returning to school.** Pupils are welcomed back warmly and without comment in front of others. A key adult checks in with them, and support is put in place to help them catch up and settle back into routines.
- 7.12** The first-day response procedure is summarised in Appendix A.

8. Looked-After Children and Pupils Living in Smoothstone Children's Homes

Looked-after and previously looked-after children

- 8.1** Each local authority has a statutory duty to promote the educational achievement of the children it looks after, wherever they live or go to school. Virtual School Heads are expected to monitor the attendance of these children

and set aspirational attendance targets. Jasmine House works closely with each child's social worker, Virtual School, carers and Independent Reviewing Officer.

8.2 For every looked-after pupil, the school holds:

- the name of the responsible local authority;
- contact details for the social worker and their team manager;
- contact details for the Virtual School and its attendance notification arrangements, including any daily attendance reporting service the Virtual School uses;
- who holds parental responsibility and what decisions carers have delegated authority to make (for example, agreeing to a leave of absence request).

8.3 Any unexplained absence of a looked-after pupil is reported to the social worker on the same day, and to the Virtual School in line with its notification arrangements. Authorised absences are also shared where the Virtual School requires it.

8.4 Attendance and barriers to attendance are reviewed at every PEP meeting. The PEP includes clear attendance actions where attendance is a concern, and any funding the Virtual School allocates is used to address them.

8.5 The school will ask that family contact, reviews, court hearings, health assessments and placement moves are arranged outside school hours wherever possible. Where this is not possible, the absence is treated as a leave of absence request and recorded accurately. Leave of absence requests for looked-after pupils must come from an adult with the authority to make them; where this is unclear, the school checks with the social worker.

8.6 If a looked-after pupil's placement may change, the school works with the local authority to protect continuity of education and, wherever possible, the pupil's place at the school.

8.7 The designated teacher also promotes the attendance of previously looked-after pupils and can seek advice from the relevant Virtual School on their behalf.

Pupils living in Smoothstone children's homes

8.8 Where a pupil lives in a Smoothstone children's home, the school and the home work to the following protocol:

- **Attendance is a shared decision.** If a pupil is unwell, the home tells the school by **09:30**. If a pupil is distressed, refusing or unable to leave the home, the home contacts the school straight away so that school staff can help – for example a key adult phoning or visiting, or an agreed later start. A pupil does not remain at home by default.
- **Absence is recorded accurately.** Time a pupil spends at the home is recorded as absence using the correct code. This applies even where care staff support learning activities at the home.
- **Remote learning is a last resort.** Remote education provided to a pupil at the home is recorded as absence and is used only as part of a plan to return the pupil to school.

- **Information is shared daily.** School and home staff share relevant information at handover each day, including anything overnight that may affect the pupil's readiness for school, in line with safeguarding information-sharing arrangements.
- **Missing episodes and absence are considered together.** The DSL and the Registered Manager share information about missing episodes and school absence promptly, so that patterns that may indicate exploitation or other risks are identified.
- **Attendance is scrutinised independently.** Attendance for pupils living in Smoothstone homes is reported separately to the proprietor and reviewed by the Executive Headteacher each term.
- **Each service keeps its own records.** The school and each home are inspected separately, so each must be able to show its own actions and the chronology of communication between them.

8.9 The same principles apply, adapted as needed, to pupils living in foster placements or homes run by other providers.

Pupils with a social worker

8.10 For pupils who are children in need or subject to a child protection plan, the school shares unexplained absences with the social worker on the same day and asks that attendance is included in the child's plan where it is a concern.

9. Admission and Attendance Registers

- 9.1** The school must keep an admission register and an attendance register, and both must be kept electronically. The school uses Sleuth for this purpose.
- 9.2 Admission register.** A pupil's name is entered on the admission register at the start of the first day the school has agreed, or been told, the pupil will attend. The register contains the information required by the 2024 Regulations and is updated as soon as possible when any details change, including address, parent or carer details and placement changes.
- 9.3 New pupil returns.** The school notifies Derbyshire County Council within five days of adding a pupil's name to the admission register, in line with regulation 13 of the 2024 Regulations. The school also informs the placing and maintaining local authority that the pupil has started.
- 9.4 Attendance register.** At each registration, the school must record whether every registered pupil is present or, if not, the appropriate national code (section 10). Where code B or K is used, the nature of the activity or provision must also be recorded. Where code Y7 is used, the nature of the unavoidable cause must be recorded.
- 9.5 Amendments.** Where an entry is changed, the register must show the original entry, the amended entry, the reason for the change, the date it was made and the name of the person who made it. The register is only routinely amended where the reason for absence was not known when the register was taken.

- 9.6 Retention.** Every entry in the admission and attendance registers must be kept for six years from the date it was entered.
- 9.7 Access.** Ofsted inspectors, authorised local authority officers and the Department for Education may inspect the registers and take extracts, as the law allows. Inspectors do not need to make a request in order to see the registers.
- 9.8 Accuracy checks.** The Operations lead checks the registers every day, the Headteacher reviews them every week, and the Executive Headteacher audits them every term (section 5.2).

10. Attendance and Absence Codes

- 10.1** The school uses the national attendance and absence codes set out in regulation 10 of the 2024 Regulations. A full list is given in Appendix C. The points below explain how some codes apply in our setting.

- **Off-site learning led by our staff** is recorded according to its nature – for example code V for an educational visit or trip, code P for an approved sporting activity and code W for work experience.
- **Code B** is only used for another approved educational activity where attendance has been approved in advance by a person authorised by the proprietor, the activity takes place during the session, and the pupil is physically supervised by a person the school considers to have the skills, training, experience and knowledge to keep them safe and meet the educational purpose. The nature of the activity is recorded.
- **Code K** is used where a pupil attends education provision arranged by a local authority.
- **Code D** is used for dual-registered pupils during sessions they are scheduled to attend another school. The school only records attendance for sessions the pupil is scheduled to attend Jasmine House.
- **Code C2** is used for sessions a pupil of compulsory school age is not expected to attend under an agreed part-time timetable (section 13).
- **Code X** is used for sessions that a pupil above compulsory school age (Key Stage 5) is not timetabled to attend.
- **Code M** is used for medical and dental appointments. Therapy delivered by the school's own therapists during the school day is not absence.
- **Codes Q and Y1 to Y7** are used only in the specific circumstances set out in the Regulations, where a pupil is unable to attend because of an unavoidable cause.
- **Remote education** is not attendance. A pupil who is not physically present but is receiving remote education is recorded with the relevant absence code.

11. Leave of Absence

- 11.1** Regulation 11 of the 2024 Regulations limits the circumstances in which leave of absence may be granted. These limits are mandatory for maintained schools and non-maintained special schools. The statutory guidance expects all schools to

follow them, and Jasmine House does so in full. Leave of absence will only be granted:

- to take part in a regulated performance or regulated employment abroad, under a licence or approval (code C1);
- to attend an interview for employment or for admission to another educational institution (code J1);
- to study for a public examination, agreed in advance – this does not include internal or mock examinations and will be used sparingly (code S);
- under a temporary, time-limited part-time timetable (code C2 – see section 13);
- in exceptional circumstances (code C).

11.2 Requests must be made in writing to the Headteacher at least 10 school days in advance, by a parent the pupil normally lives with. For looked-after pupils, the request must come from an adult with the authority to make it (section 8.5). Pupils above compulsory school age may make requests themselves.

11.3 Each request is considered individually, taking account of the specific facts, circumstances and background. The school does not operate any blanket policy under which leave is granted automatically. Where leave is granted, the Headteacher decides how long the pupil may be absent.

11.4 A holiday or other absence for leisure and recreation will not generally be treated as an exceptional circumstance. Leave will not be granted for a pupil to take part in protest activity during school hours. Examples of circumstances that may be considered exceptional, depending on the facts, include attending the funeral of a close family member or attending court proceedings concerning the pupil.

11.5 Medical and dental appointments. These should be made outside school hours wherever possible. Where this is not possible, the school should be told in advance and the pupil should miss only the time necessary. Such absence is recorded with code M.

11.6 Religious observance. Parents should tell the school as early as possible. Code R is used only for a day exclusively set apart for religious observance by the religious body to which the parent belongs. Where the religious body sets apart only one day, only that day is recorded with code R; any additional days are considered as a request for leave in exceptional circumstances.

11.7 The school confirms its decision in writing. If leave is refused and the pupil is absent, the absence is recorded as unauthorised. The school will discuss this with the family or carers and, for looked-after pupils, the social worker and Virtual School. Anyone unhappy with a decision can raise it under the Complaints Policy.

12. Education Off Site and Alternative Provision

12.1 All pupils are currently educated on the school site, apart from off-site learning led by school staff. If the school arranges alternative provision or another off-site

placement, the school keeps overall responsibility for the pupil's safeguarding and welfare, in line with section 21 of the Child Protection and Safeguarding Policy.

- 12.2** Before any placement starts, a written agreement will be put in place requiring the provider to report the pupil's attendance to the school by 09:30 each day and to report any absence immediately. The school records the correct code for each session and follows its first-day response procedures for any absence from the provision.
- 12.3** Leaders monitor attendance at any alternative provision daily and over time, and act quickly when pupils do not attend.

13. Part-Time Timetables

- 13.1** Every pupil of compulsory school age is entitled to full-time education. A part-time timetable will only be used in very exceptional circumstances where it is in the pupil's best interests – for example where a health need, or a phased return after a long absence, means the pupil cannot yet attend full-time. A part-time timetable will never be used to manage behaviour or as an informal exclusion.
- 13.2** Any part-time timetable must:
- be agreed by the school and the parent the pupil normally lives with (for a looked-after pupil, the social worker on behalf of the local authority, with the Virtual School informed);
 - set out clearly the days and times the pupil is expected to attend;
 - have a clear aim and form part of a wider support, health care or reintegration plan;
 - be reviewed at least every two weeks with the pupil and their parents or carers, so that it is in place for the shortest time necessary;
 - have a proposed end date, after which the pupil is expected to attend full-time. It may be extended at a review, and in a small number of cases a pupil with a long-term health condition may need a part-time timetable for longer.
- 13.3** Before a part-time timetable starts, the school discusses it with the maintaining LA so that the pupil's support package can be reviewed quickly, if necessary through an early review of the EHC plan. Where the pupil has a social worker, the school keeps them informed and involved.
- 13.4** Only the Headteacher can approve a part-time timetable. Sessions the pupil is not expected to attend are recorded with code C2. The agreement and each review are recorded using Appendix D.
- 13.5** The school keeps a record of every part-time timetable. The record is reported to the proprietor at each governance meeting and reviewed by the Executive Headteacher. Where a pupil cannot attend full-time because of health needs, the school works with the home LA on its duty under section 19 of the Education Act 1996.

- 13.6** A full-time personalised timetable delivered partly in the community or in different settings is not a part-time timetable. Each session is recorded with the code that applies.

14. SEND, Health and Emotionally Based Barriers to Attendance

- 14.1** Pupils with SEND and health conditions have the same right to education as any other pupil and the same attendance ambition. The school makes reasonable adjustments, including those required under section 20 of the Equality Act 2010, and agrees and reviews them with the pupil and their parents or carers.
- 14.2 Understanding barriers.** The school uses its therapy team, the Autism Education Trust framework, sensory profiles and pupil voice – gathered through total communication approaches such as visuals and Makaton – to understand what makes attending difficult for each pupil.
- 14.3** Adjustments may include:
- predictable arrival routines, visual schedules and a meet-and-greet by a key adult;
 - a quiet, low-arousal entrance or arrival time;
 - agreed regulation spaces and movement breaks;
 - advance preparation for changes such as trips, visitors or staff absence, using social stories where helpful;
 - adapted lunchtime and break arrangements;
 - a time-limited phased return after a long absence;
 - working with transport providers to keep drivers and escorts consistent.
- 14.4 Emotionally based school avoidance.** Staff recognise that anxiety about school is real and can grow with time away. Plans are gradual and led by the pupil's needs, with therapy input where appropriate, and staff keep in contact during any absence. Staff do not diagnose or treat mental health conditions but work with families, carers and health services. A mental health concern that is also a safeguarding concern is reported to the DSL immediately.
- 14.5 EHC plans.** The school tells the maintaining LA when a pupil's attendance falls or barriers related to their needs emerge. It agrees adjustments that are consistent with the provision in the EHC plan and, where needed, asks the local authority to review and amend the plan to include additional attendance support.
- 14.6 Health needs.** Where a pupil has a medical condition, the school follows the Supporting Pupils with Medical Conditions Policy and the pupil's individual healthcare plan. It makes a sickness return where required (section 7.10), works with the home LA on continuity of education, stays in touch with the pupil and supports their return to school.
- 14.7** Attendance data for pupils with SEND and health conditions is reviewed regularly, including at governance meetings and Targeting Support Meetings, so that extra help can be secured where needed.

15. Pupils Leaving Lessons or the School Site Without Permission

- 15.1** For many of our pupils, leaving a room can be a way of regulating. Each pupil's positive behaviour support plan and risk assessment sets out their agreed regulation spaces, how staff should respond, and the level of risk if they leave the site.
- 15.2 Pupil on site but not where expected.** Staff follow the pupil's individual plan, locate the pupil immediately and inform the senior leader on duty.
- 15.3 Pupil leaves the site or cannot be found.** Staff must:
- inform the Headteacher/DSL (or Deputy DSL) immediately;
 - where it is safe and in line with the pupil's plan and staff training, have a member of staff follow the pupil at a safe distance and keep in phone contact;
 - search the premises and the immediate surrounding area;
 - inform the parents or carers, including the residential home where relevant, immediately;
 - call the police on 999 and report the pupil missing without delay if the pupil is assessed as being at risk, or if they are not found within the timescale set in their individual risk assessment (and in any case within 30 minutes);
 - for looked-after pupils and pupils with a social worker, inform the social worker (or the out-of-hours team) and the Virtual School;
 - follow the Missing from Home/Absconding Policy and the relevant local authority missing protocols;
 - record a full chronology on Sleuth, including times, actions and who was informed.
- 15.4** Staff only use physical intervention in line with the Restrictive Intervention and Positive Behaviour Support Procedures.
- 15.5 When the pupil is found.** Staff make sure the pupil is safe and well, give any first aid needed and, once the pupil is calm, talk with them about what happened. The school shares information with the local authority to support any return home interview and reviews the pupil's risk assessment and plan.
- 15.6** The Operations lead checks that the register entry for the session is accurate. The school's response to the incident follows its relational approach to behaviour.

16. Our Graduated Response to Attendance Concerns

- 16.1** The school follows the national model: **expect, monitor, listen and understand, facilitate support, formalise support and, as a last resort, enforce**. For our pupils, formal and legal steps are led by the local authority and are rarely appropriate (section 18).

- 16.2** The stages in Appendix B are prompts for conversation and support, not triggers for sanctions. Because many pupils join us with a history of very low attendance, progress is measured against each pupil's starting point as well as against the whole-school ambition. The school looks at the number of sessions missed and at trends, not just percentages.
- 16.3** Where a pupil needs targeted support, an Attendance Support Plan (Appendix E) is agreed with the pupil, their parents or carers and, where relevant, their social worker. The plan records the pupil's views, their barriers and strengths, in-school adjustments, actions for home and other agencies, targets and review dates.
- 16.4** Where support from another agency is needed but not available quickly (for example because of a waiting list), the school looks for other support or temporary solutions in the meantime.
- 16.5** When talking with families about attendance, the school avoids headline percentages. Instead, it explains the time missed and its effect on the pupil's learning and wellbeing. Attendance is included in termly reports, annual review reports and PEPs.

17. Persistent and Severe Absence

- 17.1** Pupils who may be more vulnerable to persistent or severe absence in our setting include:
- looked-after pupils and pupils with a social worker, particularly after a placement move;
 - pupils experiencing emotionally based school avoidance;
 - pupils with physical or mental health conditions;
 - pupils who have recently joined the school after a long period out of education;
 - pupils at risk of exploitation or of going missing;
 - young carers;
 - pupils on a part-time timetable.
- 17.2** The school's strategy for reducing persistent and severe absence is to:
- identify concerns early through weekly analysis of every pupil's attendance;
 - give every persistently absent pupil a named lead and an Attendance Support Plan, reviewed at least every two weeks;
 - treat severely absent pupils as the top priority, agreeing a joint plan with the local authority through the Targeting Support Meeting and involving the home LA, the maintaining LA and, for looked-after pupils, the Virtual School;
 - consider whether the pupil's needs are being met by their current provision, including whether an EHC plan review is needed;
 - report persistent and severe absence to the proprietor at every governance meeting.
- 17.3** If all support has been offered and appropriate provision is in place but severe unauthorised absence continues, this is likely to amount to neglect. The DSL will consider a referral to children's social care for an assessment.

18. Formal Support and Legal Intervention

- 18.1** Support always comes first. Formal support and legal intervention can only be used for pupils of compulsory school age, are considered case by case, and take account of the Equality Act 2010, including where a pupil has a disability.
- 18.2** As an independent school, Jasmine House's position is as follows:
- **Attendance contracts** – for pupils at independent schools, only a local authority can enter into an attendance contract with a parent. The school contributes to any such contract.
 - **Education supervision orders** – these are applied for by a local authority (usually the home LA). The school supports the process and works with the supervisor.
 - **Penalty notices** – the Headteacher does not issue penalty notices and the school's approach does not rely on them. Penalty notice powers under the Education Act 1996 relate to pupils at maintained schools, academies, pupil referral units and alternative provision academies.
 - **Prosecution** – only a local authority can prosecute a parent for an attendance offence. The school would provide evidence, including register extracts and its chronology of support.
- 18.3 The National Framework for Penalty Notices (for information).** Under the National Framework, a penalty notice is considered when a pupil has 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A Notice to Improve is usually issued first where support is appropriate but has not worked or been engaged with. A first penalty notice is £80 if paid within 21 days, rising to £160 if paid within 28 days. A second notice to the same parent for the same child within three years is £160, with no reduction. No more than two notices may be issued to the same parent for the same child in any three-year period.
- 18.4 Looked-after pupils.** Where the local authority holds parental responsibility, legal intervention against a "parent" is not an appropriate route. Concerns are escalated through the social worker, the Virtual School Head and the Independent Reviewing Officer, and through the Executive Headteacher where necessary.
- 18.5 Pupils above compulsory school age.** Legal intervention does not apply. Concerns are discussed with the young person, their family or carers and the maintaining LA, as they may indicate that the pupil's programme or placement needs to be reviewed.
- 18.6** Where there are safeguarding concerns, the DSL will consider a referral for statutory children's social care involvement.

19. Working with Local Authorities

- 19.1 Derbyshire County Council (school LA).** The school works with its named contact in the School Attendance Support Team and takes part in Targeting Support

Meetings at the frequency agreed (at least termly where requested). The school must make the following returns:

- **New pupil returns** – within five days of adding a pupil's name to the admission register;
- **Deletion returns** – when a pupil's name is to be deleted from the admission register (section 23);
- **Attendance returns** – the names and addresses of pupils of compulsory school age who fail to attend regularly, or who have been absent for a continuous period of 10 school days with absence recorded as G, N, O and/or U, at the frequency agreed with the local authority and at least once a month;
- **Sickness returns** – for any pupil of compulsory school age recorded with code I where the school has reasonable grounds to believe they will miss 15 school days, consecutively or cumulatively, because of illness. Only one return is needed for a continuous period of illness in a school year.

- 19.2 Home LAs.** The local authority where the pupil lives is responsible for early help and whole-family support, social care assessments, alternative provision under section 19, home-to-school transport and, usually, education supervision orders. The school involves the home LA when these are needed.
- 19.3 Maintaining LAs.** The school alerts the local authority that maintains the pupil's EHC plan to significant attendance concerns and includes attendance in every annual review.
- 19.4 Cross-border working.** Where the school LA and home LA need to agree who leads on a case, the school makes sure both authorities are informed. If a pupil is at risk of being left without support, the school escalates the matter through the Executive Headteacher.
- 19.5 Daily data sharing with the DfE.** Independent schools are not required to share daily attendance data with the Department for Education. The proprietor keeps this under review.

20. Monitoring, Analysing and Reporting Attendance

- 20.1 Weekly.** The Headteacher and Operations lead review the attendance and punctuality of every pupil. They look for patterns by day, session and lesson, after weekends, family contact or incidents, and in relation to transport, as well as for early signs of decline.
- 20.2 Half-termly, termly and annually.** The school analyses attendance for the whole school and for groups relevant to our context, including:
- looked-after and previously looked-after pupils, and pupils with a social worker;
 - pupils living in Smoothstone children's homes compared with pupils in other placements;
 - curriculum pathways and key stages (including post-16);
 - boys and girls, primary area of need and pupils with health conditions;

- young carers and pupils eligible for free school meals, where known;
- pupils on part-time timetables;
- pupils who joined in the last 12 months, compared with their attendance before joining;
- use of individual codes.

20.3 Because the school is small, percentages for groups can be misleading and could identify individual pupils. Analysis therefore focuses on individuals and trends, and reports are anonymised where needed.

20.4 Benchmarking. The school compares attendance with each pupil's attendance before they joined, with national figures for special schools, with the other Smoothstone schools and with local data where available.

20.5 Reporting. The school provides:

- weekly attendance information to class teachers and pastoral leads;
- half-termly reports to senior leaders;
- a termly report to the proprietor, covering overall attendance, persistent and severe absence, part-time timetables, attendance of looked-after pupils and pupils living in Smoothstone homes, use of codes, interventions and their impact, and register audit findings;
- an annual evaluation in the school self-evaluation form.

20.6 All attendance figures in reports, the self-evaluation form and PEPs are taken from Sleuth and state the date and period they cover, so that figures are consistent across documents.

20.7 The impact of each strategy and intervention is evaluated, and approaches are changed where they are not working.

21. Promoting and Recognising Good Attendance

21.1 Our most effective attendance strategy is making school a place where pupils feel safe, understood and successful. Positive relationships with key adults, a personalised curriculum and embedded therapy all support this.

21.2 Recognition of attendance is personal and meaningful. Where possible it is linked to each pupil's interests, and it recognises improvement and personal goals as well as high attendance. The school does not use public comparisons, or rewards that would disadvantage pupils whose absence relates to SEND, health or care circumstances.

21.3 The school shares attendance messages through welcome conversations, individual visual trackers where helpful, termly reports and the school website.

21.4 The school council and parent and carer feedback help shape our approach to attendance and inform each review of this policy.

22. Staff Training

- 22.1** All staff receive attendance training at induction and as part of their ongoing professional development. As a minimum, this covers:
- why good attendance matters, and that absence is almost always a symptom of wider circumstances;
 - the law, including the requirements for admission and attendance registers;
 - the school's procedures, including first-day response, use of codes, lesson-level monitoring and pupils leaving the site;
 - how the school works with other agencies to provide more intensive support;
 - the link between absence, children missing education and safeguarding, including exploitation;
 - the particular needs of looked-after children.
- 22.2** The Headteacher, Operations lead, designated teacher and office staff receive dedicated training for their roles, including analysing attendance data, using codes correctly, making statutory returns and supporting pupils and families to overcome common barriers.
- 22.3** School staff and staff from Smoothstone children's homes are briefed together on the school-home protocol in section 8.
- 22.4** Training records are kept, and staff take part in shared training with Jasmine Hall and Jasmine Grove schools where possible.

23. Deletion of Names from the Admission Register

- 23.1** A pupil's name must only be deleted from the admission register where one of the grounds in regulation 9 of the 2024 Regulations applies. When a ground applies, the name must be deleted. A name is never removed for any other reason, as this could amount to off-rolling.
- 23.2** **Special school consent.** Every pupil of compulsory school age at Jasmine House became a registered pupil under arrangements made by a local authority. The Regulations therefore restrict the deletion of these pupils' names without that local authority's consent. In practice, the school will obtain the written consent of the local authority that arranged the placement before deleting the name of any pupil of compulsory school age, except where the Regulations permit otherwise (for example where the Secretary of State has directed the deletion).
- 23.3** Before deleting the name of a looked-after pupil or a pupil with a social worker, the school discusses the deletion with the social worker and, for looked-after pupils, the Virtual School.
- 23.4** Where a pupil has not returned from leave of absence, or has been absent without authorisation for 20 consecutive school days, the school and the local authority carry out joint reasonable enquiries to find the pupil before any deletion. The home LA is informed so that it can consider whether the child is missing education.

- 23.5** Parents should be aware that the Children's Wellbeing and Schools Act 2026 introduces new requirements relating to children not in school and to home education. The school will follow these as they come into force.
- 23.6 Deletion returns.** The school notifies Derbyshire County Council as soon as a ground for deletion is met and no later than the time the name is deleted, providing:
- the pupil's full name and address;
 - the full name and address of any parent the pupil normally lives with, and at least one emergency telephone number for them;
 - where applicable, the pupil's future address, the name and address of the parent they will live with, and the date they will start living there;
 - where applicable, the name of the pupil's new school and their start date;
 - the ground on which the name is being deleted.
- 23.7** A deletion return is not needed for pupils whose names are deleted at or after the end of the last term of the school year in which they are in the school's most senior year group, unless the local authority asks for one. The school also informs the placing and maintaining local authority of every deletion.
- 23.8** A pupil's name is deleted from the attendance register at the same time as the admission register, and attendance is recorded up to the date of deletion. Names are never deleted retrospectively. When a pupil moves to another school, the school transfers their educational record and, separately and securely, their child protection file, in line with *Keeping children safe in education*.

24. Record Keeping and Information Sharing

- 24.1** Attendance records are kept securely in line with the Data Protection and Records Management Policy. Register entries are kept for six years from the date they are made.
- 24.2** Any attendance concern with a safeguarding element is recorded on Sleuth. Records are factual, dated and timed, and together show a clear chronology from the first concern to the action taken and its outcome. Appendix F may be used to build this chronology.
- 24.3** Data protection law does not prevent the sharing of information where it is necessary and proportionate to safeguard and promote the welfare of children. Consent is not required where another lawful basis applies. Staff record the reason for any decision to share, or not to share, information.

25. Monitoring and Review

- 25.1** The school's whole-school attendance ambition is 92% or above, with every pupil who is at risk of persistent absence supported by an active Attendance Support Plan. Each pupil also has a personalised attendance target, recorded in their Attendance Support Plan or PEP where they have one.

- 25.2** This policy is reviewed every year by the Headteacher and approved by the proprietor. It will be reviewed sooner if legislation or statutory guidance changes, including when provisions of the Children's Wellbeing and Schools Act 2026 come into force. The views of pupils, parents and carers are sought as part of each review.
- 25.3** The policy is published on the school website, shared with parents and carers when a pupil joins, and re-shared at the start of each school year and whenever it is updated.
- 25.4** The next scheduled review date is **September 2027**.

Appendix A: First-Day Response Procedure

When	Action	Who
By 09:30	Parent or carer reports the absence and reason. Office records the reason in the management information system.	Parent/carers; office
Register close 09:30	All pupils without a mark or reason are identified.	Operations lead
Immediately	If the pupil is looked after, has a social worker, is on a child protection or child in need plan, has a history of going missing or is at risk of exploitation: inform the DSL and contact the social worker the same day.	Operations lead; DSL
By 09:30	Telephone the adults on the pupil's contact list, in order. Follow up by text or email if there is no answer.	Operations lead
By 10:00	If there is still no contact, the DSL decides on next steps (further calls, social worker or out-of-hours team, home visit by two staff, police welfare check) and records the reasons.	DSL / Deputy DSL
Same day	The social worker and/or youth offending team worker is told about any unexplained absence. The Virtual School is informed in line with its arrangements.	Operations lead; designated teacher
Within 5 school days	Code N is replaced with the correct code. If no acceptable reason has been established, code O is used.	Operations lead
Day 3 of continued absence	Welfare check by a key adult and a return-planning meeting with the family or carers.	Pastoral lead
Throughout	Every attempt, conversation, decision and outcome is recorded with the date, time and name of the person involved. Safeguarding elements are recorded on Sleuth.	All staff involved

Appendix B: Graduated Response Stages

The indicators below are prompts for action, not sanctions. Staff always consider each pupil's starting point, trend and circumstances, and any safeguarding concern is acted on straight away, whatever the stage.

Stage	Indicators	Actions	Lead
0 – Universal	Attendance at or above the whole-school ambition.	Relational culture, predictable routines, first-day response, recognition of good attendance.	All staff
1 – Early concern	Attendance below 91%, a declining trend, repeated lateness, or a pattern (such as a particular day or following family contact).	Supportive conversation with the pupil and family or carers to understand barriers; in-school adjustments; closer monitoring; social worker informed where relevant.	Class teacher / Operations lead
2 – At risk of persistent absence	Attendance below 86%, or a sharp decline.	Stake holder meeting with appropriate documentation to support attendance progress with therapy input; maintaining LA informed; attendance added to PEP; review every 2 to 4 weeks.	Operations lead
3 – Persistent absence	Attendance below 80% that continues despite Stage 2 support.	Multi-agency response: early help or team around the child, Targeting Support Meeting, home LA involvement, PEP review, request for early EHC plan review.	Senior Attendance Champion; DSL
4 – Severe absence	Attendance at or below 50%.	Top priority. Joint plan agreed with the local authority; consideration of whether provision meets the pupil's needs; DSL considers a referral to children's social care; proprietor informed.	Headteacher/DSL; Executive Headteacher

Appendix C: Attendance and Absence Codes – Quick Reference

Codes are set by regulation 10 of the School Attendance (Pupil Registration) (England) Regulations 2024. Groupings follow chapter 8 of *Working together to improve school attendance*.

Code	Meaning
Attending the school	
/ \	Present (morning / afternoon)
L	Late arrival before the register has closed
Attending a place other than the school	
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a supervised sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered – attending another school
Absent – leave of absence	
C1	Participating in a regulated performance or undertaking regulated employment abroad
M	Medical or dental appointment
J1	Interview for employment or admission to another educational institution
S	Study leave for a public examination
X	Pupil not of compulsory school age, not required to attend
C2	Compulsory school age pupil subject to a part-time timetable
C	Exceptional circumstances
Absent – other authorised reasons	
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness (not a medical or dental appointment)
E	Suspended or permanently excluded, with no alternative provision made

Code	Meaning
Absent – unable to attend school because of unavoidable cause	
Q	Lack of access arrangements
Y1	Transport normally provided not available
Y2	Widespread disruption to travel
Y3	Part of the school premises closed
Y4	Whole school site unexpectedly closed
Y5	In criminal justice detention
Y6	In accordance with public health guidance or law
Y7	Any other unavoidable cause (nature must be recorded)
Absent – unauthorised	
G	Holiday not granted by the school
N	Reason not yet established (must be resolved within 5 school days)
O	Absent in other or unknown circumstances
U	Arrived in school after the register closed
Administrative codes	
Z	Prospective pupil not on the admission register
#	Planned whole-school closure