



Auckland College Independent School

Every Pupil Matters, Every Moment Counts

Attendance Policy





Document Control

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Applies to:	Whole School
Date effective from:	September 2026
Review period:	1 Year
Date of next review:	September 2027
Version:	V1

Attendance Policy and Strategy

Whole-school framework for excellent attendance, punctuality and belonging

Our commitment

Every day matters. Auckland College will combine high expectations with early, thoughtful support so that every pupil is known, safe, included and able to benefit from a full-time education.

At a glance: Auckland's attendance standard

Area	Auckland standard
Expectation	Every pupil attends every day and arrives on time unless absence is unavoidable or authorised.
School day	Pupils must be on site by 08:40. The morning register is open 08:40–09.10
First-day reporting	Parents contact the school before 08:30 on every day of absence unless a longer period has already been agreed.
Unexplained absence	School begins safeguarding enquiries promptly after registers close; risk determines the urgency and escalation.
Attendance concern	Below 95%, a concerning pattern, repeated lateness, or an emerging barrier prompts review and proportionate support.
Persistent absence	10% or more possible sessions missed (attendance of 90% or below).
Severe absence	50% or more possible sessions missed (attendance of 50% or below).
Leave in term time	Only in advance and only where the Headteacher judges the individual circumstances exceptional.
Support and accountability	We listen, understand barriers, agree actions, review impact, and escalate support or legal action where appropriate.



Purpose and strategic intent

Attendance is both an educational priority and a safeguarding responsibility. Pupils cannot benefit from Auckland College's small, safe, happy and achieving environment when they are not present. Good attendance supports learning, friendships, emotional wellbeing, personal development and future opportunity. Repeated or prolonged absence may also be a warning sign of unmet need, neglect, exploitation, bullying, poor mental health or other harm.

This document combines the school's statutory policy with its improvement strategy. It sets the rules and procedures that must be followed, and explains how leaders will create a culture of belonging, use data intelligently, remove barriers early and evaluate whether action is improving attendance.

Our Aims

1. Make attendance everyone's responsibility and a visible part of school culture;
2. Provide a calm, safe, welcoming and ambitious school that pupils want to attend;
3. Set clear, consistently communicated expectations for attendance and punctuality;
4. Identify absence, lateness and emerging patterns early, including lesson-level absence;
5. Understand the individual circumstances behind absence and provide support first;
6. Reduce persistent and severe absence, with particular attention to vulnerable groups;
7. Maintain accurate legal registers and fulfil all information-sharing and reporting duties;
8. Use proportionate challenge and legal intervention where support is inappropriate, unsuccessful or refused; and
9. Hold leaders to account for implementation and measurable impact.

Legal and regulatory framework

The school has regard to current legislation and statutory guidance, including:

10. Education Act 1996, including parents' duties in relation to suitable education and regular attendance;
11. Education (Independent School Standards) Regulations 2014, particularly the standards relating to safeguarding, pupil welfare, information and the quality of leadership and management;
12. School Attendance (Pupil Registration) (England) Regulations 2024;
13. Working together to improve school attendance (Department for Education, July 2026);
14. Keeping Children Safe in Education (current edition);
15. Children Missing Education (current statutory guidance);
16. Equality Act 2010, including the duty to make reasonable adjustments;

17. guidance on education for children with health needs who cannot attend school, mental health issues affecting attendance, remote education, exclusions and alternative provision; and
18. Liverpool City Council's current attendance procedures and local code of conduct for penalty notices.

The school will apply the most recent legislation and statutory guidance where either change before this policy is formally reviewed.

Core principles

Belonging before compliance. Attendance improves when pupils feel safe, valued, successful and connected to trusted adults and peers.

High support and high expectations. Compassion is not lowered ambition. We will understand barriers and provide reasonable, targeted support while being clear about the right to full-time education.

Early action. We respond to individual sessions and emerging patterns; we do not wait for a pupil to become persistently absent.

Safeguarding first. Unexplained or repeated absence is considered in the context of the pupil's known risks and circumstances.

Fair, not identical. We apply expectations consistently while making reasonable adjustments and taking account of disability, SEND, medical needs and other individual circumstances.

Evidence and impact. Actions are recorded, time-limited and reviewed. Activity alone is not success; improved access, attendance, punctuality and wellbeing are.

Definitions and measures

Term	Meaning
Possible sessions	The sessions when a pupil is expected to attend. There are normally two per school day.
Attendance percentage	Sessions attended divided by possible sessions, expressed as a percentage.
Authorised absence	Absence that falls within a permitted national code and is accepted or granted by the school.
Unauthorised absence	Absence without permission or without a reason the school accepts as authorised.
Persistent absence (PA)	10% or more possible sessions missed, whether authorised or unauthorised.
Severe absence	50% or more possible sessions missed, whether authorised or unauthorised.



Term	Meaning
Late before close	Arrival after the expected start but while the register remains open (code L).
Late after close	Arrival after the register has closed without a reason that supports another code (code U; unauthorised absence).

Roles and accountability

Role	Key accountability
Proprietor / Board	Ensure legal compliance; approve and review policy; receive at least termly analysis; challenge leaders on groups, safeguarding, resourcing, interventions and impact.
Headteacher	Set culture and expectations; ensure resources and cross-school consistency; authorise exceptional leave; escalate significant concerns; report assurance and impact to the Board.
Senior Attendance Champion	Own strategy; maintain oversight of data and systems; chair attendance review; evaluate impact; coordinate with DSL, SENDCo and external partners; ensure policy is followed.
DSL	Assess safeguarding risk arising from absence; ensure appropriate referrals and information sharing; oversee CME response and pupils with social workers.
SENDCo	Identify SEND-related barriers; ensure provision and reasonable adjustments are implemented; contribute to plans and EHC plan review where necessary.
School Office	Maintain accurate registers and contact information; run first-day response; chase missing marks and code N; record evidence and make authorised returns as directed.
Teachers / tutors	Take registers accurately and on time; notice absence and welcome return; identify lesson absence; raise concerns; reinforce consistent messages and agreed adjustments.
All staff	Create a safe, inclusive and engaging environment; remain professionally curious about absence; pass concerns promptly to the appropriate lead.
Parents / carers	Ensure regular, punctual attendance; report absence promptly and honestly; seek leave in advance; keep contacts current; work with support and attend meetings.
Pupils	Attend on time; remain on site and attend every lesson; explain barriers to a trusted adult; participate in agreed support and reintegration plans.



School day, registers and punctuality

Daily expectations

Pupils must arrive by 08:30 and be ready for registration and learning. Morning registration is taken from 08:40 and closes at 09:10. A pupil arriving after 08:40 but before 09:10 is recorded late (L). A pupil arriving after 09:10 is recorded using U unless another national code accurately describes the circumstances. The afternoon register is completed by 13:40 for all pupils during the afternoon session following the different lunchtime breaks.

Registers are taken twice on every school day, once at the beginning of the morning session and once during the afternoon session. They are taken at the same time for all registered pupils and remain open for no longer than 30 minutes. Staff must see the pupil before marking them present. Registers are legal records and must never be completed from assumption or retrospectively to disguise absence.

Accuracy and amendment

19. The register records presence or the most accurate national attendance or absence code available.
20. Code N is temporary. The correct code must be entered as soon as the reason is established and no later than five school days after the session; otherwise N is amended to O.
21. Every amendment must preserve the original entry and record the amended entry, reason, date and person making the change.
22. Registers and required back-up copies are retained for six years from the date the data was entered.
23. Missing registers or marks are chased immediately by the School Office and repeated failures are escalated to the Senior Attendance Champion.
24. Lesson registers and movement information are checked against session registers so that internal truancy or a missing pupil is identified promptly.

Leaving or arriving during the day

Pupils must sign in or out through the School Office. A pupil may leave only with authorised adult permission and in accordance with safeguarding arrangements. The session code records whether the pupil was present when the statutory register was taken; sign-in/out records provide the additional fire and safeguarding record.

Reporting and responding to absence

Parent reporting

A parent must telephone or email the School Office before 08:30 on each day of unexpected absence, unless the school has agreed the full duration. The parent should give the pupil's name, class, reason, expected duration and relevant welfare information.



The school may ask proportionate follow-up questions so that the correct code and support can be identified.

First-day safeguarding response

25. Immediately after the morning register closes, the School Office identifies every absent pupil without an adequate explanation and checks messages, transport information, known appointments and off-site provision.
26. The school contacts the parent or carer using the primary and then secondary contacts. Contact attempts and responses are recorded.
27. Risk is assessed using the pupil's age, vulnerability, SEND, medical need, safeguarding history, previous attendance, siblings, travel arrangements and the circumstances of the absence.
28. If contact is not achieved or the explanation creates concern, the matter is escalated promptly to the Attendance Lead and DSL. Action may include further calls, contact with known professionals, a welfare/home visit, children's social care or police contact. Immediate danger is referred without delay.
29. For a pupil with poor attendance or an identified barrier, a pastoral lead may make a further same-day call to understand need, encourage safe return for the afternoon where appropriate, and agree next-day arrangements.

Safeguarding rule

A standard sequence never replaces professional judgement. A high-risk unexplained absence is escalated immediately; the school does not wait for routine call attempts to finish.

Return to school

The pupil is welcomed back without shame. A brief, proportionate return conversation checks wellbeing, confirms the reason for absence, identifies missed support or learning, and explores whether anything makes future attendance difficult. Repeated or concerning absence triggers the staged response in section 10.

Authorised and unauthorised absence

Illness and medical needs

Parents should notify the school when a pupil is too ill to attend. Physical and mental health are treated consistently. The school will not routinely demand medical evidence or operate a blanket evidence rule. Reasonable evidence may be requested where there is genuine doubt about authenticity or where prolonged or repeated illness means evidence would help the school understand needs, make adjustments, code absence accurately or secure additional provision. Evidence may include a conversation, prescription, medication record, appointment evidence or, where appropriate, a clinician's letter.

Parents should arrange routine appointments outside school hours where practicable. Where this is not possible, pupils should attend before and/or after the appointment.



Evidence of the appointment may be requested. The school makes the required sickness return to the local authority where it reasonably believes a pupil will miss 15 consecutive school days or will reach 15 school days of illness cumulatively in the school year.

Leave of absence and exceptional circumstances

Leave must be requested in writing and in advance from the Headteachers. The relevant Headteacher considers each request individually, including its specific facts, duration, timing, the pupil's circumstances and attendance record. There is no blanket entitlement and no retrospective grant of leave. A family holiday is not an exceptional circumstance and will normally be unauthorised.

The school will use the appropriate national code for regulated performance or employment abroad, an agreed interview, public-examination study leave, a temporary part-time timetable, religious observance, or another permitted circumstance. Only the day exclusively set apart by the relevant religious body is coded for religious observance; additional time requires separate consideration.

Unauthorised absence

Absence is unauthorised where leave was not granted, the school is not satisfied that the explanation supports an authorised code, no reason is established, a holiday was not granted, or the pupil arrives after the register closes without a reason supporting another code. The school, not the parent, decides the attendance code.

Pupils who face additional barriers

SEND, disability and medical conditions

The school will not treat disability-related absence as wilful non-compliance without understanding the circumstances. The Attendance Lead, SENDCo, DSL, pupil, family and relevant professionals will identify barriers and ensure agreed provision is accessible. The school will make reasonable adjustments where a disabled pupil would otherwise be placed at a substantial disadvantage. Adjustments may relate to arrival, uniform, transport planning, sensory access, transitions, safe spaces, trusted-adult contact, break or lunch arrangements, lesson access and reintegration.

Where a pupil has an EHC plan, attendance concerns may indicate that provision is not accessible or sufficient. The school will implement the specified provision, liaise with the local authority and request review where additional or different support may be required. An EHC plan does not provide a separate basis for removal from roll.

Mental health and emotionally based school avoidance

The school will listen carefully to the pupil and family, avoid reinforcing long-term avoidance, and agree a gradual but ambitious return supported by trusted relationships and relevant professionals. A written plan will state the barrier, adjustments, attendance



goal, review date, education arrangements and steps toward full in-person attendance. Safeguarding concerns are considered throughout.

Other vulnerable groups

Analysis and case review will consider pupils with a social worker, children in care and previously in care, young carers, disadvantaged pupils, pupils experiencing bullying, bereavement or family instability, pupils with English as an additional language, and pupils entering mid-year. The relevant professional will be informed of unexplained absence where appropriate, and attendance will be integrated into existing plans rather than managed in isolation.

Auckland staged support and escalation pathway

The thresholds below trigger review; they do not replace judgement. A sudden pattern, safeguarding concern or known vulnerability may require immediate action at any percentage. Conversely, plans for serious illness or disability must remain individual and sensitive.

Stage / trigger	Required response	Review and evidence
Universal: 95%+ and no concerning pattern	Daily welcome; accurate registers; curriculum and pastoral belonging; regular communication; recognition of strong and improved attendance.	Weekly class/form monitoring; termly information to families.
Early concern: below 95%, repeated lateness, 3+ sessions in 4 weeks, or deterioration	Conversation with pupil; parent contact; identify barrier; check SEND/safeguarding; agree one or two practical actions and a short attendance goal.	Review within 2–4 weeks; record contact, barrier, adjustment and outcome.
Targeted: below 92%, pattern persists, or PA risk	Formal attendance meeting; pupil/family voice; attendance support plan; named lead; targeted pastoral/SEND/early-help actions; consider home visit and external advice.	Review at least fortnightly initially; place on attendance risk register; measure sessions gained and plan fidelity.
Persistent absence: 90% or below	Senior-led multi-agency review; formalise support; notify/involve social worker or local authority where relevant; consider Early Help; ensure full-time education and reintegration plan.	Minimum fortnightly case review; half-termly senior quality assurance; Board sees anonymised cohort/impact.



Stage / trigger	Required response	Review and evidence
Severe absence: 50% or below, or acute safeguarding risk	Priority safeguarding and education plan; senior case owner; local-authority attendance support; coordinated multi-agency meetings; frequent welfare contact; consider statutory services.	Weekly senior oversight until stable; documented education offer, risk assessment, milestones and contingency.

Attendance Support Plan: minimum content

30. pupil and family voice and the identified barrier(s);
31. baseline attendance, pattern and safeguarding/SEND context;
32. specific support and reasonable adjustments, with named owners;
33. a realistic but ambitious short-term attendance goal and full-time end goal;
34. daily arrangements, communication route and what happens if the pupil does not arrive;
35. education and catch-up arrangements without presenting remote education as attendance;
36. review date, success measures and escalation/contingency; and
37. a dated record of delivery and impact.

Part-time timetables, remote education and alternative provision

Part-time timetables

All pupils of compulsory school age are entitled to full-time education. A part-time timetable may be used only in exceptional circumstances as a temporary, time-limited intervention, agreed with the parent and, where appropriate, relevant professionals. It must not be used to manage behaviour, accommodate staffing, avoid exclusion, or as a long-term response to absence.

38. state why it is in the pupil's best interests and record parent agreement;
39. specify the exact sessions to attend and use the correct attendance code for agreed non-attendance;
40. include safeguarding and welfare arrangements for time out of school;
41. set a clear start date, end date and planned increases toward full-time attendance;
42. be reviewed at least fortnightly, with the pupil and parent involved;
43. be notified to the local authority in accordance with local arrangements; and



44. take account of EHC plan, child protection, child in need or care-plan requirements.

Remote education

Remote education does not count as attendance. It is a last-resort, short-term measure for a pupil who is well enough to learn but cannot attend in person, normally within a reintegration plan. The school, parent, pupil and relevant professional should agree its use; the arrangement is time-limited and reviewed, and the pupil remains coded absent using the most accurate code. Engagement is monitored separately.

Off-site and alternative provision

Before using an attending-another-place code, the school confirms that the activity is approved, supervised as required and actually taking place. Attendance at alternative provision is monitored promptly; unexplained non-attendance triggers the same safeguarding response as absence from school. The school retains responsibility for oversight, quality, safety and the pupil's reintegration or next steps.

Persistent and severe absence strategy

Persistent and severe absence are treated as whole-school, safeguarding and inclusion priorities. The strategy is based on five connected pillars.

Pillar	What strong practice looks like at Auckland
Belong	Every pupil is known; relationships, anti-bullying, curriculum access, enrichment and a calm environment give a compelling reason to attend.
Notice	Accurate twice-daily and lesson registers; prompt first-day response; weekly data identifies deterioration before thresholds are crossed.
Understand	Pupil and family voice; analysis of barriers rather than assumptions; SEND, medical, transport, social and emotional factors considered together.
Act	One named case owner; practical support; clear plan; timely external help; persistent and severe cases receive protected senior oversight.
Evaluate	Leaders test whether actions were delivered and whether attendance, access, punctuality and wellbeing improved; ineffective plans are changed.

Case prioritisation

The attendance risk register is updated weekly for pupils below 92%, pupils crossing the PA or severe-absence thresholds, and any pupil whose pattern or vulnerability creates concern. It records current and previous attendance, authorised/unauthorised split,



punctuality, pattern, barrier category, SEND/safeguarding status, pupil and parent voice, named owner, plan, review date, impact and next action. Access is restricted to staff who need the information.

Legal intervention and parental responsibility

Parents of compulsory-school-age pupils have a legal duty to secure regular attendance where their child is registered at school. Auckland's default approach is support first: legal action is not a substitute for understanding or providing appropriate support. However, support does not mean indefinite drift. Where support is not appropriate—for example, an unauthorised term-time holiday—or has not succeeded or been engaged with, the school will work with Liverpool City Council to consider formal intervention.

The national threshold for considering a penalty notice is 10 sessions of unauthorised absence within a rolling 10-school-week period. The sessions may be consecutive or non-consecutive and the period may span terms or school years. Meeting the threshold does not make a notice automatic; the authorised officer considers the individual case, support provided, local code and whether a Notice to Improve is appropriate. A 'Notice to Improve' normally gives a final 3–6 week opportunity to engage and secure specified improvement. Only two penalty notices may be issued to the same parent for the same child within a rolling three-year period; subsequent repeated offending may lead to prosecution. The local authority, not the school, determines and issues penalty notices.

Safeguarding, children missing education and removal from roll

Children being absent from education, particularly repeatedly or for prolonged periods, can be a warning sign of neglect, abuse, exploitation, mental ill health or other harm. Staff follow the Safeguarding and Child Protection Policy and report concerns immediately to the DSL. The school informs a pupil's social worker and/or youth justice worker of unexplained absence where appropriate.

If a pupil does not attend on the agreed first day, the school follows up and attempts to establish the reason and whereabouts. If the pupil cannot be located, the local authority is notified. The school makes required new-pupil, deletion, attendance and sickness returns, and cooperates with local-authority enquiries.

A pupil's name is deleted only when a ground in regulation 9 of the 2024 Regulations is fully met. The school does not delete retrospectively or because attendance is poor, needs are complex, fees are disputed, or a parent says they are considering another option. For non-standard transitions, required information is sent to the local authority within the statutory timeframe. Where joint reasonable enquiries are required, deletion does not occur until those requirements are satisfied. The Common Transfer File is transferred securely through the appropriate system.



Attendance data, monitoring and governance

Analysis

The Senior Attendance Champion ensures analysis is purposeful and leads to action. Data is reviewed weekly, half-termly, termly and annually, including:

45. whole-school, phase, year, class/form and individual attendance;
46. authorised and unauthorised absence, illness, term-time holiday and other code patterns;
47. persistent and severe absence and pupils approaching those thresholds;
48. punctuality and arrival after register closure;
49. day, session, lesson, subject, seasonal and repeat patterns;
50. SEND, EHC plan, disability, disadvantage, safeguarding status, social worker, child in care/previously in care, young carers, EAL, gender and other locally relevant cohorts;
51. new admissions and pupils in alternative or off-site provision;
52. comparison with the school's previous performance and suitable national or local benchmarks; and
53. the delivery, cost and measurable impact of interventions.

Reporting cadence

Frequency	Operational review	Accountability output
Daily	Missing marks, unexplained absence, high-risk pupils, off-site attendance, late arrivals.	Resolved register exceptions and safeguarding chronology.
Weekly	Pupil movement, PA risk, severe absence, vulnerable cohorts, plan actions due.	Attendance risk register; named actions and owners.
Half-termly	Trends, groups, code quality, intervention impact, lesson patterns.	SLT attendance report and challenge meeting.
Termly	Strategic KPIs, group gaps, PA/severe cases, legal activity, safeguarding, resource impact.	Board dashboard with narrative, challenge and decisions.
Annually	Year-on-year outcomes, consultation, policy implementation, strategy effectiveness.	Policy/strategy review and priorities for the next year.



Board assurance questions

54. Which pupils and groups are improving, deteriorating or missing disproportionately?
55. Do leaders know the barriers, and is agreed support actually being delivered?
56. Are SEND provision and reasonable adjustments reducing disadvantage?
57. Are severe-absence pupils receiving coordinated safeguarding and education oversight?
58. Is register coding accurate, timely and auditable?
59. What has changed because of Board challenge or resource decisions?

Promoting and recognising attendance

Attendance messages will be visible, positive and connected to learning, relationships and future goals. Tutors and teachers notice absence, welcome pupils back and celebrate improved habits. Families receive clear information about the learning time represented by absence and about support available.

Recognition may include class/form celebration, certificates, personal praise, contact home, improvement awards and pupil-led celebration. Rewards will be inclusive and carefully designed: pupils will not be shamed, publicly ranked by individual absence, denied ordinary curriculum entitlement, or disadvantaged for disability- or health-related absence. Improvement, resilience and engagement with a plan are recognised alongside high attendance.

Staff training, information sharing and records

All staff receive attendance guidance at induction and refreshers at least annually. Training covers why attendance matters, safeguarding links, accurate registers, first-day response, escalation routes, inclusive communication and reasonable adjustments. Staff with attendance responsibilities receive additional training in law, national codes, data analysis, difficult conversations, home visits, multi-agency work and local enforcement processes. Training records are maintained.

Attendance information is shared lawfully, securely and on a need-to-know basis in line with UK GDPR, data-protection law, statutory duties and school privacy notices. The school shares information with the local authority, DfE and relevant partners where required or where doing so is necessary to safeguard or support a pupil. Registers, amendments, contact logs, plans, meeting notes, referrals and returns form an auditable chronology.

Complaints, equality and policy review

Concerns about the application of this policy should first be raised with the Senior Attendance Champion or Headteachers and may then be pursued through the school's Complaints Policy. A disagreement about a code does not permit the school to alter a legal register inaccurately.



The Senior Attendance Champion completes an annual equality and impact review, informed by attendance data and the views of pupils, parents and staff. The policy is reviewed at least annually and sooner where legislation, guidance, local procedures or evaluation indicate a change is needed. The Board records approval and challenge.

Intervention menu

Barrier	Possible response (selected with pupil/family)
Transport / morning routine	Route planning; alarm/checklist; breakfast offer; key-adult check-in; family or local-agency support; temporary practical assistance where available.
Anxiety / emotional avoidance	Trusted adult; predictable arrival; graded reintegration; safe base; reduced transition load; therapeutic/mental-health referral; regular plan review.
SEND / sensory / learning	SEND review; reasonable adjustments; accessible curriculum; sensory/environmental changes; EHC plan liaison; staff briefing.
Bullying / peer conflict	Immediate safeguarding and anti-bullying response; safety plan; restorative work where suitable; supervision and class adjustments; follow-up with pupil.
Medical need	Individual healthcare planning; access adjustments; clinical liaison with consent; education during unavoidable absence; staged return.
Family difficulty / young caring	Early Help; social care or young-carer support; practical plan; flexible support that maintains ambition for full-time attendance.
Disengagement / low aspiration	Curriculum review; mentoring; careers link; enrichment; meaningful leadership; attendance programme; celebrate improvement.
Lateness	Pattern analysis; family meeting; transport/morning plan; daily check-in; proportionate behaviour response where no barrier explains lateness.

Evaluation framework

Question	Measure
Did we do what we agreed?	Actions completed on time; contacts, meetings, adjustments and referrals evidenced.
Did access improve?	More sessions/lessons attended; fewer U codes and late minutes; successful reintegration milestones.
Did outcomes improve?	Attendance trend, PA/severe status, learning engagement, wellbeing and safeguarding indicators.



Question	Measure
What will we change?	Continue, adapt, intensify or stop action, with rationale and new review date.

Appendix A: School-specific operational details to confirm

Required field	Confirmed detail
Senior Attendance Champion	Miss Whitehouse & Mrs Livramento & Mr Willis
Day-to-day Attendance Lead	Mrs Livramento & Mr Willis
School Office absence contact	0151 727 0083
School opens / pupils on site	07:30
Morning register	Opens 08:40 closes 09:10
Afternoon register	Opens 13:10 closes 13:40
End of compulsory school day	15:00 Clubs finish 16:00
Local-authority attendance contact	Liverpool City Council: joanne.wagner@liverpool.gov.uk
MIS and back-up arrangements	[system] electronic back-up at least monthly

Appendix B: Daily attendance operating procedure

Time / point	Action	Owner
Before 08:30	Receive and log absence messages; identify known off-site pupils and appointments.	School Office
08:30–08:45	Take morning register at the same time for all pupils; record only pupils seen; submit promptly.	Tutors / teachers
At 08:45	Close register; late arrivals report to Office; identify missing marks and unexplained absence.	School Office
Immediately after close	Reconcile messages, transport, trips and provision; begin first-day contact and risk assessment.	School Office / Attendance Lead
Prompt escalation	Escalate no contact, inconsistent explanation or known vulnerability to Attendance Lead / DSL; take risk-led action.	Attendance Lead / DSL
Later same day	Further pastoral contact for targeted pupils; encourage safe return / next-day attendance; record actions.	Pastoral Lead



Time / point	Action	Owner
Afternoon session	Take statutory PM register after lunch at the published common time; repeat unexplained-absence response where needed.	Teachers / Office
End of day	Resolve missing marks; review internal absence; hand over unresolved welfare concerns; track N-code deadline.	Office / DSL
Within five school days	Replace N with accurate code, or O if no reason can be established; retain audit trail.	Authorised attendance staff

Appendix C: National attendance codes – staff guide

The rule for staff

Record what is true at the time the register is taken. Never guess a code, mark a pupil present without seeing them, or change a register simply to improve attendance figures. Ask the Attendance Lead where the correct code is uncertain.

If this is the situation...	Staff action
The pupil is physically in school	Use / or \; use L if they arrive before the register closes.
The pupil is learning somewhere approved by school	Confirm attendance at the activity, then use the correct B, D, P, V or W code.
The pupil is absent for an authorised reason	Use the single code that most accurately describes the reason.
The reason has not yet been established	Use N temporarily, investigate promptly and replace it within five school days.
The pupil arrives after the register closes	Use U unless another national code accurately describes why they could not attend.
You are unsure	Leave an accurate temporary mark and contact the Attendance Lead; do not invent or approximate.



C1. Present at school

These marks count as attendance.

Code	Meaning	When staff should use it	Status / key point
/	Present – morning	The pupil is physically present when the morning register is taken.	Present
\	Present – afternoon	The pupil is physically present when the afternoon register is taken.	Present
L	Late before register closes	The pupil arrives after 08:40 but before the morning register closes at 09:10.	Present, but late. Record arrival time.

C2. Attending an approved place other than school

Confirm that the activity is approved and that the pupil actually attended. These codes count as attendance.

Code	Meaning	When staff should use it	Status / key point
B	Other approved educational activity	The pupil attends approved, supervised educational activity not covered by another code.	Present / attending elsewhere
D	Dual registered at another school	The pupil is registered at two schools and is due to attend the other school for this session.	Present / attending elsewhere
P	Approved sporting activity	The pupil participates in an approved sporting activity that meets supervision requirements.	Present / attending elsewhere
V	Educational visit or trip	The pupil attends a school-arranged visit or trip supervised by school staff.	Present / attending elsewhere
W	Work experience	The pupil attends work experience arranged as part of their education.	Present / attending elsewhere



C3. Authorised absence

The pupil is absent, but the circumstances meet the definition of an authorised absence code.

Code	Meaning	When staff should use it	Status / key point
C	Exceptional circumstances	The Headteacher has granted advance leave after considering the individual facts and circumstances.	Authorised absence; not for ordinary holidays
C1	Regulated performance or employment abroad	Leave has been granted in line with the required licence, approval or regulation.	Authorised absence
C2	Temporary part-time timetable	A compulsory-age pupil has an agreed, exceptional, time-limited part-time timetable.	Authorised absence; plan and review required
E	Suspended or permanently excluded	The pupil remains on roll and no alternative provision is being attended in the session.	Authorised absence
I	Illness	The pupil cannot attend because of physical or mental illness.	Authorised absence; medical evidence is not routinely required
J1	Interview	Advance leave has been granted to attend an interview for education or employment.	Authorised absence
M	Medical or dental appointment	The pupil is absent for an appointment that could not reasonably take place outside school time.	Authorised absence; attend before/after where possible
R	Religious observance	The day is exclusively set apart by the religious body to which the parent belongs.	Authorised absence; normally one specified day
S	Study leave	Study leave has been granted for a public examination, not internal or mock examinations.	Authorised absence



Code	Meaning	When staff should use it	Status / key point
T	Parent travelling for occupational purposes	The pupil is a mobile child travelling because of the parent's trade or business.	Authorised absence; statutory conditions apply
X	Non-compulsory-age pupil not required to attend	A non-compulsory-age pupil is not required to attend that session.	Not a possible attendance session

C4. Unable to attend because of an unavoidable cause

Use only where the exact statutory circumstances apply. These are not counted as possible attendance sessions.

Code	Meaning	When staff should use it	Status / key point
Q	Lack of access arrangements	The statutory travel/access circumstances apply and the pupil cannot get to school.	Not a possible attendance session
Y1	Usual transport unavailable	School or local-authority transport normally provided is unavailable and school is beyond walking distance.	Not a possible attendance session
Y2	Widespread travel disruption	A local, national or international emergency causes widespread travel disruption.	Not a possible attendance session
Y3	Part of the school premises closed	Part of the site is unavoidably unusable and the pupil cannot practicably be accommodated elsewhere on site.	Not a possible attendance session
Y4	Whole school unexpectedly closed	The whole school closes unexpectedly when it had been planned to open.	Not a possible attendance session
Y5	Criminal justice detention	The pupil is in police detention, remanded to youth detention or detained under sentence.	Not a possible attendance session
Y6	Public-health guidance or law	The pupil is well enough to attend but attendance would conflict with relevant public-health guidance or legislation.	Not a possible attendance session



Code	Meaning	When staff should use it	Status / key point
Y7	Other unavoidable cause	A genuine emergency affecting the pupil prevents attendance and no other Y code applies.	Record the exact nature of the cause

C5. Unauthorised absence

These codes count as absence and require appropriate follow-up.

Code	Meaning	When staff should use it	Status / key point
G	Holiday not granted	The pupil is absent for a holiday that was not requested in advance or was refused.	Unauthorised absence; leave cannot be granted retrospectively
N	Reason not yet established	No reason is known when the register closes.	Temporary only: replace within five school days or amend to O
O	Other or unknown circumstances	No reason can be established, or the reason does not meet an authorised definition.	Unauthorised absence
U	Arrived after register closed	The pupil arrives after 08:45 and no other code accurately explains the missed session.	Unauthorised absence; record arrival time

C6. Administrative codes

These codes describe whether a pupil is expected to be on the register; they are not absence reasons.

Code	Meaning	When staff should use it	Status / key point
Z	Prospective pupil not yet on admission register	The pupil is expected to join in future but has not yet reached the agreed admission date.	Administrative
#	Planned whole-school closure	The school is closed to all pupils as planned, for example a holiday or planned closure day.	Administrative