

Attendance policy



Berriew CP School

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Policy Revision History

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1. Mission Statement

At **Berriew CP School**, we believe in 'Growing and learning together'. We are an inclusive, nurturing community, inspiring and celebrating bright futures for all. Our school is committed to providing a full and efficient education to all learners and embraces the concept of equal opportunities for all.

We will provide an environment where all learners feel valued and welcomed and are committed to the fundamental principle that early intervention and partnership working is crucial in ensuring the attendance, protection and wellbeing of all children. The school will follow the Wales Safeguarding Procedures, *Belonging, Engaging and Participating* and local protocols in relation to specific and identifiable wellbeing issues that prevent a child from accessing education, or where there are safeguarding concerns.

As outlined in *Belonging, Engaging and Participating*, 'attendance cannot be considered in isolation. The many interrelated and overlapping causes of absence and the varied nature of the learner experience in school, the community and at home mean that whole school strategies and strong multi-agency working arrangements are needed, designed to support all learners.'

The school will review this policy and its systems for improving attendance and the whole school approach for promoting strong attendance and a positive learning environment on an annual basis to ensure that it is in line with national and local guidance, school priorities and effectively supports learners to access education.

1. Promoting Attendance

The foundation for good attendance is a strong partnership between the school, parents, carers and learners as outlined in *Belonging, Engaging and Participating*¹, the Welsh Government guidance on improving learner engagement and attendance.

'Improving attendance requires a whole-school and whole-system approach'², where 'learner engagement and improving attendance is a continuous process that begins with developing trusting relationships between school staff and learners'³.

We will:

- ensure that our learners are aware of the importance of good attendance and how this will benefit them, both now and in the future.

¹ Welsh Government, October 2023, *Belonging, engaging and participating: Guidance on improving learner engagement and attendance*, <https://www.gov.wales/improving-school-attendance>, accessed 20.08.24

² Welsh Government, October 2023, *Belonging, engaging and participating: Guidance on improving learner engagement and attendance*, <https://www.gov.wales/improving-school-attendance>, accessed 20.08.24, p. 17

³ Welsh Government, October 2023, *Belonging, engaging and participating: Guidance on improving learner engagement and attendance*, <https://www.gov.wales/improving-school-attendance>, accessed 20.08.24, p. 20

- offer a whole school approach to reward schemes for learners who have high levels of school attendance and have shown to significantly improve their attendance rates every month.
- use a variety of strategies to intervene at an early stage to encourage improved attendance of individual learners and assist to overcome any barriers that may be preventing the expected level of attendance. These strategies may be school-based or may be implemented jointly with other partners to ensure the most appropriate support for the individual and their family.
- Clear guidance of how the school and families will work together to ensure learners' have good attendance is in the home-school agreement.
- Support children in receipt of e-FSM to attend school through a range of avenues. For example, additional support from the Family Support Coordinator and Cluster Family Support Coordinator is available to identify and overcome any barriers they may face in their schooling. This could include helping families to apply for the School Essentials Grant, signposting them to wider support services in the community and providing food, hygiene and clothing banks through school. We also use our Pupil Development Grant to support children in receipt of e-FSM to access all available opportunities such as trips, residential and music lessons which build engagement and enjoyment in school.
- Provide materials to our EAL families in their home language wherever possible and we can provide access to Polish speaking translators when required. We will refer families to the Vulnerable Groups Team (VGT) for additional support as necessary.
- Engage actively with families from the Gypsy, Roma and Traveller community and refer to the VGT for additional support as necessary. We hold regular sessions in conjunction with the VGT that promote and celebrate Gypsy, Roma and Traveller culture and promote community cohesion. Absences will be authorised when children are travelling with their family and will be returning to school; we will support families with dual registration processes where applicable. GRT⁴.
- Work with the VGT and Service Children's Education to support children from military families in line with the Armed Forces Covenant⁷ and Thriving Lives Toolkit⁷.
- Provide timely and effective transition from Early Years to High School. See Transition Policy for more details.

2. Roles and Responsibilities

To support a learner effectively, it is important to establish close working relationships between families, learners, schools, the local authority and other professionals.

⁴ Celebrate and participate: Education guidance to support Gypsy, Roma and Traveller children and young people, Welsh Government, 2023, <https://www.gov.wales/education-guidance-support-gypsy-roma-and-traveller-children-and-young-people>, accessed on 26.09.24

⁷ [Schools - Armed Forces Covenant](#) and [SCiP Alliance](#) accessed on 02.03.25

A key part of any successful working relationship is a clear understanding of each person's role and responsibilities. The following section clarifies the roles and responsibilities for those people engaged in supporting learner attendance.

The Parent / Carer

Parents / Carers are responsible for ensuring that their child attends full-time education that is suitable to their child's age, ability and aptitude and to any additional learning needs (ALN) that the child may have.

Parents / Carers are also responsible for ensuring that their child attends school on time; this is a legal requirement. We understand that sometimes there are situations at home that may make it difficult for a learner to arrive on time, it is important that parents / carers let us know should such a circumstance arise.

The school day starts at 8:45am and finishes at 3.30pm. We ask parents / carers to contact the School Office by 9.15am on every day of an absence unless medical information has been supplied by a GP or Consultant that explains the length of an extended absence. The school office can be contacted on 01686 640312 or via office@berriew.powys.sch.uk

If we have not heard from parents / carers by 9.15am, the School Office will attempt to make contact by phone, Dojo and email. If these messages are not responded to, either our Family Support Coordinator or Cluster Family Support Coordinator or Headteacher will attempt to make contact, and this could either be by phone, email or a visit to your home address within 10 days depending on the circumstances. Any prolonged periods of non-explained absence where no contact has been possible will result in the Education Welfare Service and/or the Police being informed so that a Welfare Check can be conducted.

The School

Schools have a range of responsibilities in respect of attendance. The school will:

- Take an attendance register twice a day – at the **start** of the morning session and once during the afternoon session.
- Monitor individual attendance rates daily to identify any emerging trends and possible safeguarding concerns.
- Use their interventions to improve individual learner attendance.
- Have 'eyes on' a learner who has been absent from school for more than five school days. This includes undertaking home visits where contact is not possible at school or in the community.
- Make a referral to the Education Welfare Service for support, advice and guidance when the school has exhausted all other reasonable methods.
- Follow the processes outlined in the LA's 'Children Missing in Education', 'Elective Home Education' and 'Code of Conduct for Fixed Penalty Notices' policies.

Attendance Lead

The Headteacher will be responsible for the strategic management of attendance across the school. They will:

- Ensure all staff are aware of the roles they play in ensuring good attendance through regular updates in staff meetings and by providing information to share with parents/carers at parent/carer evenings
- Liaise with the school office to ensure that the Designated Safeguarding Lead is aware of the absence of any child on the Child Protection register on their first day of absence.
- Meet fortnightly with the Family Support Co-ordinator and the Cluster Family Support Co-ordinator to analyse attendance and lateness patterns using Teacher Centre, including those with attendance under 92%
- Meet half-termly with the Education Welfare Service to monitor trends and patterns across cohorts of learners using Teacher Centre and the termly, EWS produced, School Attendance Report
- Maintain a list of children who are 'Key Children' that need regular input (e.g. have attendance below 85% or who are supported by Multi-Agency services) and children who need 'Monitoring' (e.g. have attendance that drops below 92% between meetings) and ensure that these children have a key person assigned to their families to help build relationships and better attendance.
- Make referrals to the EWS as outlined in the school's attendance protocols. See Appendix 1
- Make referrals to the School Nursing Service in regard to queries around learner absence due to reported illness.
- With the Headteacher, maintain and monitor a case load of PSPs for children on reduced timetables making use of EBSA and TIS strategies and Boxall Profile data as necessary.
- Co-ordinate the issuing and recording of communications to parents/carers to include use of text service/email and phone calls to ascertain reasons for absence, half-termly current attendance levels, current attendance levels of concern, attendance improvement meetings, N code check-ins, persistent lateness and home visits.
- Monitor improvements in attendance via Teacher Centre reports and co-ordinate recognition of improvements in attendance.
- Regularly review and update the school's attendance policy and procedures.
- Through their role as RI, keep an overview of children below the age of 5 within the school to help establish good relationships and attendance patterns before formal schooling begins.
- Co-ordinate the authorisation or non-authorisation of holiday requests.

Class Teachers

The Class Teacher will be responsible for:

- Completing the morning register by 9.15am and the afternoon register by 1.15pm using Teacher Centre to record present marks and illness marks with reasons noted if they have been informed of an illness. If a pupil is absent, the

code will be left blank, followed up by the school office and amended as necessary. See Appendix 1.

- Discussing any support needed after a period of absence to ensure learners can catch up with their learning as much as possible and make arrangements in co-ordination with the wider school team for any health and wellbeing interventions that may be required.
- Modelling and explaining the importance of being punctual and attending regularly in order to fulfil full potential both personally and academically

School Office / Attendance Administrator

The School Office/Attendance Administrator will be responsible for:

- Daily attendance recording by following up and maintaining evidence records for any unmarked registers and any absences as per the school's protocols, see Appendix 1.
- Passing to the Designated Safeguarding Lead, Deputy DSL, Family Support Co-ordinator and Cluster Family Support Co-ordinator the absence of any pupils on the Child Protection Register, Looked After or involved with Multi-Agency Services on the first day of absence
- Make email and phone calls as per the schools protocols to follow up on any outstanding reasons for absence, see Appendix 1.
- Use Teacher Centre to produce attendance reports to accompany any requests for holidays
- Compile data from Teacher Centre and Late Records for the Attendance Lead, Family Support Co-ordinator and Cluster Family Support Co-ordinator to help them monitor, analyse and communicate about attendance issues as needed.
- Refresh their training on attendance code use on a regular basis

Designated Safeguarding Person

The Designated Safeguarding Lead will be responsible for:

- Ensuring that social workers for learners on the child protection register are informed of any absences on the first day of absence and recording this on One Note records for the child(ren).
- Including attendance figures in Welfare Reports

Designated Teacher for Children Looked After

The Designated Teacher for Children looked After will be responsible for:

- Ensuring that social workers for learners who are looked after are informed of any absences on the first day of absence and recording this on One Note records for the child(ren).
- Including attendance figures in Welfare Reports and updating the home authority's virtual school / looked after children education coordinator are kept informed of the attendance of children looked after in the school.

Headteacher

The Headteacher will be responsible for:

- Making the final decision on absence codes, including the authorisation or not of holidays

3. School Procedures

Any learner who is absent from school at the morning or afternoon registration period will have their absence recorded as being authorised, unauthorised or as an approved educational activity (attendance out of school). Only the headteacher, or a member of staff acting on their behalf, can authorise absence.

Registration coding is in line with the Welsh Government guidance on school attendance codes⁵. See also Appendix 1 below.

3.1 Punctuality

Morning registration will take place at the start of school at **8:45am**. The registers will remain open for a maximum of 30 minutes from this start time, in accordance with Welsh Government guidance.

Learners arriving after the start of school but before the end of the 30-minute registration period will be coded as late (L code). Any pupil arriving after this time will be marked as having an unauthorised absence (U code) unless there is an acceptable explanation i.e. school transport was delayed. In addition, where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered (M code).

Afternoon registration will be at **1:15pm** and any pupil arriving after this time will be marked as present but late (L code) if they arrive within 30 minutes or an unauthorised absence (U Code) if they arrive more than 30 minutes after the start of the afternoon session.

The school will follow-up on lateness with the learner and / or their parent / carer via **dojo and email**.

If a learner is persistently late, the school will task the Family Support Co-ordinator and Cluster Family Support Co-ordinator to call and offer support in the first instance. Following this a letter will be issued and lateness will then be monitored for a period of 3 weeks to see if improvement occurs. If it does not, or if lateness starts to occur again after a period of improvement, an attendance improvement meeting will be requested, and the Education Welfare service will be referred to for further support.

⁵ Guidance on school attendance codes, Welsh Government, 2016 <https://www.gov.wales/school-attendance-codes-guidance#:~:text=School%20attendance%20codes:%20guidance.%20The%20codes%20that%20schools%20must%20use,> accessed on 26.09.2024

3.2 Dual Registration

Where a learner attends another school, the Pupil Referral Unit or receives medical tuition, they will be dual registered with both the school and the other provider. The main school will be whichever the child attends for more than 50% of their time. The other will be the subsidiary.

Both schools or provisions must maintain an accurate register. The school will liaise with the other education provider on a daily basis in order to identify learners who are absent and mark the register accordingly.

If the learner attends, the education provider where they attend will mark them as present (/ or \ code) and the school will mark the register with a D code (which counts as present). If they are absent, the education provider and the school will both mark the register with the appropriate absence code.

3.3 First Day Absence

Parents and carers are reminded that they should contact the school by **9:15am** if their child is not able to attend school on that day. Parents and carers must state the **full** reason for the child's non-attendance (not just "feeling unwell") and indicate the likely date they will return to school. Parents and carers should be prepared for the members of school staff to ask questions about the pupil's condition, the patterns or trends in their absences and any treatment they may be receiving.

If a parent or carer does not contact the school, staff will try to find out the specific reason for non-attendance as soon as possible on the first day of absence, as per the school protocols, see Appendix 1. Once the specific information is received, the register will be amended to reflect the appropriate absence code (see Appendix 2 for the types of code).

If no appropriate reason is given for the absence, the absence will be recorded as unauthorised (O code).

3.4 Absence – Supporting Evidence

Supporting evidence or communication received from parents / carers explaining the reason for the absence will be recorded on Teacher Centre in the Notes section and / or kept in the pupil's individual paper file in the school office.

Parents and carers should be made aware that only the headteacher (or an appropriately delegated member of the SLT) can authorise an absence. Further information (such as a letter from a GP or consultant) may be required to support reasons given for absence.

3.5 Persistent and Severe Absence

The school will work proactively to identify emerging persistent absence. Where a pattern begins to develop, the school will first of all ask the Family Support Co-ordinator or the Cluster Family Support Co-ordinator to approach the parent/carer for an informal discussion regarding attendance and introducing themselves as their child's attendance support worker. Interventions/ways forward will be identified and EBSA, TIS and Boxall Profile strategies will be used as necessary. If attendance does not improve, the Family Support Co-ordinator or the Cluster Family Support Co-ordinator will inform the Attendance Lead during their regular fortnightly meetings and a Plan of Action will be developed. In most cases this will follow the path of an initial attendance level letter being sent, a period of monitoring of up to 3 weeks, arrangement of an Attendance Improvement Meeting and referral to the Education Welfare Service for further support and strategies.

The Welsh Government defines persistent absence as below 90%.

The local authority defines severe persistent absence as below 50%.

The use of the terms persistent and severe absence helps to clearly define the difference between those learners who are occasionally absent and those learners who are seen in school far less frequently. This supports schools to target interventions and responses effectively as well as understand where safeguarding risks may be heightened.

3.6 Medical and Illness Absences

Where a learner requires a routine medical appointment (such as a dentist appointment), these should be made outside of the school day. If this is not possible, a copy of the appointment letter should be provided to the school ahead of the appointment date. The parent / carer should try to ensure that the learner attends school some of the day, where possible.

If a learner is repeatedly absent due to illness, the school may request supporting evidence that the learner is receiving the necessary medical treatment. An appointment card, consultant letter, photograph of prescription medication, would all suffice as medical evidence. Without the necessary evidence, the school may notify the parent or carer that all future absences will be unauthorised until the necessary medical evidence has been provided, and a referral to the Education Welfare Service may be made.

In addition, some learners may require additional provision and support where their known medical needs have a long-term and persistent impact on their attendance⁶. Examples could include, but are not limited to:

- Recuperation following a hospital stay or operation.
- A longer period of illness (such as glandular fever).

⁶ Supporting learners with health care needs, Welsh Government, 2018, <https://www.gov.wales/supporting-learners-healthcare-needs-0#:~:text=Guidance%20for%20local%20authorities%20and%20schools%20on%20how%20to%20help>, accessed on 26.09.24

- Conditions for which regular appointments or treatments are unavoidable (such as kidney dialysis, chemotherapy, radiotherapy).

The school will provide appropriate support on a case-by-case basis. This may include seeking additional advice, guidance, support or provision from the local authority.

3.7 Holidays

Holidays during term time should be avoided as any absence can have an impact on learning.

Parents / carers should apply in advance to take holidays in term time: the fact that holiday has been booked does not automatically give permission. If the headteacher doesn't agree and the family goes anyway, it's an unauthorised absence. The headteacher is not obliged to authorise holiday absence, and there is no minimum entitlement of holiday absence.

The headteacher has the discretion to authorise absences for up to 10 days in a school year. Part of the decision-making process will include a review of the learner's absences to date. If a learner is away for longer than agreed, the period outside the agreed dates will be an unauthorised absence. There is no right to appeal: the decision of the headteacher is final.

Should a family wish to submit a request for their child to be absent from school for the purposes of a holiday, they should ask the school office for a Holiday form.

The family will be notified of the outcome of the request in writing and copy of this will be kept in the pupil's paper file in the school office.

Parents and carers are advised that a fixed penalty notice may be issued by the local authority when permission for a holiday or leave of absence has not been authorised by the school. The local authority's Code of Conduct for issuing Fixed Penalty Notices can be obtained from the school, the local authority's website or the Education Welfare Service.

4. Attendance Initiatives and Multi-Agency Working

The school will raise the awareness of school attendance, promote good attendance and tackle unauthorised absence.

The school is committed to working collaboratively as a whole community to promote good and excellent attendance. Our current whole-school attendance target figure is 95%. Each half term, attendance reports will be sent to parents outlining their child's individual attendance percentage. In addition, the overall school attendance

figure will be displayed in the main entrance to help motivate pupils and reinforce our shared target of maintaining at least 95%.

Should the school achieve or exceed the 95% target by the summer term, pupils will receive a whole-school reward in recognition of their collective effort and commitment.

The school will work with other agencies, including the local authority, on general school attendance matters. Additionally, the school will seek advice and guidance from, and make referrals to, appropriate agencies to support individual learners.

The school will work closely with feeder nurseries and preschools as well as High Schools to support transition, see the Cluster Transition Plan in Appendix 3 and the transition statement in our Happitots and Tinytots Statement of Purpose, Appendix 4.

Families can also access support from the Cluster Family Support Co-ordinator Huw Jones- details will be shared via our school newsletter. We also signpost our High School transferring pupils to the Summer Holiday Transition programme, often run by Area 43.

The Education Welfare Service (EWS)

'The EWS is committed to the fundamental principle, that early intervention strategies and partnership working, is crucial in ensuring the protection and wellbeing of all children and young people.'⁷

Sometimes it will be necessary for the school to contact the EWS about an individual learner to seek advice, guidance and support to improve their attendance. This may involve the Education Welfare Officer (EWO) contacting the family and / or making a home visit. Parents / carers, and the learner where appropriate, may also be invited to a meeting with the school and the Education Welfare Officer.

Other Agencies

The school also works regularly with:

- School-based counselling services (Area 43)
- CAMHS In-reach
- Early Help
- School Nursing
- Integrated Disability Service
- Educational Psychology Service (in cases of Emotionally-Based School Avoidance)

⁷ Welsh Government, October 2023, Belonging, engaging and participating: Guidance on improving learner engagement and attendance, <https://www.gov.wales/improving-school-attendance>, accessed 26.09.24, p. 52

- Youth Justice Service
- Young Carers support services (Honeypot)
- Transforming Lives for Good (TLG) coaching and mentoring scheme
- Pet therapy services

5. Reintegration Following Absence

The school will welcome back all learners on return from an absence. This will include ensuring that the learner is helped to catch up on missed work and brought up to date on any information that has been passed to the other learners.

If the learner has been absent for a considerable period of time, the school will arrange a 'return to school' meeting between the Headteacher, Class teacher and Family Support Co-ordinator to ensure that they are well supported with the transition back to school. In some cases, a reintegration plan will be introduced tailored to the needs of the individual. .

6. Fixed Penalty Notices for Non-Attendance at School

The school may, in line with the local authority's Code of Conduct, request the local authority to issue a fixed penalty notices where a parent/carer has failed to secure their child's regular attendance at school.

7. Retention of Records

Attendance regulations stipulate that attendance records should be retained for at least three years.

8. Attendance Targets

A system for analysing performance towards the targets has been established and the headteacher is responsible for overseeing this work. The school and Governing body will make use of the attendance data available from the local authority when reviewing its targets.

The head teacher will present the attendance data in each of the termly reports to the Governing body for the figures to be scrutinised against the attainment data. The Governors will have the opportunity to challenge the data alongside the practices for managing attendance, in order to tackle the overall absence rates across the school and within specific cohorts of learners.

The school's current attendance target is 95%. Attendance targets are discussed and agreed annually with the school's Education Welfare Officer and Challenge Advisor before discussion and ratification with the school governors.

APPENDIX 1: Attendance Actions and Protocols

Attendance Actions and Protocols

Please refer also to the school Attendance Policy.

Key individuals involved in this plan on a daily basis:

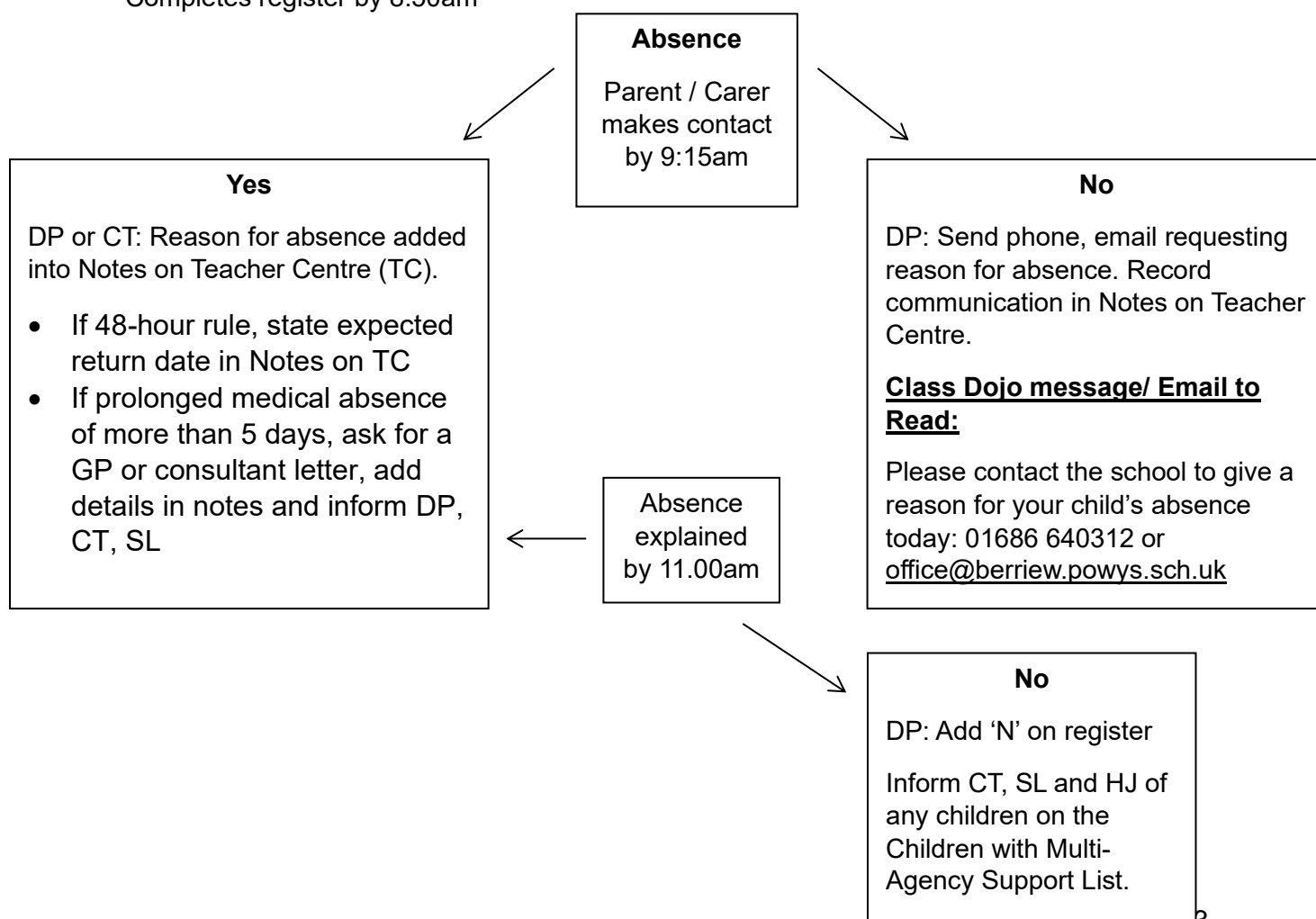
- Dee Powell (DP) – School Office
- Huw Jones (HJ) – Cluster Family Support Coordinator
- Class Teachers (CT)
- Sophie Lewis (SL) – Acting Headteacher

Other individuals to be referred to:

- Lynsey Owen (LO) – Education Welfare Service
- School Governors

Day 1 Absence

Completes register by 8.50am



Day 2 Consecutive Absence and N Code

As above, plus...

DP: **Class Dojo message/Email to read**: We have not received a reason for your child(ren)'s absence for a second day, please contact the school urgently on 01686 640312 or office@berriew.powys.sch.uk

Record in Notes on Teacher Centre with date, time and form of contact attempted.

Day 3 Consecutive Absence and N code

DP or SL check N codes on Monday, Wednesday and Friday, repeating process above.

Any N codes for more than 3 consecutive days:

1. Inform SL
2. SL phone, email, class dojo those with Parental Responsibility listed on Teacher Centre. **Class Dojo message/Email to read**: Your child has been absent for 3 days and we have no reason given. This is a safety concern. Please contact Mrs Lewis on 01686 640312 urgently.
3. DP/SL: Record communications attempts in Notes on Teacher Centre
4. DP/SL: Update information as necessary

Day 4 or more Consecutive Absence and N code for:

1. Inform SL
2. SL: phone, email, text those Parental Responsibility listed on Teacher Centre. **Class Dojo message/Email to read**:: Your child has been absent for 4 or more days and we have no reason given. This is a safety concern. Mrs Lewis, Mrs Powell or Mr Jones will visit the house today to check all is well.
3. SL/DP: house visit – leave letter if no answer, record date of letter and time of visit in Notes on Teacher Centre
4. SL/DP: Contact EWO for advice.
5. SL/DP: Police Welfare Check requested as needed/advised
6. SL/DP: Update information as necessary

N Code Use

No N codes should remain on a child's record for more than two weeks. If still unaware of reason after two weeks:

- SL/DP/HJ Update to 'O'
- **Add text to Notes on Teacher Centre**: 'Date changed to 'O' from 'N' XXXX. No reason for absence given, SL/DP/HJ aware, [home visit carried out on

XXXX] [Police Welfare Check carried out on XXXX] and processes in place to follow up.'

If a child has more than ten, non-consecutive N codes:

- Refer to SL/DP for follow up letter
- SL referral to Lynsey Owen if N codes continue after receiving follow up letter.

Tracking and Improving Attendance

Weekly:

- See above
- DP will notify SL and HJ of any patterns in absence or lateness

Fortnightly:

- SL (and HJ) will meet to look at those pupils with less than 90% attendance and regular lateness
- POA agreed before next meeting

Half - Termly:

- SL and HJ meet with EWO
- Attendance Letters issued

Monthly:

- Attendance Awards (DP)

Half Termly Attendance Letters

- DP to run query week before end of half term and letters to be sent out on the Monday before half term
- Letters to be saved on Berriew Team

APPENDIX 2: Registration codes

The following national codes will be used to record attendance information.

| CODE | DESCRIPTION | MEANING |
|-------------|---|-----------------------------|
| / | Present (AM) | Present |
| \ | Present (PM) | Present |
| B | Educated off site (NOT Dual registration) | Approved Education Activity |
| C | Other Authorised Circumstances (not covered by another appropriate) | Authorised absence |
| D | Dual registration (i.e. pupil attending other establishment) | Approved Education Activity |

| | | |
|----------|--|-------------------------|
| E | Excluded (no alternative provision made) | Authorised absence |
| F | Extended family holiday (agreed) | Authorised absence |
| G | Family holiday (NOT agreed <u>or</u> days in excess of agreement) | Unauthorised absence |
| H | Family holiday (agreed) | Authorised absence |
| I | Illness (NOT medical or dental etc. appointments) | Authorised absence |
| J | Interview | Approved Education |
| L | Late (before registers closed) | Present |
| M | Medical / Dental appointments | Authorised absence |
| N | No reason yet provided for absence | Unauthorised |
| O | Unauthorised absence (not covered by any other code/description) | Unauthorised absence |
| P | Approved sporting activity | Approved Education |
| R | Religious observance | Authorised absence |
| S | Study leave | Authorised absence |
| T | Traveller absence | Authorised absence |
| U | Late (after registers closed) | Unauthorised absence |
| V | Educational visit or trip | Approved Education |
| W | Work experience | Approved Education |
| X | Un-timetabled sessions for non-compulsory school-age learners | Not counted in possible |
| Y | Enforced closure | Not counted in possible |
| Z | Pupil not yet on roll | Not counted in possible |
| # | School closed to learners | Not counted in possible |

APPENDIX 3: Legislation and Guidance

The Education Act 1996 Part 1, Section 7 states:

The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable:

- (a) to his age, ability and aptitude and
- (b) to any special needs he may have either by regular attendance at school or otherwise.

For educational purposes the term parent means natural parents and includes any person who has parental responsibility or has day to day care of the child.

Section 444 1, 1(a) and (ZA) contains the details of when an offence is committed if a child fails to attend school or alternative provision arranged by the Local Authority.

The Education (Penalty Notices) (Wales) Regulations 2013 set out the framework for the operation of the Fixed Penalty Notice scheme.

The Equalities Act 2010 (Statutory Duties) (Wales) Regulations 2011

Registers and admission.

- The Education (Pupil Registration) (Wales) Regulations 2010
- The Education (School Day and School Year) (Wales) (Amendment) Regulations 2006

Attendance targets

- The Education (School Performance and Unauthorised Absence Targets) (Wales) (Amendment) Regulations 2006.

Guidance documents relating to attendance

- Belonging, Engaging and Participating
- Celebrate and Participate: Education Guidance to Support Gypsy, Roma and Traveller Children and Young People
- All Wales Attendance Framework
- Powys Code of Conduct [relating to the Fixed Penalty Notice scheme]
- Welsh Government Guidance on penalty notices for regular non-attendance at school
- Welsh Government Guidance on attendance codes Wales Safeguarding Procedures
- Keeping Learners Safe