

Attendance and Punctuality Policy

Treetops Learning Community



Approved by:	Mr Hattam and Mr Jon Brewer Head Teachers	Date: 03.02.2025
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1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils

- Promoting good attendance and the benefits of good attendance

- Reducing absence, including persistent and severe absence

- Ensuring every pupil has access to the full-time education to which they are entitled

- Acting early to address patterns of absence

- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

1.2 Why is regular attendance important?

Regular school attendance is an important part of giving children the best possible start in life. The aim should be to attend the academy 100% of the time. Pupil's and young people who miss sessions at their academy frequently can fall behind with their work and can find it difficult to form relationships with their peers.

In addition to the benefits of regular attendance upon attainment, the impact upon the longer-term benefits for Pupils and young people means they can make a positive contribution within the community and have economic well-being.

School is a place where Pupil's and young people learn, where they make friends, find things they are passionate about and talented at. School place that is safe, with adults around them who care about their lives, and that provides routine, structure, and discipline.

We know that irregular attendance can lead to children and young people experiencing poor emotional health and well-being. Children and young people who miss education on a regular basis can become socially isolated, lack confidence and have low self-esteem, feeling like they do not fit in with their peers, leading to loneliness and isolation. These are not the life outcomes and experiences we want for our children and young people at the TLC.

Education is not purely about academic success and attainment, it is about learning about the world, relationships, ourselves and trying new things, making new friends, and finding our place in the world. TLC strives to teach our young people the essential life skills needed to become confident and independent young adults.

To miss education is to miss the many experiences that shape the choices we make, the opportunities we have, and the quality of life we lead.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)

- Part 3 of the [Education Act 2002](#)

- Part 7 of the [Education and Inspections Act 2006](#)

[The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)

[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2024](#)

It also refers to:

[School census guidance](#)

[Keeping Children Safe in Education](#)

[Mental health issues affecting a pupil's attendance: guidance for schools](#)

3. Roles and responsibilities

3.1 The Governing board

The governing board is responsible for:

Setting high expectations of all school leaders, staff, pupils and parents

Making sure school leaders fulfil expectations and statutory duties, including:

- Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
- Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate

Recognising and promoting the importance of school attendance across the school's policies and ethos

Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources

Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs

Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most

Working with school leaders to set goals or areas of focus for attendance and providing support and challenge

Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs

Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance

Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:

- The importance of good attendance
- That absence is almost always a symptom of wider issues
- The school's legal requirements for keeping registers
- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate

Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data

Holding the headteacher to account for the implementation of this policy

3.2 The Headteacher

The headteacher is responsible for:

- The implementation of this policy at the school

- Monitoring school-level absence data and reporting it to governors

- Supporting staff with monitoring the attendance of individual pupils

- Monitoring the impact of any implemented attendance strategies

- Working with the parents of pupils) to develop specific support approaches for attendance for pupils, including where school transport is regularly being missed, and where pupils with face in-school barriers

- As a SEN School we are obliged to communicate with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs

- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

3.3 The Attendance Champion responsible for attendance

The designated Attendance Champion is responsible for:

- Leading, championing and improving attendance across the school

- Setting a clear vision for improving and maintaining good attendance

- Evaluating and monitoring expectations and processes

- Having a strong grasp of absence data and oversight of absence data analysis

- Regularly monitoring and evaluating progress in attendance

- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff

- Liaising with pupils, parents/carers and external agencies, where needed

- Building close and productive relationships with parents to discuss and tackle attendance issues

- Creating intervention or reintegration plans in partnership with pupils and their parents/carers

- Delivering targeted intervention and support to pupils and families

The designated Attendance Champion's responsible for attendance across the Treetops Learning Community are Ben Hawes Deputy Head Teacher Free School and Mr Tom Smith Deputy Headteacher Treetops School.

Who can be contacted via the respective school office or by emailing either

admin.fs@treetops.thurrock.sch.uk. or admin@treetops.thurrock.sch.uk

3.4 The Attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data

- Benchmarking attendance data to identify areas of focus for improvement

- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher

- Working with education welfare officers to tackle persistent absence

The allocated attendance officers for the Treetops Learning community are Samantha Crudgington based in the Free School and Jacky Hodge Based in the Treetops School.

Who can be contacted via the respective school office or by emailing either admin.fs@treetops.thurrock.sch.uk or admin@treetops.thurrock.sch.uk

3.5 Class Teachers and Form Tutors

Class Teachers/form tutors are:

Responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes and submitting this information to the school office.

This should to be completed daily between 8.50 and 9.05am for the morning sessions and between 1.00-1.05 for the afternoon session.

3.6 School Office staff

School Office staff will:

Take calls from parents/carers about absence on a day-to-day basis and record it on the school system

Transfer calls from parents/carers to the Head of Year/Pastoral lead where appropriate, in order to provide them with more detailed support on attendance

3.7 Senior Leadership Team will:

Monitor and oversee the roles of other staff

Ensure TLC's attendance policy is reviewed annually

Meet with the Attendance Officer regularly to review pupil attendance (at least each half term).

Be a member of the TLC's attendance panel

3.8 Key Stage Leaders will:

Receive copies of the termly attendance reports from the Attendance Officer.

Be aware of any pupils whose attendance is of concern.

Support Form Tutors in following up any persistent absences or any absences of concern

3.9 Parents/Carers

are expected to:

Perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly.

Actively encourage good attendance and time keeping

Call the school to report their child's absence before 9am on the day of the absence and each subsequent day of absence. parent/carer is to advise when they are expected to return

Provide the school with more than 1 emergency contact number for their child

Ensure that, where possible, appointments for their child are made outside of the school day

Sixth Form parents/carers are to call the school to report their absence before 9am on the day of the absence and each subsequent day of absence

3.10 Pupils

Pupils are expected to:

All Pupils are expected to attend school every day, on time for both Morning and afternoon sessions.

Semi formal and Formal Learners accessing the curriculum are expected to attend every timetabled session, on time

4. Recording attendance

4.1 Attendance register

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

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

Present

Attending an approved off-site educational activity

Absent

Unable to attend due to exceptional circumstances

Any amendments made to the attendance register will be made in accordance with DFE guidance

We will also record:

For compulsory school aged children whether the absence is authorised or not

The nature of the activity, where a pupil is attending an approved educational activity

The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at **8:50am and ends at 3:00pm**

Pupils must arrive in school by **8:50** on each school day.

The register for the first session will be taken at 8:50 and will be kept open until 9:05am. Pupils late after the register closes will be marked as a u and minute late recorded. The register for the second session will be taken at 1.00 and will be kept open until 1:05pm. Pupils arrive after this will be marked as late.

4.2 Unplanned absence

Parents/carers must notify the school of the reason for the absence on the first day of an unplanned absence by 9am or as soon as practically possible, this can be completed by leaving a voice message on the student absence line or by calling the respective school office.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness or has concerns, the absence will be recorded as unauthorised and parents will be notified of this in advance. A home visit will be completed on day 5 by the respective attendance officer and Attendance champion.

4.3 Planned absence

Parents are encouraged to make medical and dental appointments **out of school hours** where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

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

Parents should provide medical letters as evidence of appointments and advise the school minimum of a day prior to the appointment where possible.

Parents must apply for other types of term-time absence as far in advance as possible of the requested absence. Requests for term time leave will only be considered in exception circumstances.

Religious observance:

Schools must record absence as authorised when it falls on a day that is exclusively set apart for religious observance by the parents' religious body (not the parents).

As a general rule, we would interpret 'a day exclusively set apart for religious observance' as a day when the pupil's parents would be expected by the religious body to which they belong to stay away from their employment in order to mark the occasion.

A religious body sets apart a single day for a religious observance and the parent applies for more than one day, the school may only record **one day as authorised** on this basis; the rest of the request would be a leave of absence, and this is granted at the school's discretion as set out under Code C.

4.4 Lateness and punctuality

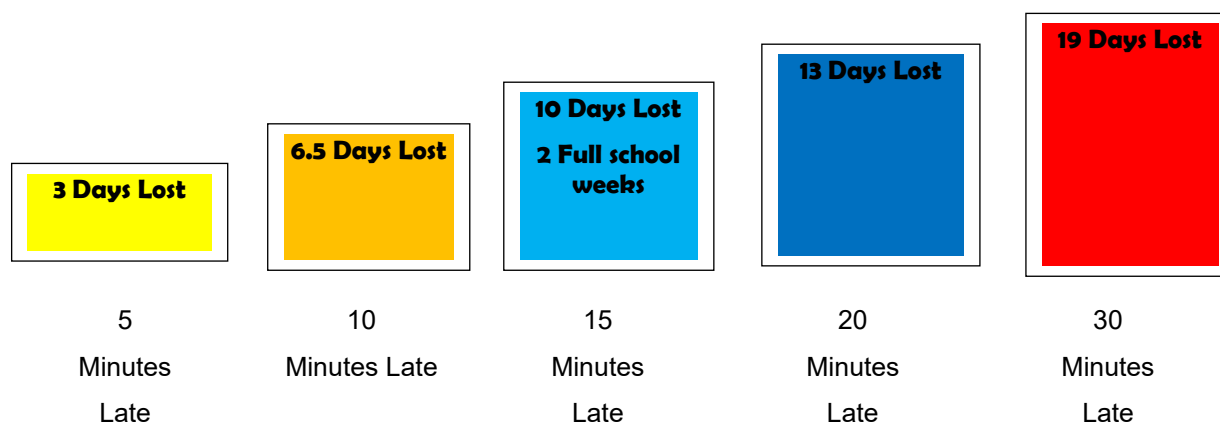
Pupils who arrive after the registers are closed should report to the office. Their name, form, arrival time and reason will be recorded in the 'attendance book'. The attendance officer will update the registers accordingly.

A pupil who arrives late:

Before the register has closed will be marked as late, using the appropriate code (L)

After the register has closed will be marked as absent, using the appropriate code (U)

Every Minute Counts!



Lost Minutes = Lost Learning

Attendance team: Treetops Learning community 06.2024

4.5 Following up unexplained absence

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

Send an electronic email, requesting for information regarding the absence, this will be followed by a call to the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason.

If the school cannot reach any of the pupil's emergency contacts, the school will contact the Pupils allocated social worker if they have one or contact the MASH team should there be sufficient safeguarding concerns.

Identify whether the absence is approved or not

Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent

Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer. The school will visit the pupil's home after **3 days of no contact**.

Where relevant, report the unexplained absence to the pupil's youth offending team officer

Where appropriate, offer support to the pupil and/or their parents to improve attendance

Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

4.6 Reporting to parents

The school will regularly inform parents/Carers about their pupils attendance and absence levels should the pupils attendance fall significantly below 100%

- Parents will then receive a supportive and positive telephone call from the class teacher to discuss attendance, address any barriers and inform them of the attendance monitoring stages should attendance fail to improve.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will only grant a leave of absence to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

Taking part in a regulated performance, or regulated employment abroad

Attending an interview

Study leave

A temporary, time-limited part-time timetable

Exceptional circumstances (The fundamental principles for defining 'exceptional circumstances' are that they are 'rare, significant, unavoidable and short')

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

Term Time Holidays are no longer permitted under the DFE guidance and will not be authorised.

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least **4 weeks** before the absence, and in accordance with any leave of absence request form, accessible via the School office The headteacher may require evidence to support any request for leave of absence

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

Illness (including mental-health illness) and Emergency medical/dental appointments.

Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart

Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school

Attending another school at which the pupil is also registered (dual registration)

Attending provision arranged by the local authority

Attending work experience

If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Sanctions

TLC will continually strive to work with parents and carers to resolve all attendance related issues however will consult with the Local Authority in matters that are deemed a safeguarding concern or in circumstances where TLC have exhausted all areas in which they can support. A List of all possible interventions/sanctions that the Local Authority can impose are listed below:

Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)

Whether a penalty notice is the best available tool to improve attendance for that pupil

Whether further support, a notice to improve or another legal intervention would be a more appropriate solution

Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the

school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

Details of the pupil's attendance record and of the offences

The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)

Details of the support provided so far

Opportunities for further support, or to access previously provided support that was not engaged with

A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis

A clear timeframe of between 3 and 6 weeks for the improvement period

The grounds on which a penalty notice may be issued before

6. Strategies for promoting attendance

- Weekly class attendance certificates
- Termly class attendance certificate
- Termly 100% attendance certificates
- House points for 100% attendance each term

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance/ mental or physical ill health

The school will:

- Ensure Early intervention is taken by Teaching staff, SLT and attendance officer.
- Arrange regular meetings with Parents/carers to establish barriers to attendance.
- Implement Reasonable Adjustments
- Monitor and encourage Pupil attendance
- Work with teaching staff to provide adequate home learning provisions whilst not attending school.
- Make referrals for additional support for the family such as the completion of a CAF (Common assessment framework) to send the local authority and referrals to the school nursing team to liaise with other health care professionals.
- Monitor consideration for an emergency EHCP (Educational Health care Plan) review to ensure needs are able to met within the current provision.

7.2 Pupils returning to school after a lengthy or unavoidable period of absence

The School Will:

Invited Parents/carers of Pupils returning to school after an operation or unavoidable period of absence to a back-to-school meeting, this will be held with the Attendance officer, safeguarding lead, NELFT, class teacher and any other professionals deemed necessary to ensure that a plan can be made to meet the Pupil's individual needs

this may include but not be limited to a parttime timetable and consideration of reasonable adjustments to timetabling.

8. Attendance monitoring

TLC aspire to high standards of attendance from all pupils

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

Attendance is rigorously monitored to identify patterns of poor attendance as soon as possible so all parties can work together to resolve them before they become entrenched.

Specific pupil information will be shared with the DfE on request.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

8.1 Analysing attendance

The school will:

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

- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence

- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends

- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.2 Using data to improve attendance

TLC will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis

- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)

- Provide regular attendance reports to Key stage leads/DSL, to facilitate discussions with pupils and families, and to the governing board and school leaders

- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

Share information and work collaboratively with the local authority and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.3 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

Use attendance data to find patterns and trends of persistent and severe absence

Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education

Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:

- Discuss attendance and engagement at school
- Listen, and understand barriers to attendance
- Explain the help that is available
- Explain the potential consequences of, and sanctions for, persistent and severe absence
- Review any existing actions or interventions

Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant

Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence

Implement sanctions, where necessary

Details of the attendance codes used by the school when recording attendance/absences can be found in the Working together to improve school attendance documents which provides further information for parents/carers. <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Appendix 1: Outlines the attendance triggers and stages within the Treetops Learning Community attendance monitoring process.

Attendance and Punctuality:

Where does your child sit on the attendance ladder?

Attendance Ladder

Equates to:

	100%	Perfection!
4 School Days lost each year	98%	Impressive
7 School days lost each year	96%	Good
9 School Days lost each year	95%	Nearly There
11 School days lost each year	94%	Needs improvement
19 School days lost each year	90%	Serious Concerns
30 School days lost each year	85%	Serious Concerns

Attendance team: Treetops Learning community 06.2024

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum yearly by the designated Attendance Champion's alongside the Attendance officers At every review, the policy will be approved by the full governing board/Headteacher.

10. Links with other policies

This policy links to the following policies:

Child protection and safeguarding policy

Working together to improve school attendance

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Appendix 1: attendance codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective

		employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the

		premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	<p>Pupil is unable to attend as they are:</p> <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 1: attendance stages/process for monitoring attendance

Attendance Flow Chart – Treetops Free School attendance

Attendance team: Treetops Learning community 06.2024

