



Grange Farm Primary School

Attendance Policy

Adopted by Grange Farm Primary School June 2025

To be reviewed by Governors June 2026

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Appendix 1: Attendance Codes

School Opens at:	8:40am
Registers close at:	9:00am
School Attendance Target	96%

1. Statement of intent

At Grange Farm Primary School, we are committed to safeguarding and promoting the wellbeing of all children, and expect our staff and volunteers to share this commitment. We seek to ensure that all our pupils receive an education which enables them to reach their full potential.

There is a strong link between good attendance and increased attainment. Pupils who regularly attend school make much better progress socially and academically. Regular attendance enables pupils to adapt better to routines, schoolwork, and friendship groups. We fully recognise our responsibilities to ensure pupils are in school and on time, therefore having access to learning for the maximum number of days and hours.

Grange Farm aims to work in partnership with parents and other agencies to ensure that every child can get the best out of the educational opportunities provided. By working in partnership with parents and other agencies, we ensure that we have clear and robust strategies in place to manage and promote regular attendance for all students at Grange Farm. We are committed to a whole school approach to attendance.

2. Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 1996
- DfE 'Working together to improve school attendance 2024

[Working Together to Improve School Attendance 2024](#)

- DfE 'Keeping children safe in education 2024'
- DfE 'Children missing education' 2016

This policy operates in conjunction with the following school policies:

- Child Protection Policy
- Anti-bullying policy
- Positive Behaviour policy

Working Together to Improve School Attendance

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively in partnership with, not against families. All partners should work together to:

Expect

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

Monitor

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

Listen and understand

When a pattern is spotted, discuss with pupils and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

Facilitate support

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

Formalise support

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.

Enforce

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

3. The Law

The 1996 Education Act expects all children on roll to attend school every day, when the school is in session, as long as they are fit and healthy enough to do so. Section 444 of the 1996 Education Act states that if a child of compulsory school age fails to attend school regularly, the parent is guilty of an offence. Parents have a legal responsibility to ensure their child's attendance at school.

Failure to do this can lead to legal action being taken by the Local Authority in the Magistrates Court, or the need to issue Penalty Fines. Since March 2001 there has been a further offence, Section 444 (1A) where a parent knowingly allows their child to be absent from school. This offence can carry a custodial sentence.

4. The Impact of Poor Attendance

Children who are persistently late or absent soon fall behind with their learning. Children who are absent from school frequently develop large gaps in their learning which will impact on their progress and their ability to meet age related learning expectations.

The following table identifies how much learning is missed as a result of being persistently absent from school each year.

Descriptor	Attendance over a year	Days of Absence over a year	Equivalent Weeks of Absence	Learning Hours Lost
Excellent	100% 99%	0 days 2 days		
Good	98% 97% 96%	4 days 6 days 8 days		
Cause for Concern	95%	10 days	2 weeks	48 hours
Unsatisfactory	90%	20 days	4 weeks	96 hours
Serious Cause for Concern	85%	30 days	6 weeks	144 hours
Critical	80%	40 days	8 weeks	192 hours

If your child has 80% attendance throughout their school career by the time they finish school in Year 11, it will be the equivalent of missing a whole year.

5. Aims of the Policy

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

- To emphasise the importance of attendance and the link between good attendance and high attainment.
- Reducing absence, including persistent and severe absence.
- Ensuring every pupil has access to the full-time education to which they are entitled.
- Recognise the key role of all staff, but especially class teachers, in promoting good attendance.
- Taking appropriate action in a timely manner to safeguard and promote children's welfare.
- Building strong relationships with families to ensure pupils have the support in place to attend school.
- A Rewards and Recognition programme is operated that recognises good attendance and pupils who strive to improve their attendance.
- Parents, carers and pupils are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality

6. Partnership Expectations

What the school expects of our pupils
That pupils attend regularly on time and ready to learn
Pupils are prepared for the day with appropriate equipment
Pupils who arrive after registration time report to the office
Pupils tell a member of staff if there is any problem which may prevent them from attending school
What the school expects of parents/carers
Ensure that their children attend school regularly and on time to fulfil their legal responsibility
Notify school on the first day of absence and provide reason for absence
Complete a request form for absence in term time for exceptional circumstances
Supply medical evidence when required
Ensure all parental and child contact details are up to date
Provide school with two emergency contact details
Speak to relevant members of staff if they know of any problem which may prevent their child/ren from attending
What the parents/carers can expect from the school
A broad, balanced education
Encouragement and rewards for good attendance and punctuality at school
Prompt action when a problem has been identified
Efficient and accurate recording and monitoring of attendance
Contact with parents and carers on the first day when absence is unexplained
Liaison with officers from the Local Authority from a variety of teams to assist and support families where needed
Regular communication with parents and carers

7. Attendance Procedures

Registration

- Grange Farm is open from 8.40am.
- Registration is at 8.55am.
- Pupils should be in their designated classroom and ready for registration.
- Class teachers will enter a present mark (/) on the register for each pupil present and an 'N' code for any pupil not present, whose whereabouts are unknown.
- Any reasons for absence given by a parent in the morning (face to face) will be added when completing the register.
- The afternoon register is taken at the start of the afternoon session for each year group.

Responding to lateness

- Pupils arriving in the classroom after 9.05am when the register has been taken are deemed to be late and will be marked with an L code.
- Gates are locked at 9:00am and any pupils arriving at the office after this time will also receive an L code.
- Parents/carers will be contacted by school if their child is persistently late and a meeting will be arranged to support and address the matter.

Being late to school has a significant impact on the amount of learning time lost over a school year. The table below gives you an indication of how much time is lost if regularly late.

Minutes late per day	Number of education days missed over a year
5 Minutes	3.4 days
10 Minutes	6.9 days
15 Minutes	10.3 days
20 Minutes	13.8 days

Responding to absence

- Repeated absences will lead to detailed monitoring by the school attendance lead.
- Targets for improvement will be clear and communicated to pupil and parent or carer.
- School will organise support to remove barriers to regular attendance.
- School will organise meetings with parents or carers to review and improve attendance.
- If attendance does not improve, the school attendance lead will refer to the local authority for legal action.

Working with the Local Authorities School Attendance Service

- School works in partnership with the statutory School Attendance Service to devise a strategic approach to attendance through Register Checks and Targeted Support Meetings.
- The Attendance Lead will meet with an Attendance Improvement Officer from the School Attendance Service when required, to discuss and improve attendance for persistently absent or severely absent pupils.
- Action plans will be developed for persistently and severely absent pupils.
- If parents/carers do not proactively engage with support offered through the action plan, then formal legal intervention may be requested from the School Attendance Service. Statutory intervention can include:
 1. Penalty Notice
 2. Parenting Order
 3. Education Supervision Order
 4. Prosecution

New National Penalty Notice Framework

The Department for Education introduced new guidance on the 19th of August 2024 which states that schools must consider a penalty notice for unauthorised term time leave and irregular attendance at school.

As stated earlier in the policy, school is not able to authorise term time holidays and any unauthorised leave of 10 sessions (5 school days) is likely to result in a fixed penalty notice being issued.

School may also issue fixed penalty notices for irregular attendance. In accordance with the new National Penalty Notice framework, schools must consider a penalty notice for 10 unauthorised sessions within a rolling 10 school week period of time. Prior to a fine being issued, the school will work with families to improve attendance and will issue a 'Notice to Improve' warning letter.

Further details can be found in appendix 2.

8. Reporting & Recording Absence

First Day Reporting Procedures

It is the responsibility of parents/carers to inform the school, with a valid reason, by 8.30am on the first day of their child's absence. If by 9.20am the school has not been notified, the school will attempt to contact the parent/carer, normally by sending a text message, to the first priority contact. If there is no response the school will make a second attempt to contact the parent/carer and/or may undertake a home visit.

Parents are expected to contact the school every day the pupil is absent unless a medical note is received.

Evidencing Absence

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

We treat every child as an individual and look at each absence on a case-by-case basis, however if the child has attendance lower than 90%, has multiple illnesses or if there is doubt of the authenticity of the illness, the school may ask the pupil's parent/carer to provide 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, the absence will be recorded as unauthorised.

Children Unwell During the School Day

If a student is unwell during the school day, they must speak to a member of staff who will assess if they need to go home or if support can be provided in school. Students are asked not to phone parents/carers to collect them from school, the school staff will always contact the parent if there are any concerns.

Students are not allowed to leave school site without prior permission and dependent on the age/vulnerability of the student, they may need to be collected by an adult or may be allowed to go home with a parent/carers knowledge and permission.

Dealing with Absence

The school takes its duty to safeguard the welfare of all its children seriously. Unexplained absences and a lack of contact from parents/carers may cause concern and lead to the involvement of other agencies such as social services as deemed appropriate by the lead professions.

Leave of Absence during Term Time

The Government has issued clear guidance that Head Teachers may only authorise a leave of absence during term time in exceptional circumstances. Parents do not have any entitlement to take their children on holiday during term time. Any applications for such leave must be made 3 weeks in advance and give full details of why the parent/carer believe the circumstances are exceptional. Unauthorised leaves of absence may result in a fine, which is administered by the Local Authority.

To apply for leave of absence please complete 'Leave of absence' form from the Main Office.

Authorised absence

Authorised absence is defined as:

- Genuine illness
- Medical or dental appointment (where possible routine appointments should be arranged out of school time)
- Bereavement – (Headteacher's discretion)
- Religious observance (The day must be exclusively set apart for religious observance by the religious body to which the parents belong)

- Approved leave in term time where there are exceptional circumstances, as agreed by the Headteacher.
- The pupil has a local authority license to take part in a public performance and the school has granted leave of absence

Unauthorised absence

Unauthorised absence is defined as:

- Being late after the registers have closed - 'U' code
- Staying at home to care for younger children or sick relatives
- Going shopping or having a haircut
- Where no explanation is offered by the parent or carer
- Where the school is not satisfied with an explanation offered
- Special occasions e.g. birthdays/weddings
- Holidays/leave in term time
- Taking the rest of the day off before or after a medical appointment • Translating for family members
- Visiting sick relatives
- Exceptional term time leave longer than agreed by the Headteacher

9. Children Missing Education (CME)

A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#) and follow the Leeds Children's Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 3789686

10. Roles and Responsibilities

Headteacher

The Head is responsible for:

- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping children Safe in Education 2024. Keeping children safe in education - GOV.UK (www.gov.uk)
- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](#)
- Ensuring every member of staff knows and understands their responsibilities for attendance.
- Ensuring accurate completion of admission and attendance registers.
- Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and whole school attendance.
- Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Ensuring all staff are aware of any potential safeguarding issues, ensuring joint working between the school, Children's Social Work Services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.
- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring and analysing data and trends.
- Reporting to the Governing Body and Trusts the attendance figures and progress to achieving the set targets.
- Reminding parents of their commitment to this policy.
- Building and modelling respectful relationships with staff, pupils, families, and other stakeholders to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.

- Open and honest communication with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Sharing information on and working collaboratively with other schools in the area/cluster, LAs, and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

10.2 The Attendance Lead and DSL

The School Attendance Lead and DSL are responsible for:

- Implementing the policy with the Head.
- Offering a clear vision for attendance improvement.
- Championing and improving attendance.
- Ensuring the practice that is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes
- Oversight of data analysis
- Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes, raising concerns with other agencies like children's social care and early help services which are working with families.
- Robust school systems are in place which provide useful data at cohort, group, and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
 1. children who have a social worker including looked-after children
 2. young carers
 3. children who are eligible for free school meals
 4. children who speak English as a second language
 5. children who have special educational needs and disabilities
- Keeping the Head and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures.
- Compiling attendance data for the Head, the Governing Body and the Local Authority.

- Ensuring a positive working relationship with the School Attendance Service is fostered, including attending Attendance Targeted Support Meetings.
- Communicating messages to pupils and parents.
- If required, holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.

10.3 Teaching staff

Teaching staff are responsible for:

- Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance.
- Implementing the policy and ensuring it is applied fairly and consistently.
- Ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up-to-date.
- Reviewing class and individual attendance patterns.
- Informing the school attendance champion/line manager of any concerns.
- Emphasizing with pupils the importance of punctuality and good attendance.
- Reminding parents of their commitment to this policy.
- Building respectful relationships with staff, pupils, families, and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Communicating openly and honestly with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or who are persistently or severely absent to discuss attendance and engagement at school.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.

- Modeling respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:
 1. treat pupils with dignity
 2. build relationships rooted in mutual respect and observe proper boundaries
 3. take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
 4. handle confidential information sensitively
 5. understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity
 6. communicate effectively with families regarding pupils' attendance and well-being
- Rehearse and reinforce attendance and punctuality expectations continually.
- Emphasize the importance of attendance and its impact on attainment.
- Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom.
- Promote rewards and celebrate progress but continue to outline sanctions.
- Apply rewards and sanctions consistently.
- Follow up on absence and lateness with pupils to identify barriers and reasons for absence.
- Contact parents and carers regarding absence and punctuality.
- Review form or tutor group attendance weekly to share data, identify issues, intervene early, and help set targets.
- Periodically review practice and consistency both across and between departments.
- Proactively promote attendance practice as part of staff induction.
- Consider the individual needs and vulnerabilities of pupils.

10.4 Attendance Teams, Heads of Year and Pastoral Staff

Attendance Team are responsible for:

- Ensuring the recording of attendance and absence data is accurate.
- Ensuring robust day-to-day processes are in place.
- Tracking and following up absence and poor punctuality (implement punctuality routines such as late gate or sign in procedures).
- Providing appropriate support and challenge to establish good registration practice.

- Carrying out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding.
- Identifying any absences that are not explained for each session and contacting parents to understand why, and when the pupil will return to school.
- Where absences are recorded as unexplained in the attendance inputting the correct code as soon as the reason is ascertained, but no later than 5 school days after the session.
- Keeping parents informed on a regular basis of their child's attendance and absence record (this should be communicated to parents in an easy-to-understand format and percentage headlines should be avoided. For example, concentrate on the amount of time missed and the impact on the pupil's learning).
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identifying pupils who need support from wider partners as quickly as possible and making the necessary referrals.
- Undertaking home visits in line with safeguarding responsibilities to engage families and ensure children are safe.
- Identifying and, where possible, mitigating potential barriers to good attendance in liaison with families and relevant support agencies.
- Implementing children missing education (CME) procedures when appropriate.
- Where pupils have additional vulnerabilities, which may require multi-agency meetings trying to arrange those meetings outside of lesson time, where possible.

For pupils at risk of persistent absence

- Providing regular attendance reports to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes.
- Initiating and overseeing the administration of absence procedures. This should include:
 1. letters home
 2. attendance clinics
 3. engagement with local authorities and other external agencies and partners
 4. working with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and finding methods that work and are understood

5. consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures
6. providing regular reports to leaders on the at-risk cohort
7. providing regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils

For pupils who are persistently absent

- Developing and implementing persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines.
- Identifying tailored intervention which meets the needs of the pupil. • Leading daily or weekly check-ins to review progress and impact of support, make regular contact with families to discuss progress.
- Liaising with school leaders (designated safeguarding, SENDco and pastoral leads) on referrals to external agencies and multi-agency assessments.
- Coordinating and contributing to multi-agency meetings to review progress and agree on actions.
- Working in partnership with School Attendance Service and other agencies to ensure the appropriate use of statutory parental responsibility measures.
- Providing regular reports to leaders on the impact of action plans and interventions.

11. Strategies used to promote good attendance and punctuality

Attendance is given a high profile at Grange Farm Primary School, and we promote good attendance with a variety of rewards and incentives. These include:

- Whole class attendance initiatives to acknowledge and celebrate attendance weekly. Rewards are decided as a class if pupils achieve this. Dojo points are also rewarded.
- Each class will have a positive attendance display to encourage pupils to be in school every day and will devise their own weekly award for individual 100% attendance.
- Every class with 100% attendance each day will be recognised on the 'daily briefing'.
- Pupils are presented with individual certificates and rewards every half term if they achieve 100% attendance. These children are recognised and celebrated in class assemblies.

- End of year attendance activity for those with 100% all year. In the past these have included a climbing wall, bouncy castle, ice cream van etc.
- Recognition for those who have improved their attendance with certificates and prizes where effort can be seen to make a difference from both the children and parents.
- Pupil attendance figures will be published with the annual academic reports, and shared at the Parent Consultations in November and March.
- Positive verbal reinforcement is given to pupils who have been absent from school for a period of time and attendance actions are developed to help them catch up with any missed curriculum and promote future attendance.

Our school attendance rewards change on a termly basis to maintain motivation.

12. Monitoring and review

This policy will be reviewed annually by the headteacher.

Any changes to this policy will be communicated to all members of staff.

The next scheduled review date for this policy is June 2026.

Appendix 1: Attendance codes

The following codes are taken from the DfE's guidance on school attendance.

1. If a pupil is present in school the following codes from table 1 should be used

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
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
K	Attending education provision arranged by the LA	Pupil is attending an approved educational activity
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
C1	Leave of absence	Pupil is in a performance or regulated employment abroad
C2	Leave of absence	Pupil subject to part time timetable
E	Excluded	Pupil has been excluded but no alternative provision has been made

I	Illness	School has been notified that a pupil will be absent due to illness
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
M	Medical/dental appointment	Pupil is at a medical or dental appointment
Q	Lack of access arrangements.	Pupil is unable to attend school because of lack of access arrangements
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveler absence	Pupil from a traveler community is travelling, as agreed with the school
X	Non-compulsory school age	Pupil not required to attend school as agreed in advance with the school
Y1	Unable to attend due to transport normally provided not been available	The pupil is unable to attend because the school is not within walking distance of their home and the transport to and from the school that is normally provided for the pupil by the school or local authority is not available
Y2	Unable to attend due to widespread travel disruption	The pupil is unable to attend the school because of widespread disruption to travel caused by a local, national, or international emergency
Y3	Unable to attend due to part of the school premises being closed	Part of the school premises is unavoidably out of use and the pupil is one of those that the school considers cannot practicably be accommodated in those part of the premises that remain in use.
Y4	Unable to attend due to the whole school site being unexpectedly closed	Where a school was planned to be open for a session, but the school is closed unexpectedly (e.g. due to adverse weather), the attendance register is not taken as usual because there is no school session. Instead, every pupil listed in the admission register at the time must be marked with code Y4 to record the fact that the school is closed.

Y5	Unable to attend as pupil is in criminal justice detention	<p>The pupil is unable to attend the school because 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. <p>A pupil's absence should be recorded under code Y7 (Unable to attend because of any other unavoidable cause) if they are unable to attend because they are serving a community based (i.e. non-detained) part of a sentence of detention, referral order, or youth rehabilitation order that requires them to be absent during the school day</p>
Y6	Unable to attend in accordance with public health guidance or law	<p>The pupil's travel to or attendance at the school would be:</p> <ul style="list-style-type: none"> • contrary to any guidance relating to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care (or the equivalent in Scotland, Wales and Northern Ireland), or • prohibited by any legislation relating to the incidence or transmission of infection or disease.
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

Appendix 2: Leeds Penalty Notice Framework

New National Penalty Notice Framework (unauthorised school absence)



The following changes will come into force for Penalty Notice Fines from 19th August 2024 across the whole of England

- Schools **MUST** consider a penalty notice for 10 unauthorised sessions (usually 5 school days) within a rolling 10 school week period of time (these sessions do not have to be consecutive and can be made up of any unauthorised absences and can span different terms and school years).
- Penalty Notices are issued per parent, per child (For example, if there are 3 children in a family, each parent may receive 3 separate penalty notices).

National Penalty Notice Framework (offences in a three year rolling period)

First Offence	Second Offence	Third Offence (or any further offences within 3 years)
The first penalty notice will be issued at £160 per parent if paid within 28 days (this will be reduced to £80 if paid within 21 days)	The second penalty notice will be issued at £160 per parent if paid within 28 days (this will not be reduced)	A penalty notice will not be issued, and the case will be considered for potential legal action. This can result in a criminal record and fines of up to £1,000 plus costs.