



Standard Circular A6



North Ayrshire Council

Comhairle Siorrachd Àir a Tuath

Proud to be  Overall Council of the Year 2017
EDUCATION AND YOUTH EMPLOYMENT

**ATTENDANCE IN NORTH AYRSHIRE EDUCATIONAL
ESTABLISHMENTS**

EVERY SCHOOL DAY MATTERS

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Maintaining Accurate Attendance Records

1. MAINTENANCE OF SCHOOL REGISTERS

- 1.1 The education authority is required to report from time to time on school attendance in general. It is also necessary to report on pupil absence statistics, which require to be included in school handbooks.
- 1.2 Moreover, in having due regard to pupils' care and welfare, their health and wellbeing and in exercising appropriate vigilance in relation to health and safety, schools must be in a position to account for those present within the school campus at all times or an organised activity outwith the campus at any given time.
- 1.3 Head Teachers are, therefore, required to ensure that there is maintained on an up-to-date basis in their establishment:
 - a) A register of admissions to and withdrawals from the school.
 - b) A daily register containing the name of each pupil admitted and indicating the absence of each pupil not deemed to be present in respect of each meeting of the school.
 - c) A note of any unauthorised pupil absence from individual classes during the school day.
 - d) Such documentation on individual pupil attendance as may be required by the Scottish Government or Education and Youth Employment for statutory and other purpose.

There is a legal responsibility for schools to complete and maintain accurate registers.

Class teachers are responsible for completing registers for the children and young people attending their classes, including form or tutor classes and those classes where the teacher is not the usual class teacher but covering a class.

- 1.4 During exceptional circumstances, e.g. fuel shortage, fire, elections, strikes, where a school is closed for a whole day, the number of school openings will be reduced by the number of days total closure and registers will not be marked.
- 1.5 Where a partial closure results in only a minority of pupils being in attendance for the whole or part of a day, the school will be regarded as closed for the purpose of formal pupil registration. The number of school openings will be reduced by the number of partial closure days and registers will not be marked. However, where it is possible to provide education for the majority of pupils, this should be regarded as a normal opening and the pupils who cannot be accommodated should be given credit for attendance which they might have made in normal circumstances.
- 1.6 The total number of attendances at the end of the year should indicate the number of openings approved by the Education and Youth Employment Directorate, less the number of days non-attendance due to exceptional circumstances and agreed in-service days. The reason for the non-attendance must be marked on the register. Where schools are deemed to be closed for the purpose of formal pupil registration, but some educational provision is on offer to any group of pupils, then a note must be kept of those pupils present at each class which is held to cover possible emergencies which may arise during the course of the day and for future reference, should this prove to be necessary.

2. CRITERIA FOR ATTENDANCE

- 2.1 Attendance is defined as participation in a programme of educational activities arranged by the school.

Pupils will be marked present when participating in such activities outwith the school as well as when they are physically present in the school.

- 2.2 Approved educational activities which take place during school hours Outwith School premises include:

- a) Work experience projects
- b) Educational visits
- c) Day and residential visits to outdoor centres
- d) Study at a college or consortium school
- e) Attendance at assessment centres
- f) Interviews and visits regarding higher/further education
- g) Interviews with prospective employers
- h) Debates, sports, theatrical productions arranged by or in conjunction with the school
- i) Psychological Service interviews
- j) School medical examinations
- k) Medical and dental appointments
- l) Home/hospital tuition
- m) Attendance at child care reviews
- n) Study leave, as part of a programme arranged by the school during the period of the national examination timetable
- o) Attendance at off-site provision as part of an ongoing educational programme.

3. CRITERIA FOR ABSENCE

- 3.1 Pupil absence falls into two categories: authorised (approved) and unauthorised (truancy).

- 3.2 Absence will be considered to be **authorised** in the following circumstances:

- a) Where a pupil is ill
- b) Where there is no school within walking distance and no suitable transport arrangements exists
- c) Attending external examinations
- d) Attendance at or in connection with a Children's Hearing or Care Review
- e) Appearing in court or attending meetings prior to an appearance in court
- f) Attending weddings of immediate family

- g) Bereavement
- h) Agreed debates, sports, musical or theatrical productions not arranged by or in conjunction with the school
- i) Religious observance. At the request of their parents, children of ethnic or religious minority background **may** be permitted to be absent from school for up to three occasions in any one session in order to celebrate **recognised** religious events
- j) On family holiday where there are exceptional circumstances (see below)
- k) When the children of “travelling” people are moving from one site to another;
- l) Domestic circumstances agreed by the parent and Head Teacher; and
- m) Any other educational activity approved by Education and Youth Employment.
- n) Agreed study leave period

Where a pupil is ill, or attending an appointment arranged by a parent, the parent /carer should supply the school with an appropriate note/letter explaining the absence. Where no letter is produced/available or call made to clarify the appointment with the school, then the absence will be counted as unauthorised (see below)

3.3 Absence will be considered to be **unauthorised** in the following circumstances:

- a) There is an application for an attendance order
- b) There is an appeal pending regarding an attendance order
- c) A pupil is suspected of, or known to be, truanting
- d) Most family holidays
- e) Where a pupil’s absence is unexplained
- f) Pupils do not attend school during the examination period but do not have any external exams. This is very often a school based issue and establishments should be **very clear** to pupils who is expected to be in school during these periods and which pupils have permission to be absent in order to study at home

3.4 Exclusion

As an exclusion is imposed by the school and is not the action of a pupil or parent, it does not sit comfortably within the definition of unauthorised absence as previously categorised. Exclusions should therefore be recorded and reported separately from other types of absence, but not recorded as unauthorised absence. However, schools will be aware that EXCLUSION IS A LAST RESORT and that advice and guidance is available to schools on this key issue within IEI2 (Included, Engaged and Involved)

If the authority makes alternative provision available during the period of exclusion the school cannot record this as attendance. The authority should monitor the number of days that alternative provision is made for excluded pupils.

It is imperative that schools use the correct codes to record the nature of non attendance. Accuracy is crucial for the records held by the school and the local authority. Codes used incorrectly may impact negatively on school statistics. Please see codes attached at Appendix 1.

- 3.5. Recording of attendance and absence should cease when a pupil is removed from register of the school. Schools should apply rigour in recording those pupils who are not removed from school registers.

3.5 Family Holiday

- a) The majority of family holidays taken during term time should be categorised as **unauthorised absence**. However it is acceptable under **exceptional** circumstances for schools to authorise a family holiday during term time. Such circumstances may include a family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other similar traumatic personal events.
- b) A family holiday classified under the 'authorised absence' category should not include such reasons as:
- The availability of cheap holidays
 - The availability of desired accommodation
 - Poor weather experienced
 - Holidays which overlap the beginning or end of term
 - Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)
- c) Family holidays with the above and similar characteristics should be classified as **unauthorised absence**. In relation to previous Circulars, the criterion of otherwise satisfactory or otherwise unsatisfactory attendance was attached to the differentiation of family holidays as authorised or unauthorised absence. While otherwise unsatisfactory attendance may well be one reason for a school to withhold agreement to absence for a family holiday, it may not be the only factor needing to be taken into account.

The decision on recording absences authorised and unauthorised should therefore be based simply on whether the school has given prior agreement to the absence or not, using the criteria outlined above. Where a school's prior agreement has not been sought the absence **should automatically be classed as unauthorised**.

- d) Extended leave with parental consent should be recorded separately outside the figures for attendance and absence, and may include circumstances such as:
- Extended overseas educational trips
 - Short-term parental placements abroad
 - A family returning to its country of origin to care for a relative or for cultural reasons.

3.7 Alternative/Off-site Provision

Where a pupil attends alternative or off-site provision as part of a school programme) they should be marked present or absent within that provision. The attendance information should be transferred (relayed) to the school. This means that the pupil's

attendance is recorded and monitored for the entirety of the off-site programme, as it is for pupils attending the school. The attendance record will then be more accurate than the previous categorisation as authorised absence.

- 3.8 Where pupils exhibit a pattern of absence which may warrant investigation, Head Teachers should arrange to investigate and report.
- 3.9 Schools should record such absences. The school should work with the Area Inclusion Officer to support the family to impress upon parents and children that irregular attendance patterns have been noted and other measures may be put in place to support the family. The school, in partnership with other services should work to support families to ensure that children have no barriers to accessing their education. The maintenance of attendance records and any supports/visits and interventions should be noted.
- 3.10 The Local Authority has the power to write to, interview or prosecute parents who are in default of their responsibilities regarding their children's attendance at school. The Local Authority is also empowered to refer the child to the Reporter to the Children's Panel. Further guidance on supporting parents to get their child to school is available in the attached document "Removing barriers to attending school"

4. EXEMPTION FROM ATTENDANCE

- 4.1 Exemption from the obligation to attend school may be granted by the Education Authority as prescribed in Section 34 of the Education (Scotland) Act 1980. Such exemptions are applicable only in respect of children over 14 years of age and would be granted by reason of exceptional hardship at home (but not financial hardship).
- 4.2 Applications by parents or guardians for exemption from attendance require to be made to the Head of Service (Education and Youth Employment) who, upon receipt of the application, will first consult the Head Teacher of the school and, where appropriate, obtain the views of the school medical officer and Social Services and Health.
- 4.3 The Education and Youth Employment Directorate may grant a temporary exemption for a term at a time. The exemption may be reviewed provided the total period would not exceed one year.
- 4.4 Arrangements should be made, in such cases, to support families to re – engage with education and, where possible, provide some external supports as appropriate.

5. NON-APPEARANCE OF CHILDREN AT SCHOOL

- 5.1 From time to time children who are enrolled at the school or are already in attendance at the school move away from the area or fail to attend the school without informing the school of the reason.
- 5.2 In these circumstances the normal attendance procedures should be followed, including the use of the Area Inclusion Officer, in an attempt to contact the family and establish the reason for non-attendance. Normally when a family moves to another

area the child will be enrolled in a local school. The new school would normally contact the previous school to request the pupil's records and would provide information on the official start date. Arrangements can then be made to amend the school roll and attendance records to match that date.

- 5.3 However, occasionally children cannot be traced and no requests are received from other schools for their records. In such instances, Head Teachers should follow the procedures outlined in A16: Children Missing from Home and contact Evelyn Martin at Cunninghame House - EvelynMartin@north-ayrshire.qcsx.gov.uk.
- 5.4 If no further information regarding the whereabouts of the pupil can be found then the pupil will be removed from the school roll and placed on a monitoring list to be maintained by Education and Youth Employment. In turn Education and Youth Employment will contact other local education authorities with a request to trace the pupil. If need be Education and Youth Employment will liaise with Social Services and Health with regard to child protection issues.

Removing the Barriers to School Attendance - Support and Guidance for schools

1. INTRODUCTION

- 1.1 North Ayrshire Council, Education and Youth Employment Directorate is committed to an inclusive and nurturing approach to all the children and young people in our care. Attending school and maximising their potential is at the very heart of what we do and what we believe. Therefore, it is crucial that we strive to support our children and young people and their families to achieve excellent attendance
- 1.2 School leaders should encourage a culture where attendance at school is a matter of pride for children and young people, and they understand that they as learners are important to the life and work of the school. They are all part of the school community.
- 1.3 The new attendance policy and accompanying guidance has been developed in partnership with key stakeholders and partners to ensure that the messages and processes about attendance and nonattendance at school are consistent and understood by all agencies working with children and young people across the authority. This document is a brief overview of the intended contents of the policy and offers clarity to schools in relation to the process for addressing issues of nonattendance. We are clear in our mission to work with children, families and the wider community to encourage children and young people to fulfil their potential and become valuable citizens, contributing to society and achieving their ambitions and life goals. There is a clear link between school attendance and achievement and we must all work together to encourage and motivate our children and young people to come to school.

2. REASONS FOR NON-ATTENDANCE

- 2.1 There are a number of reasons why children and young people do not attend school. These may include:
 - Avoidance of school due to anxiety
 - Escaping from relationships which have a negative impact
 - Avoidance of formal tests and evaluations
 - Receiving unwanted attention from others due to lifestyle
 - Parentally condoned absence
 - Poor relationship with teacher(s)
 - Content of the curriculum (relevance)
 - Bullying
 - Family issues
 - Inability to engage in learning due to unmet learning needs
 - The influence of peers

There may also be medical reasons why a child is unable to access education.

Schools should try to determine the main trigger for nonattendance before embarking on any planned actions or interventions. This will help in getting in right for the child and family and enable the service to target strategies appropriately.

3. EARLY INTERVENTION

- 3.1 Where we see a pattern of nonattendance emerging, we must act quickly to support families to ensure that a child does not miss out, and miss school. ***The trigger point for action should be 90% attendance over a four week period, or earlier if a Head Teacher is concerned, knows that family circumstances are having an impact on attendance or can see a familial pattern emerge.***
- 3.2 Early intervention will help to address the spiralling effect of non-attendance and children becoming increasingly anxious over a period of time, of their inability to catch up with work.

4. HOW SHOULD SCHOOLS RESPOND?

- 4.1 Schools must ensure that accurate records of attendance are kept. Teachers should be diligent in their record keeping as part of their duties and be clear that the record of attendance is a legal requirement for schools. Accuracy is important for everyone involved, and is paramount in ensuring that all our children and young people are safe and that we can account for them. It is incumbent upon teachers at all levels to undertake this duty, and where this record is consistently not undertaken accurately or timeously, should be swiftly addressed by the Head of establishment.
- 4.2 Where attendance falls below 90% in a four week period, schools should respond proportionately and, in the first stages, invite parents/ carers into the school to:
- Express their concern
 - Discuss the barriers to good attendance with learners
 - Outline the measures the school has in place by way of support
 - Create a set of actions with the parent(s) to be reflected in the child's plan
 - Carefully consider opening a child's plan as this may now be considered to be a wellbeing need. This is at the discretion of the Named Person.
- 4.3 Further school responses after the four week period are outlined in the accompanying advice and guidance document.

Accurate attendance records will help us to identify the trigger points for intervention

5. INTERVENTIONS

- 5.1 The processes to support the children and young people and their families should be consistent across the authority and offered to all parties who are experiencing this issue. The data shows that, while our attendance figures across the authority are falling, there is some concern about our secondary schools. However, improvements across all our educational establishments needs to be made.
- 5.2 All staff should embody the nurturing principles across North Ayrshire to build positive relationships with pupils. This lies at the heart of driving improvement as those positive interactions, and knowing pupils well will help us to identify issues at an early stage.

5.3 Calls and texts to home when a learner is not in school is a key part of ongoing communication between school and home. This should be done as soon as there is a concern that a pupil is not in school and no call has been made to explain the absence. However, this must be supported by an accurate record so that parents are confident in the school's record keeping and the office team responsible for sending out the message are confident that their information is correct.

5.4 Guidance booklets are available for:

- Parents
- Pupils
- Leadership teams
- Staff
- Communities

These should help educational establishments in supporting parents and families whose attendance patterns are poor. Simple interventions such as attendance focus weeks, attendance focus month, access to a healthy breakfast in school, regular contacts with home through pastoral care staff and the use of posters, social media and event days, can all have a positive impact on attendance.

6. ADDITIONAL SUPPORT

6.1 The supports available in school will help to encourage and motivate pupils to attend. Schools already use a range of strategies to encourage full attendance. These include:

- Nurturing approach
- Reward and Praise
- PSE programmes linked to attendance
- Intervention booklet
- School based counsellors to support those who are anxious or suffering from stress about coming to school or aspects of school life
- Mental health programmes and resources
- Social work interventions (e.g. YPST)
- Area inclusion worker
- Supports available through the Service Directory

This list is not exhaustive, but highlights some of the things which a school establishment might utilise to support children and families in achieving a better attendance record.

7. THE PROCESS

7.1 The Head Teacher or Head of Centre should MONITOR attendance in collaboration with their Leadership Team. In secondary schools, Pastoral Care staff, Deputes,

Faculty Heads Principal Teachers Curriculum are central to this information gathering/ sharing and any ongoing interventions.

7.2 Four Week Trigger

Where a pupil's attendance falls below 90% over a four week period

Letter inviting parents to discuss the situation, the barriers to nonattendance and agreed actions to improve. There should be discussion about the initiation of a child's plan to support the process, and a sharing of information about interventions and supports already in place. The main focus of the discussion should be:

- How can we help?
- What can we do to support you and your child?
- What are the risks for him/her of not coming to school?

This meeting should be conducted by a Principal Teacher and/or Deputy Head. In secondary establishments, this is likely to be the Principal Teacher of Pastoral Care who conducts this first meeting. Where there are significant capacity issues, it would be acceptable for the PT Pastoral Care to make a telephone call regarding attendance concerns at this stage. However, this should be accurately recorded in pastoral notes. Where face to face meetings are possible, this would be the preferred action at this stage.

The meeting should be recorded in note form and agreed actions captured. The parent(s)/ carer(s) should be aware that the attendance pattern for their child is being closely monitored and in house supports are in place as well as the school working alongside parents/carers to support activities at home to improve attendance.

Non engagement at this stage should be followed up via phone calls or text messages. The school should do everything possible to contact the parent/carer and meet with them. The Area Inclusion Officer should be aware of the contact with home about the invitation to attend the meeting and informed when there has been no engagement. The Area Inclusion Officer should become involved at this stage where there are non-engagement concerns, and meet with the school leadership team to agree a way forward.

7.3 Eight Week Trigger

Despite engagement at an early stage, and the best efforts of all concerned, a pupil's attendance is still below 90% over the eight week period.

Letter inviting parents/ carers to discuss the ongoing concern. This meeting is still much focussed on supporting children and families and working together to secure an improvement and ultimately, improved outcomes for children.

The discussion will continue to focus on:

- What are the barriers for your child?
- How can we help?
- Why did our last set of agreed actions not work?

- What are the ongoing risks?
- Who else can we ask to help us?
- What might your child need?

This meeting should be conducted by the HT and the DHT in a primary school with responsibility for this area. This sends out a clear message about the seriousness of the situation and the importance that the school/local authority places on attendance. In secondary schools this should now be the DHT with this responsibility, accompanied by the relevant PT Pastoral Care.

This meeting should be noted and further actions discussed. Discussions should be, at all times, frank, honest and open to ensure that parents and carers are clear that the school wants to help get the best outcomes for the pupil and support their families.

The school may wish the Area Inclusion Officer to attend this meeting.

Non engagement at this stage should be followed up via phone calls or text messages. The school should do everything possible to contact the parent/carers and meet with them. Further Area Inclusion Officer interventions are advised.

7.3 Twelve Week Trigger

Where there is ongoing concern about attendance and the 90% target is still not being met, there should be a **TEAM AROUND THE CHILD** meeting. All parties concerned should meet **WITH THE PARENT AND THE CHILD**. The team may consist of the following, dependent on the situation/ context/ pupil concerned.

- Head Teacher (Chair)
- Depute Head
- Pastoral Care teacher (secondary)
- Class teacher (as appropriate/ if available)
- Area Inclusion worker
- Social Worker (if involved)
- YPST (if involved)
- School based counsellor (if involved and willing to participate)

This list is not exhaustive and Head Teachers/ Pastoral Care staff are best placed to judge who should attend.

It is also advised that where engagement and actions undertaken have been unsuccessful and there has been little or no improvement, or parents/carers have undertaken small steps with only sporadic or occasional engagement, that the Head Teacher should use his/her discretion in making a decision to bring the process to this stage. It is also advised that the Head Teacher makes a judgement about who should be part of this process.

1. The parent and child should be in attendance. Their views and the views of the parents should be taken and recorded. Their attendance should be age and stage appropriate for the child and they may not be required at all of the meeting if sensitive information is being shared by the parent, for example.

2. The meeting should be supportive.
Previous actions/interventions should be discussed
Possible future actions/interventions can be explored.
3. As with previous correspondence to the parents, there should be a reference to the local authority/school responsibilities in relation to the law around attendance. This should be clearly reiterated at the meeting and the seriousness of the situation must be clear to the parents. This may prove problematic at a meeting which is supportive to parents and families, but must be made clear.
4. Reference should be made to the child's plan
5. Parents should be reminded of their duty under the law to ensure that their child attends school.

7.4 Sixteen Week Trigger

While we encourage engagement which is supportive and positive, and helps children and families to improve attendance, North Ayrshire Council Education and Youth Employment Directorate is clear that at no time can there be any risk to children, either by their missing out, or potentially suffering as a result of the actions of others. This is as true for attendance as it is for any other form of neglect. What is important is that we get it right for every child and that we look to support our children and young people through SHANARRI. We are also, as an education authority, duty bound to ensure that every child in our care is entitled to an education. At this stage, where we remain concerned about a continual pattern of non-engagement and there is no tangible improvement, there should be a referral to the reporter.

- The parent/carer should be informed
- All members of the TAC should be informed, and, if appropriate, another meeting held to discuss the case.
- The TAC may look for another course of action, but the Local Authority should be informed through the Inclusion Group at this stage.
- The Inclusion Group can consider a number of alternatives.
- If there is no tangible improvement or the impact on attendance is not significant, then there will be an automatic referral to the reporter.

Appendix One - SEEMIS Codes

List of SEEMIS attendance and absence codes currently in use

C+G registration codes	Short codes in some C+G screens	Name of Attendance/Absence/Exclusions category	Corresponding SEED code	Counts towards Possible attendance	Attendance	Authorised absence	Unauthorised absence	Guidance notes
HOL	H	Holiday						To be used when setting up the calendar for the next session, in marking national & local holidays (note that there are differences in the school annual calendar between Arran and mainland schools). Please check every year that you have the correct number of school days in the pupils' timetable (190 days or 380 openings maximum possible attendances per pupil who is registered for a full school year)
CLO	C	Closed (e.g. election)						School closure due to bad weather, etc. (see Standard Circulars M1 and M2/2007). Reduces the maximum total number of possible attendances (380 openings/pupil).
INS	I	In-Service						In-service days/openings. Does not count towards maximum number of possible attendances.
SNA	H	Should Not Attend						To be used if pupils on the roll of the school or on the roll of another school are exempt from attending certain days/openings for the whole year or for a certain period of time. IMPORTANT: For P1 pupils who only attend the morning session until the September in-service day, the afternoon session should be marked as "Should not attend". These openings do NOT count towards total possible attendances.
EXL	Z	Extended leave with parental consent	02					<p>Extended leave with parental consent is recorded separately from parental holidays (which are unauthorised), and includes circumstances such as:</p> <ul style="list-style-type: none"> ✚ Extended overseas educational trips not organised by the school ✚ Short-term parental placement abroad ✚ Family returning to its country of origin (to care for a relative, or for cultural reasons) ✚ Leave in relation to the children of travelling families. <p>Extended leave with parental consent does not count towards total possible attendances for the pupil or for the school. It allows pupils who are leaving the country for a lengthy period of time, to go there without risking losing their place if they were taking off the roll. At the same time their absence is not affecting the school's attendance rate.</p>
---	-	Present	10	*	*			Attendance

C+G registration codes	Short codes in some C+G screens	Name of Attendance/Absence/Exclusions category	Corresponding SEED code	Counts towards Possible attendance	Attendance	Authorised absence	Unauthorised absence	Guidance notes
PER	P	Medical or Dental Appointment	10	*	*			Full day or half day medical or dental appointment. NOT to be used for extended absence for medical reasons, since it counts the pupil as present, not absent.
MIS	M	Missing	10	*	*			Pupil was present at registration for the beginning of the opening, but is not present in class for a particular period.
FLD	V	Field Trip	10	*	*			Day and residential visits (mainly outdoor activities).
VIS	V	School Visit	10	*	*			Educational visits; debates, sports, musical or theatrical productions arranged by or in conjunction with the school.
STY	S	Study Leave	10	*	*			Study leave is part of a programme arranged by the school, rather than granted at pupil's or parent's request. Counts as attendance. Study leave is usually granted during the period from the official start date of the national exam timetable until the restart of timetabled lessons for the affected pupils in the school.
LAT	J	Late (arrives before mid-point)	11	*	*			Where a pupil has arrived late but during the first half of the opening, this will be marked as late LAT (J). This is regardless of whether the lateness is for a valid reason. For schools using period-by-period registration, any registration in periods beginning in the first half of the opening will be converted to an overall LAT (J) code for the opening (even if a later period is missed). While still being able to identify punctuality, this does not affect attendance rates if a pupil is only a bit late.
WRK	W	Work Placement	12	*	*			Pupil is participating in a work experience programme arranged by the school. Counts as attendance.
SEP	B	Sickness with educational provision	13	*	*			Section 40 of the Standards in Scotland's Schools etc. Act 2000 requires education authorities to make special arrangements for sick pupils to receive education elsewhere than at an educational establishment, if the pupil is deemed unable to attend school due to prolonged ill health (more than 54 openings/27 days). If the child is receiving tuition in hospital, or another kind of educational tuition at home, code SEP (B) should be used, as it counts as attendance, not authorised absence. Sickness where no such provision is available should continue to be categorised as authorised absence, under MED (F) or SEL (D) codes.
SCH	~	In school but not in class	10	*	*			Pupil is present in school, but is out of class (called in the HT's office, interviews, attending special tuition sessions, etc.)
OAT	O	Other attendance out of school	10	*	*			Pupil is receiving educational tuition outside the school (e.g. Further education college, another school, pupil support base, etc.)

C+G registration codes	Short codes in some C+G screens	Name of Attendance/Absence/Exclusions category	Corresponding SEED code	Counts towards Possible attendance	Attendance	Authorised absence	Unauthorised absence	Guidance notes
MED	F	Medically Certified	20	*		*		This would include any time where a pupil is off sick, with proof of illness such as a medical certificate, and section 14 of Education (Scotland) Act 1980 is not applicable. Authorised absence.
SEL	D	Self Certified	20	*		*		This would include any time where a pupil is off sick, with proof of illness such as a parental letter or telephone call, and section 14 of Education (Scotland) Act 1980 is not applicable. Authorised absence.
LT2	K	Late (arrives after mid-point)	21	*		*		Where a pupil has arrived late, but during the second half of the opening, then this will be marked as LT2 (K). This recording is regardless of whether the lateness is for a valid reason. It monitors instances where a pupil misses the majority of a morning or an afternoon. For schools using period-by-period registration, any registration in periods beginning in the second half of the opening, without any registration in periods beginning in the first half of the opening, will be converted to an overall LT2 (K) code for the opening (even if a later period is subsequently missed). This code is categorised as authorised absence.
PHL	E	Authorised Parental Holiday	22	*		*		The majority of family holidays taken during term time should be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. Such circumstances may include: <ul style="list-style-type: none"> ✚ A family holiday judged to be important to the wellbeing and cohesion of the family, ✚ Following serious or terminal illness, bereavement or other traumatic events. ✚ Parents unable to get leave during school holidays due to the nature of their employment (e.g. armed forces, police) See below (parental holidays – unauthorised absence) for reasons that do NOT qualify a family holiday as ‘authorised parental holiday’.

C+G registration codes	Short codes in some C+G screens	Name of Attendance/Absence/Exclusions category	Corresponding SEED code	Counts towards Possible attendance	Attendance	Authorised absence	Unauthorised absence	Guidance notes
DCA	Q	Exceptional domestic circumstances (auth)	23	*		*		<p>Absence due to short-term exceptional domestic circumstances can be classified as both authorised and unauthorised absence.</p> <p>Authorised absence under this heading covers situations such as:</p> <ul style="list-style-type: none"> ✚ The period immediately after an accident or illness; ✚ A period of serious or critical illness of a close relative; ✚ A short-term period when the pupil has to undertake care responsibilities in the family until additional support measures are put in place (under section 40 of the Standards in Scotland's Schools etc. 2000 Act); ✚ A domestic crisis which causes serious disruption to the family home, causing temporary relocation. <p>This is a short-term situation when support services have not yet been involved. Schools would need to monitor closely this situation. If they perpetuate for a longer duration the absence code used will have to change.</p>
ABS	A	Other authorised Absence	24	*		*		<p>Use the ABS (A) code for other circumstances of authorised absence such as:</p> <ul style="list-style-type: none"> ✚ Immediate family weddings ✚ Bereavements ✚ Religious observances ✚ Attendance at court ✚ Attendance at child care review ✚ Attendance at children's hearing ✚ Lack of transport – including due to bad weather ✚ Sporting & cultural events not arranged by the school, but approved by them. <p>Short illness absence should be coded as SEL (D) – self certified or MED (F) – medically certified, as the case may be. Unknown reason absence should initially be coded TBC until there is any forthcoming information from parents/guardians or other sources.</p>
TBC	T	To be Confirmed	31	*			*	<p>Default code when the reason for a pupil's absence is not known. Once the reason is known or the absence is considered truancy, the TBC (T) code will be changed to the appropriate absence code. If not changed, TBC (T) code will be treated as unexplained absence.</p>

C+G registration codes	Short codes in some C+G screens	Name of Attendance/Absence/Exclusions category	Corresponding SEED code	Counts towards Possible attendance	Attendance	Authorised absence	Unauthorised absence	Guidance notes
UPH	G	Parental Holiday	30	*			*	<p>The majority of family holidays taken during term time should be coded as UPH (G) – which is unauthorised absence. The “Parental holidays” –UPH (G) category should be used even if the justification for taking a family holiday during term time includes:</p> <ul style="list-style-type: none"> ✚ The availability of cheap holidays; ✚ The availability of desired accommodation; ✚ Poor weather experienced during school holidays; ✚ Holidays which overlap the beginning or end of term; ✚ Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences – e.g. armed forces, police). <p>While otherwise unsatisfactory attendance may well be one reason for a school to withhold agreement to absence for a family holiday, it may not be the only factor needing to be taken into account. The decision on recording absence as authorised and unauthorised should therefore be based simply on whether the school has given prior agreement to the absence or not, using the criteria outlined in the Standard Circular A6/2003 and any related guidance issued as amendments to it. Where a school's prior agreement has not been sought the absences should automatically be classed as unauthorised.</p>
UNA	U	Truancy or Unexplained Absence	31	*			*	Include all absence for which no adequate explanation has been provided.
DCU	R	Exceptional domestic circumstances (unauthorised)	32	*			*	<p>If a pupil is unable to attend school due to care responsibilities within the family, under section 40 of the Standards in Scotland's Schools etc. 2000 Act, there is an expectation that additional support services will be assessed and made available to the pupil and his family. Meanwhile, their absence from education will be short-term and therefore categorised as authorised absence – DCA (Q). However, where additional services have not been accessed, support has been refused, and the pupil's care responsibilities become long-term, the absence should be categorised as unauthorised absence - DCU (R).</p>
OUN	N	Other unauthorised absence	33	*			*	Include any other reasons for unauthorised absence; e.g. where a parent is refusing to send their child to school following a dispute with school, or when a parent refuses to sign a behaviour agreement following an exclusion.
EXC	X (/Y)	Exclusion	40	*			*	Pupil has been excluded. The code is inserted automatically for the period entered in the exclusion details

C+G registration codes	Short codes in some C+G screens	Name of Attendance/Absence/Exclusions category	Corresponding SEED code	Counts towards Possible attendance	Attendance	Authorised absence	Unauthorised absence	Guidance notes
NIS	D	Notifiable Illness (self certified)	20	*		*		New code introduced for the purpose of monitoring cases of pandemic diseases (e.g. swine flu). It should be used when the parent has called the NHS 24 helpline and has been told that the sick child's symptoms correspond to swine-flu (or other notifiable illness) but they are not to attend the GP surgery or another medical establishment. It maps into authorised absence code "Self certified".
NIM	F	Notifiable Illness (medically certified)	20	*		*		New code introduced for the purpose of monitoring cases of pandemic diseases (e.g. swine flu). It should be used when a medical certificate is presented that shows the child is suffering/has suffered from swine flu (or other notifiable illness). It maps into authorised absence code "Medically Certified".
NIX	H	Should not attend (notifiable illness)						The Should not attend (notifiable illness) code should to be used when a pupil/pupils has/have been medically advised to stay away from school where there has been a confirmed swine flu case and the pupil(s) has/have a pre-existing medical condition that may put the respective pupil(s) at risk. Also, if schools close down (or certain classes are advised to stay home) due to staff shortages caused by swine flu absence, you should also use this registration code. The school days marked as "Should not attend (notifiable illness)" will have the same status as the normal "Should not attend" code and will not be included in the total possible attendances for the school and individual pupils.
PTX	Y	Part Time Timetable (exclusion related)	24	*		*		New code introduced at the request of the Scottish Government to research management of exclusion and readmission strategies. It is meant to be used for pupils permanently excluded or temporarily excluded for a long period of time which undergo phased readmission into full-time education
PTH	=	Part Time Timetable (health related)	20	*		*		New code introduced at the request of the Scottish Government to research management of pupil attendance on a part-time basis in relation to a long-term health condition.