



Attendance Policy

Orange Tree School Main Site and Ridgeway Hospital Provision

Independent School Standards: paragraphs 15 and 34.

This attendance policy pays regard to national guidance issued by the Department for Education (DfE), including 'Working together to improve school attendance' (July 2026).



DOCUMENT DETAILS	
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1. Aims

We are committed to meeting our obligation with regards to school attendance through our whole school culture and ethos that values improvements in attendance, including:

- Promoting good attendance.
- Reducing absence, including persistent and severe absence.
- Ensuring every student has access to an education to which they are entitled.
- Acting early to address patterns of absence.
- Building strong relationships with families to ensure students have the support in place to attend school.
- Orange Tree School aims to promote the highest possible levels of attendance and has an aspirational whole-school attendance target of 96% as per government guidelines.
- The school follows a graduated response to support intervention to students who face barriers to maintaining good attendance.

We will also promote and support attendance and punctuality in attending lessons.

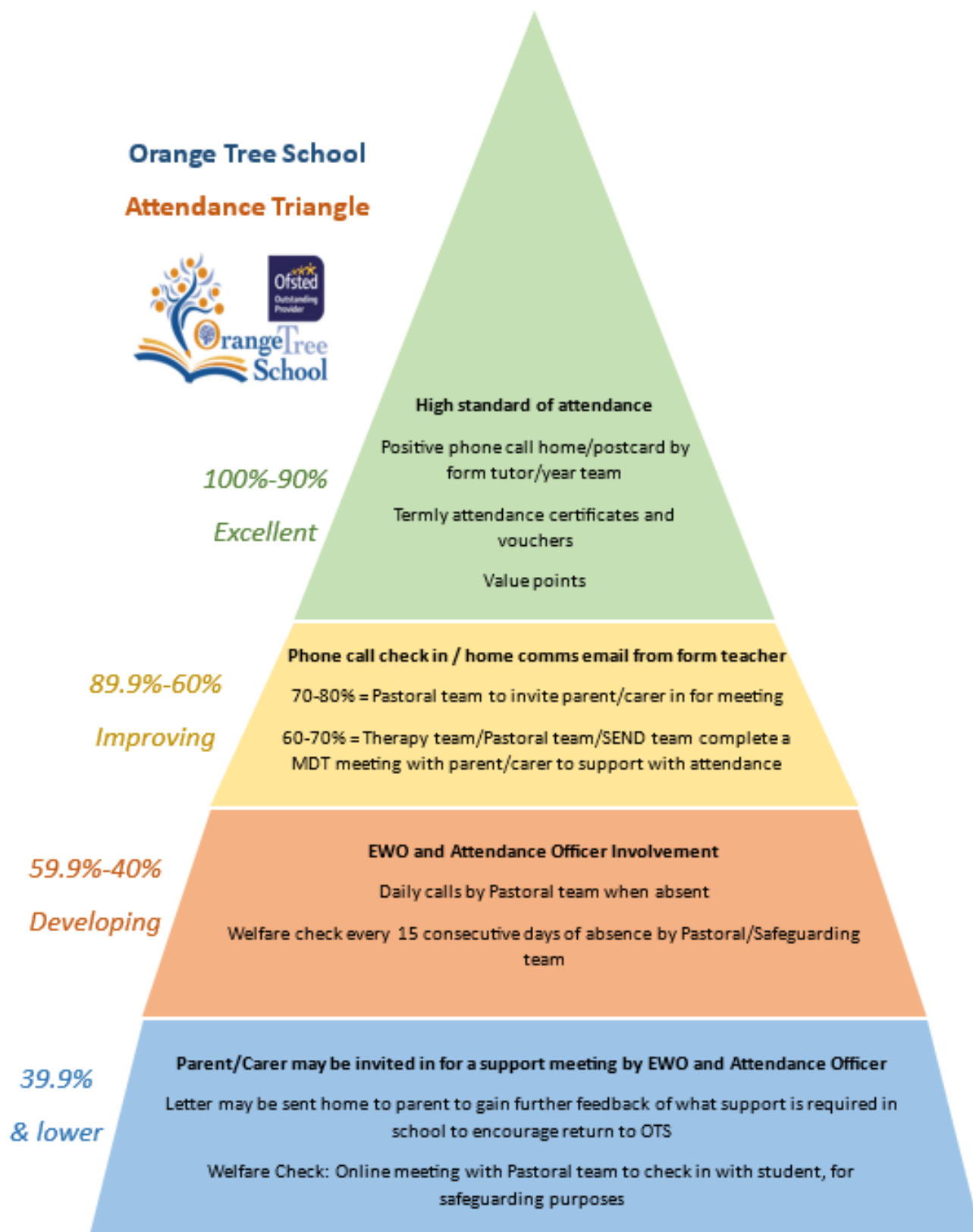
The school promotes good attendance through our Attendance Triangle, which provides a graduated response to support and interventions, and promotes improved attendance.

2. The Law and School Attendance

This policy meets the requirements of the working together to improve school attendance from the Department for Education (DfE) and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting 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
- Working Together to Improve School Attendance, July 2026

3. Orange Tree School (OTS) Attendance Triangle



4. Roles and Responsibilities

The Headteacher

The Headteacher is responsible for:

- Ensuring the effective implementation of this policy across the School.
- Monitoring school-level absence data and reporting it to the board.
- Monitoring the impact of any implemented attendance strategies.
- Ensuring that the required sickness return is made to the relevant local authority where the school has reasonable grounds to believe that a pupil will miss 15 or more school days, consecutively or cumulatively during the school year, because of sickness.

Senior Attendance Champion

The Senior Attendance Champion is responsible for:

- Providing strategic leadership and oversight of attendance across the school.
- Championing a whole-school culture in which good attendance is expected, promoted and supported.
- Overseeing the School's attendance arrangements, including the strategic work of the Attendance Lead and the operational attendance work of the Pastoral and Personal Development Lead.
- Evaluating attendance systems, processes and interventions and ensuring that agreed actions are followed through.
- Maintaining oversight of attendance data, including persistent and severe absence and vulnerable pupil groups.
- Ensuring appropriate strategies are in place where poor attendance or barriers to attendance are identified.
- Ensuring appropriate escalation to the Headteacher, SENCO, DSL and/or relevant local authority where required.
- Ensuring that statutory attendance requirements are met and that required attendance returns are completed appropriately and within required timescales.

The Senior Attendance Champion is Hayley Hunter and can be contacted via telephone 0208 148 1700 or by email: attendance@orangetreeschool.org

The Attendance Lead

The Attendance Lead is responsible for the strategic coordination and oversight of attendance casework, working closely with the Senior Attendance Champion and Pastoral and Personal Development Lead. The Attendance Lead is responsible for:

- Monitoring and analysing whole-school attendance data, including benchmarking data to identify individual pupils, patterns, trends and cohorts requiring additional support or intervention.
- Monitoring persistent and severe absence, identifying cases requiring additional support, formal intervention or escalation.
- Providing advice and guidance to the Pastoral and Personal Development Lead and other staff regarding attendance procedures, individual attendance cases and appropriate interventions.
- Attending and, where appropriate, leading meetings with parents/carers where there are significant or ongoing attendance concerns, including long-term absence, alongside SEND staff and/or senior leaders where appropriate.
- Providing targeted support to parents/carers where appropriate, including a structured six-week therapeutic support programme aimed at understanding and addressing barriers that may be affecting a pupil's attendance.
- Arranging attendance drop-in sessions to provide additional support to pupils and, where appropriate, parents/carers.
- Supporting relevant staff to develop, manage, monitor and regularly review temporary part-time or phased reintegration timetables, ensuring these are used appropriately and with the aim of returning the pupil to full-time attendance as soon as reasonably possible.
- Coordinating formal attendance interventions and ensuring agreed actions are implemented, monitored and followed through.
- Preparing and issuing attendance letters, including letters of concern and other formal attendance correspondence, in accordance with the School's graduated approach.
- Reporting significant or escalating attendance concerns to the Senior Attendance Champion and Headteacher and ensuring appropriate action is taken.
- Meeting and liaising with the Educational Welfare Officer (EWO), local authorities and other relevant professionals and agencies in relation to attendance concerns and individual cases.
- Ensuring required attendance information, statutory attendance returns and sickness returns are made to relevant local authorities within required timescales, and that appropriate records are maintained.
- Maintaining appropriate records of attendance interventions, meetings, support, correspondence, agreed actions and outcomes.
- Preparing termly attendance reports and analysis for the Headteacher and Senior Attendance Champion, including whole-school attendance, persistent and severe absence, emerging trends, interventions and areas requiring further action.
- Evaluating the impact of attendance strategies and interventions and identifying where approaches should be continued, adapted, strengthened or escalated.
- Ensuring that pupils with significant, persistent or health-related absence have a clear attendance chronology recording the identified barriers to attendance; information and evidence available to the School; education, provision, support and reasonable adjustments offered or made available; what the pupil was able or unable to access; ongoing work undertaken with the pupil and family; meetings, reports and professional liaison; safeguarding, pastoral, annual review and EHCP-related activity where relevant;

communication with the placing local authority; and the impact and outcome of actions taken.

- Ensuring that placing local authorities are notified and involved at an appropriate stage where absence is significant or prolonged, particularly where a pupil's health or SEND needs are substantially affecting their ability to access their educational placement.

The Attendance Lead for OTS is Kathryn Ellis and contacted via telephone 0208 148 1700 or by email attendance@orangetreeschool.org

Pastoral and Personal Development Lead

The Pastoral and Personal Development Lead has operational responsibility for supporting the day-to-day implementation of the school's attendance procedures, working closely with the Attendance Lead and under the oversight of the Senior Attendance Champion. Responsibilities include:

- Monitoring pupil attendance and punctuality on a day-to-day basis.
- Ensuring unexplained or unexpected absence is followed up promptly.
- Making early and supportive contact with pupils and families where attendance concerns emerge.
- Working directly with pupils and families to understand barriers to attendance and identify practical support.
- Acting as a key day-to-day point of contact for families regarding attendance concerns.
- Providing pastoral interventions aimed at improving engagement and attendance.
- Undertaking or supporting home visits where appropriate and in accordance with School procedures.
- Identifying emerging or deteriorating patterns of attendance and referring these to the Attendance Lead for further analysis, support or escalation.
- Implementing and following through attendance actions and interventions agreed with the Attendance Lead or Senior Attendance Champion.
- Working closely with the SENCO, safeguarding staff and other relevant colleagues where attendance concerns are connected with SEND, mental health, wellbeing, safeguarding or wider family circumstances.
- Maintaining clear records of attendance-related contact, interventions, agreed actions and outcomes.
- Promoting positive attendance and punctuality with pupils and families.

Other members of the pastoral team may support attendance interventions where appropriate to their role, particularly where barriers to attendance relate to mental health, wellbeing or pupil engagement.

Form Tutors

The Form Tutors are responsible for:

- Making positive contact with parents/carers where attendance is 90% or above, in accordance with the school's attendance approach.
- Making supportive contact with parents/carers where a pupil's attendance falls below 90%, in accordance with the school's graduated approach.
- Holding daily form time to promote attendance and provide interventions.
- Communicating with parents offering support and guidance.
- Ensuring that parents/carers receive an update on their child's attendance as part of the school's weekly home communication

School reception staff

School reception staff will:

- Take calls from parents about absence on a day-to-day basis and take messages for the Attendance Lead, Form Tutors, pastoral team, and Headteacher.
- Make phone calls to parents/carers if we have not heard from you before 9:30am regarding an absence

Parents/Carers

Parents/carers are expected to:

- Ensure that their child attends school every day unless they are unable to do so for an authorised reason.
- Use 'Study Bugs' / Call the school to report their child's absence **before 9:30am**, every day of absence, via: <https://studybugs.com/about/parents>
- Provide the School with more than one emergency contact number wherever possible.
- Keep the School informed where an illness, medical condition, mental health need, SEND need or other circumstance is affecting their child's attendance.
- Work with the School and relevant professionals to understand and address barriers to attendance.
- Attend meetings and engage with support offered where attendance becomes a concern.
- Ensure, wherever possible, that routine medical and dental appointments are arranged outside the school day.
- Provide evidence of planned medical or dental appointments where reasonably available so that the School can record the absence appropriately.
- Inform the School promptly of any changes in circumstances that may affect their child's attendance or ability to access education.

Pupils with long term illnesses or other health needs may need additional support from the local authority to continue their education, as set out in the recently updated statutory guidance for local authorities [Education for children with health needs who cannot attend school](#)

Where absence is reported as being due to physical or mental ill health, the school will consider each absence according to the pupil's individual circumstances. Parents/carers will not routinely be required to provide medical evidence for every illness-related absence.

The first three instances of absence reported as being due to social, emotional or mental health (SEMH) needs will normally be authorised. Further instances of SEMH-related absence will trigger a review of the pupil's attendance and individual circumstances. The School will consider the pattern and frequency of absence, information already available, the pupil's identified needs, any relevant EHCP provision, support and reasonable adjustments already in place, and any further action required to support attendance.

Where SEMH-related absence is repeated, prolonged or forms an emerging pattern, the School may request reasonable supporting evidence where this is necessary to:

- establish the reason for absence;
- determine the appropriate attendance coding;
- understand the pupil's needs;
- identify appropriate support or reasonable adjustments; or
- support effective multi-agency working.

Supporting evidence may include information from a GP, CAMHS, Educational Psychologist, social worker, local authority professional or another professional involved with the pupil. The School will be flexible about the form of evidence requested and will take account of professional information already available.

Where sufficient information is not available to establish that the pupil was unable to attend because of illness, the school will consider the appropriate attendance code based on the individual circumstances and information available.

Updated supporting evidence may be requested where circumstances have changed, absence is continuing or increasing, or further information is reasonably required to review the support, reasonable adjustments or provision in place.

For pupils with significant, complex or ongoing health, SEND, SEMH or EBSA-related absence, the school will maintain a clear evidence trail of the circumstances affecting attendance and the work undertaken to support the pupil and family. This may include:

- information provided by parents/carers;
- medical and professional information;
- hospital admission or treatment information where available;

- education and provision offered or made available;
- reasonable adjustments and attempts to enable the pupil to access learning;
- regular welfare and keeping-in-touch contact;
- meetings and multi-agency work;
- reports and professional liaison;
- safeguarding and pastoral support;
- annual review and EHCP-related work;
- reintegration planning;
- referrals made;
- liaison with the placing local authority; and
- the impact and outcome of actions taken.

Where absence becomes prolonged or significantly affects a pupil's access to education, the school will seek to involve the placing local authority at an early stage so that the pupil's needs, provision and any additional arrangements required can be considered collaboratively.

The purpose of requesting supporting evidence is to help the school understand the pupil's circumstances, make appropriate attendance decisions and ensure that suitable support, reasonable adjustments and intervention are considered.

Pupils

Pupils are expected to:

- Attend school, on time, every day
- Attend their lessons

5. Recording attendance

Attendance register

We will keep an attendance register and place all students onto this register. We will take our attendance register at the start of the first form time of each school day, for each lesson timetabled and again during the second form time. Registers will be completed at the same time for all pupils. It will mark whether every student is:

- Present.
- Late.
- Absent, using the appropriate code

Students should aim to arrive in school by 9.00am on each school day. The morning register opens at 9.00am and closes at 9:30am. Pupils arriving after 9.00am but before the register closes will normally be recorded as late using code 'L'. Pupils arriving after the register has closed will

normally be recorded using code 'U', unless another attendance code more accurately reflects the circumstances.

Refer to Appendix 1 for more information regarding register coding.

Unplanned absence

The student's parent/carer must notify the school of the reason for absence on the day of an unplanned absence as soon as possible by reporting absence on 'Study Bugs' or by calling the school.

Report an absence by:

- Reporting on Study Bugs: <https://studybugs.com/about/parents>
- Telephoning the main reception: 0208 148 1700

Planned absence

Parents/carers should notify the school in advance where a pupil needs to attend a medical or dental appointment during the school day.

Medical and dental appointments should be arranged outside school hours wherever reasonably possible.

Absence to attend a medical or dental appointment may be authorised where the school has been notified and is satisfied that the appointment requires the pupil to be absent from school. Evidence of the appointment should be provided where reasonably available.

Where an emergency appointment is required, parents/carers should notify the school as soon as reasonably possible.

***Please note:* Leave of absence for holidays in term time is not permitted under government guidance. Leave of absence during term time will only be granted in exceptional circumstances and is at the discretion of the Headteacher. Requests should be made in writing with as much notice as possible and should explain the circumstances and dates requested. The Headteacher will determine whether the absence is authorised and the period for which leave is granted. A holiday taken during term time without permission will be recorded as unauthorised absence.**

Absence requests for religious observation should be made in writing to the school clearly stating the religion, reason and dates required as far in advance as possible.

Lateness and Punctuality

Pupils arriving after the expected arrival time but before the register closes will be recorded as late using code L. Pupils arriving after the register has closed will normally be recorded using code U unless another code is appropriate to the circumstances.

Reporting to parents /carers

The school will regularly inform parents about their child's attendance and absence levels by telephone and letter in accordance with the school's attendance triangle. If concerns escalate, parents/carers may be invited in for a meeting to discuss the best way that the school can continue to support their child.

6. Authorised and unauthorised absence

Approval for term-time absence

The Head Teacher will only grant a leave of absence to a student during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the Head Teacher's discretion, including the length of time the student is authorised to be absent for.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 10 days before the absence.

The Head Teacher may require evidence to support any request for leave of absence.

Valid reasons for authorised absence include:

- Illness (*including anxiety and mental health*) and medical/dental appointments.
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parents belong.
- Traveller students 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.

Illness, including physical and mental ill health, may be authorised where the school is satisfied that the pupil is unable to attend. The school's approach to repeated or prolonged SEMH-related absence and supporting evidence is set out in section 4.7.

7. Attendance monitoring

Monitoring attendance

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level.
- Identify whether there are individuals whose absences may be a cause for concern.
- The school will compare attendance data to previous years, with an aim to improve on attendance each term and half term.

Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify students that need additional support with their attendance and use this analysis to provide targeted support to these students and their families.
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.
- Analyse attendance systematically, benchmarking performance and identifying specific cohorts needing support.

Using data to improve attendance

The school will:

- Provide attendance reports to staff to facilitate discussions with pupils and families.
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.
- Young carers will be explicitly identified when analysing and monitoring attendance

Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of possible school sessions, meaning their attendance is 90% or below. Severe absence is where a pupil misses 50% or more of possible school sessions.

The school will:

- Support pupils whose absence is linked to physical/mental health or SEND, including reasonable adjustments.
- Use a graduated approach: Expect – Monitor – Listen and Understand – Facilitate Support – Formalise Support – Enforce
- Use attendance data to find patterns and trends of persistent and severe absence.
- Hold termly meetings with the parents of students who the school considers to be persistently or severely absent, to discuss attendance and ways to encourage the student to be at school.
- Hold attendance drop-in sessions with the school Attendance Lead.
- Form Tutor involvement.

- SEND department and SLT involvement
- Referral to the Educational Welfare Team for intervention and Legal Sanctions

In very exceptional circumstances, where it is in the pupil's best interests, the school may agree a temporary part-time timetable as part of a wider support, healthcare or reintegration plan. A part-time timetable will not be used as a routine response to poor attendance, to manage behaviour, or as a long-term solution. It will have a clear purpose, regular review arrangements and a proposed end date, with the aim of returning the pupil to full-time education as soon as reasonably possible. Where the pupil has an EHCP, the placing local authority will be involved as appropriate. Where the pupil has a social worker, they will also be involved where relevant. Attendance will be recorded using the appropriate national attendance codes.

Where a pupil with an EHCP is experiencing significant or sustained attendance difficulties related to their needs, the school will work with the placing local authority and parents/carers to consider whether the pupil's support, provision or EHCP requires review.

For pupils experiencing significant, persistent or severe absence, particularly where absence is associated with SEND, SEMH, EBSA, physical or mental ill health, the school will maintain a clear chronology of the barriers affecting attendance and the work undertaken to support the pupil and family.

A pupil's non-attendance will not, in itself, be treated by the school as meaning that their placement has ceased. Any proposed change to or cessation of a pupil's placement will be considered separately and in accordance with the pupil's needs, relevant statutory processes and applicable placement or commissioning arrangements.

8. New students/ Transition to OTS

As per the Department for Education (DfE) guidelines, our attendance policy accounts for the specific needs of certain pupils and pupil cohorts, in particular those who are new to the school or are transitioning to OTS.

We appreciate that the move to a new school, or back to school, must be handled carefully to ensure a smooth and supportive transition to OTS.

There will be a short transition for students who are new to the school; a student's phased return will be regularly reviewed by the school with parent/carers and student. We aim for students to be full time as soon as possible.

Please note: Remote education is not ordinarily provided by Orange Tree School as an alternative to attendance at school and will only be considered in exceptional circumstances as a last resort, where it has been established that a pupil is unable to attend school but is able to continue learning.

Any remote education offered will be considered on a case-by-case basis, taking account of the pupil's individual circumstances, needs, the support required to overcome barriers to attendance, and the resources reasonably available to the school. It will normally be limited and short term, kept under regular review and, where appropriate, form part of a wider plan to support reintegration and a return to in-person education.

The school may also consider other reasonable and proportionate forms of support to maintain engagement and support reintegration. The nature and frequency of any such support will be determined by the school according to the individual circumstances and resources reasonably available and does not create an entitlement to remote education, home visits or any particular form or level of provision.

Pupils receiving remote education while absent from school will continue to be recorded as absent using the appropriate attendance code. The school will separately record, where appropriate, the support or provision offered and the pupil's engagement with it. Where a pupil's health needs may require education to be arranged under section 19 of the Education Act 1996, the school will liaise with the relevant local authority.

Following DfE 'Working together to improve school attendance': Any temporary part-time timetable must be regularly reviewed and remain in place only for the shortest period reasonably necessary.

For further information on government guidelines around the law and attendance, please refer to [Working together to improve school attendance July 2026 guidance](#). -

Where Attendance Concerns Continue

Orange Tree School recognises that difficulties with attendance can be complex, particularly where a pupil has SEND, SEMH, EBSA, physical or mental health needs. Our priority is to work positively with pupils, parents/carers and relevant professionals to understand the barriers to attendance and identify appropriate support and reasonable adjustments.

Where attendance concerns continue despite support, the school will review the pupil's individual circumstances with the pupil and family. Where appropriate, the school may seek advice and support from the Educational Welfare Officer (EWO), who can work alongside the school and family to help understand barriers to attendance and identify further support or actions that may help improve attendance.

Where concerns are significant or ongoing, the school may also work with the placing or home local authority and other relevant professionals to consider whether any additional support, provision or action is required. Any further referral or escalation will take account of the pupil's individual circumstances, needs and the support and interventions already undertaken by the school.

9. Monitoring arrangements

This policy will be reviewed as OTS evolves and develops. This policy will also be reviewed as guidance from the local authority or DfE is updated. At every review, the policy will be approved by the Headteacher and the Advisory Board.

10. Links with other policies and information

This policy links to the following policies:

- Safeguarding and Child Protection policy
- [Working together to improve school attendance July 2026](#)
- Barnet Education and Learning Service (BELS) Code of Conduct
- DfE - Working together to improve school attendance: Guidance for maintained schools, academies, independent schools, and local authorities
- DfE – Summary table of responsibilities for school attendance
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024 \(legislation.gov.uk\)](#)

Orange Tree School is following government guidance including the guidance on Mental health issues affecting a pupil's attendance: guidance for schools, advice from the Educational Welfare team (EWT) and Educational Welfare Officer (EWO) and we are continuing to work closely with placing Local Authorities.

For pupils placed by local authorities, the school will work closely with the placing authority where attendance is affected by health, SEND, SEMH or other significant barriers. The school will maintain appropriate evidence of the barriers identified, reasonable adjustments and support provided, interventions undertaken, professional involvement and the pupil's response to support, so that attendance, provision and any further action required can be reviewed collaboratively.

11. 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. Cannot be used for remote education simply because a pupil is learning at home.
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	Pupil is unable to attend as they are: • 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