

Attendance Policy

(Including EYFS and Wrap-around care)

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Attendance Policy

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Attendance Policy and Procedure

1. Key School contacts

Crackley Hall school attendance champion	Narelle Copland Email: narellecopland@crackleyhall.co.uk Telephone: 01926 514444
Key staff contacts	Email: office@crackleyhall.co.uk Telephone: 01926 514444
Crescent School, school attendance champion	Alan Webb Email: alanwebb@crescentschool.co.uk Telephone: 01788 521595 Mobile number: 07741305914
Key staff contacts	Email: admin@crescentschool.co.uk Telephone: 01788 521595 Mobile number: 07741305914
Princethorpe College school attendance champion	Louisa Fielding Email: louisafielding@princethorpe.co.uk Phone: 01926 634231
Princethorpe College key staff / contacts	Email: attendance@princethorpe.co.uk Telephone: 01926 634260

2. Aims

The Foundation aspires to high levels of attendance from all pupils. Good attendance is essential for all pupils to get the most out of their school experience, including their attainment, well-being and wider life chances. The Foundation schools are committed to working in partnership with pupils and parents to remove barriers to attendance by building strong and trusting relationships.

The aims of this policy are as follows:

- to develop and maintain a whole Foundation culture that promotes the benefits of good attendance;
- to ensure, so far as possible, that every pupil in the Foundation is able to benefit from and make their full contribution to the life of their school;
- to prioritise and where possible improve attendance and punctuality across the Foundation, reduce absence and set out the Foundation's approach to the management of absence / non-attendance;
- to recognise the linkages between attendance / absence and pupil wellbeing, specifically ensuring a consistent whole Foundation approach to safeguarding; and
- to help to promote a whole Foundation culture of safety, equality and protection.

3. Regulatory framework

This policy has been prepared to meet the Foundation's responsibilities under:

- Education (Independent School Standards) Regulations 2014;
- EYFS *statutory framework for group and school-based providers* (DfE, January 2024);
- Education and Skills Act 2008;
- Children Act 1989;
- Childcare Act 2006;
- UN Convention on Rights of the Child
- The School Attendance (Pupil Registration) (England) Regulations 2024;
- Equality Act 2010; and
- Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**)

This policy has regard to the following guidance and advice:

- [Working together to improve school attendance](#) (DfE, August 2024);
- [Summary table of responsibilities for school attendance](#) (DfE, August 2024);
- [Toolkit for schools: communicating with families to support attendance](#) (DfE, August 2024);
- [Guidance for Parents on school attendance](#) (Office of the Children's Commissioner, July 2024);
- ['Is my child too ill for school?' guidance](#) (NHS, April 2024);
- [Keeping children safe in education](#) (DfE, September 2024);
- [Children missing education](#) (DfE, August 2024);
- [Supporting pupils with medical conditions at school](#) (DfE, August 2017);
- [Behaviour in schools: advice for headteachers and school staff](#) (DfE, February 2024);
- [Mental health and behaviour in schools](#) (DfE, November 2018);
- [Mental health issues affecting a pupil's attendance: guidance for schools](#) (DfE, February 2023);
- [Support for pupils where a mental health issue is affecting attendance](#) (DfE, February 2023);
- [Providing Remote education: guidance for schools](#) (DfE, updated August 2024); and
- [SEND Code of practice: 0 to 25 years](#) (DfE and Department of Health, May 2015)

The following Foundation policies, procedures and resource materials are relevant to this policy:

- Safeguarding Policy and Procedures;
- Risk Assessment Policy for Pupil Welfare;
- Missing Child Policy and Procedures;
- Special Educational Needs and Disabilities (SEND) Policy;
- Behaviour Management Policy.

4. Publication and availability

This policy is published on the Foundation schools' websites.

5. Definitions and interpretation

Where the following words or phrases are used in this policy:

- **School Attendance** is where a parent chooses to register their child at a school, they then have an additional legal duty to ensure their child attends regularly.
- references to **attendance** include all or part of the timetabled school day.
- references to a **parent** means:
 - all natural parents, whether they are married or not;
 - any person who has parental responsibility for a pupil; and
 - any person who has day to day responsibility for a pupil (i.e. lives with and looks after a pupil).
- References to a **pupil** includes anyone who is receiving an education at any of the Foundation Schools except a person who is 19 or over for whom further education is being provided, or a person for whom part-time education suitable for people over compulsory school age is being provided.
- **SAC** means the School's Attendance Champion

6. Responsibility statement and allocation of tasks

The Governing Body has overall responsibility for all matters which are the subject of this policy.

The Governing Body recognises that improving attendance is a Foundation leadership issue and has appointed a designated senior leader to have overall responsibility for championing and improving attendance in the Foundation's schools, referred to in this policy as the SAC.

To ensure the efficient discharge of its responsibilities under this policy, the Governing Body has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	SAC	As required, and at least termly
Monitoring the implementation of the policy	SAC	As required, and at least termly
Analysing attendance and absence data	SAC	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the school's processes under the policy	SAC	As required, and at least annually
Formal annual review – SAC's to provide a report to individual Head's for inclusion at the Education Committee termly	Education Committee	Termly

Further examples of tracking and monitoring see Annex 1

7. The importance of good attendance

The Foundation recognise the importance of developing good patterns of attendance from the outset. This is an integral part of the Foundation's ethos and culture. In building a culture of good school attendance it recognises:

- the importance of good attendance, alongside good behaviour, as a central part of the Foundation's vision, values, ethos, and day to day life;
- the interplay between attendance and wider Foundation improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions and / or disabilities, mental health issues, safeguarding wellbeing, and support for disadvantaged pupils;
- the importance of setting high expectations for the attendance and punctuality of all pupils and communicating these regularly and effectively to pupils and parents;
- that attendance is never "solved" and is a continuous process requiring revision and updating of messages, processes and strategies; and
- children missing education can act as a vital warning sign to a range of safeguarding issues, including neglect, sexual abuse and child sexual and criminal exploitation.

8. Foundation responsibilities

The Foundation acknowledges that attendance is the essential foundation to securing positive outcomes for all pupils and that everyone has a responsibility to take proactive steps to manage and improve attendance across the Foundation community.

The Foundation will consistently promote the benefits of good attendance, setting high expectations for every pupil and consistently communicating those expectations to pupils and parents.

Where there are challenges to attendance, the Foundation will work effectively and respectfully with pupils, their families and, where appropriate, local authorities to address them.

The Foundation will respond to non-attendance and / or lateness proactively, firmly, consistently and with care, with appropriate reference to this policy, its safeguarding and behaviour policies and the Foundation's terms and conditions. It will act in a proportionate and targeted way in response to data or intelligence and ensure intervention is regularly reviewed.

The Foundation will have robust systems in place to track and record attendance, reasons for absence and patterns at an individual level and by cohorts or groups in order to identify pupils at risk of non-attendance and those who are persistently absent and it will monitor and analyse this data regularly to facilitate early intervention to address issues.

9. Staff responsibilities

The SAC

The trustees have appointed a senior member of staff in each of the Foundation school's leadership teams as SAC to have overall responsibility for championing and improving attendance in each school.

Details of the individual appointed are at the front of this policy and are widely publicised within each school.

The SAC's responsibilities are:

- to set a clear vision for improving attendance in school;
- to establish and maintain effective systems for tackling absence and make sure the systems are followed by all staff;
- to regularly monitor and evaluate progress, including the efficacy of the school's strategies and processes;
- to have oversight of and analyse attendance data; and
- to communicate clear messages on the importance of attendance to pupils and parents.

Staff with specific responsibilities for attendance:

The staff identified in this policy have day to day responsibility for monitoring and promoting good attendance and punctuality. They should:

- have a formal routine for registers being taken accurately each morning and afternoon;
- record all absences promptly and accurately using the processes specified;
- seek explanations of absences required from pupils on their return to school;
- make enquiries about unexplained absences, including those within the school day, and follow up with pupil to ensure that an explanation has been formally given to the school;
- look out for trends or patterns in a pupil's attendance and inform the SAC of any specific concerns;
- deal with lateness to lessons consistently and promptly;
- consider appropriate sanctions for pupils who arrive late to a lesson in line with the school's behaviour and discipline policies; and
- discuss non-attendance and / or lateness with pupils and parents (where possible) and emphasise the importance of punctuality and attendance.

All staff

The Foundation ensures that all teaching and non-teaching staff know the importance of good attendance and are consistent in their communication with pupils and parents about it.

The Foundation provides appropriate training and professional development for staff consistent with their roles and responsibilities.

10. School arrangements

Each Foundation school will accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence. These registers will be kept electronically. Contact details of relevant staff can be found at the front of the policy and other details about each school's arrangements can be found in the appendices.

11. Monitoring attendance

Each Foundation school will undertake regular data analysis to identify and provide additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them. Such analysis may include:

- monitoring and analysing weekly attendance patterns and trends and provide support in a targeted way to pupils and families;
- using this analysis to provide regular attendance reports to class teachers to facilitate discussions with pupils and to leaders (including the special educational needs coordinator and designated safeguarding lead);

- undertaking frequent individual level analysis to identify pupils who need support and focus staff efforts on developing targeting actions for those cases;
- conducting thorough analysis of half-termly, termly, and full year data to identify patterns and trends;
- benchmarking attendance data at whole school, year group and cohort level to identify areas of focus for improvement;
- devising specific strategies to address areas of poor attendance identified through data;
- monitoring the impact of school-wide attendance efforts, including any specific strategies implemented; and
- providing data and reports to the Governing Body to support its work;
- we will report any absence of a pupil of 15 days or more in an academic year to the local authority;
- when children leave the school, we will make checks with their new schools to ensure that they have completed enrolment and are now attending that new school.

12. Pupil responsibilities

School attendance is important to pupil attainment, wellbeing and development. Foundation schools therefore have high expectations of pupils as to their attendance and have systems in place to reward good attendance and manage poor attendance.

Pupils should be aware that:

- they are expected to be present in-person for the duration of each school day;
- they are expected to arrive on time and attend all timetabled lessons;
- they should not leave a lesson or the school site without permission or otherwise in accordance with school rules;
- they should engage with the school's arrangements for recording and managing attendance as set out in this policy;
- any unexplained absence will be followed up;
- persistent lateness or non-attendance will result in action being taken by the school. This may take the form of:
 - offers of support to seek to identify and address any barriers to attendance;
 - communication with parents;
 - reporting to other agencies such as children's social care; and
 - sanctions against them or their parents in line with the school's behaviour policies.
- If pupils are having difficulties that might discourage or prevent them from attending school or specific lessons regularly, they may speak to any member of staff, although the school encourages them to speak to their Form Tutor, Form Teacher or their schools SAC. Pupils are entitled to expect this information to be managed sensitively.

13. Additional needs

Each school recognises some pupils may find it harder than others to attend school and will work with those pupils and parents to try to remove barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

Each school will make reasonable adjustments where a pupil has a disability that puts them at a substantial disadvantage, in comparison with pupils without a disability, in relation to school attendance.

It will also work with parents, and where appropriate with the local authority, to develop specific support approaches for attendance for pupils with special educational needs and

disabilities e.g. ensuring the provision outlined in a pupil's education, health and care plan is accessed.

Where a pupil has an education, health and care plan the school will communicate with the local authority where the pupil's attendance falls, or the school become aware of barriers to attendance that relate to the pupil's needs.

Suitable strategies and support will also be considered for pupils with any social, emotional or mental health issue that is affecting their attendance.

Where barriers are outside of the school's control, the school will work with parents and pupils to identify alternative sources of support or consider, where appropriate, making a referral for early help.

The schools will make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using the national absence code I (unable to attend because of sickness) and there are reasonable grounds to believe that the pupil will have to miss 15 consecutive or cumulative school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.

14. Parent / carer responsibilities

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education.

This means pupils must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

The schools will help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development and provide clarity on the short- and long-term consequences of poor attendance.

Parents are bound by the terms relating to conduct and attendance in the parent contract and failure to ensure a child's attendance or engage with the school about it could amount to a breach of contract or a finding that the parent is treating the school unreasonably.

15. Training

Staff: The schools ensure that regular guidance and training on attendance is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. As a minimum this will include all staff understanding:

- the importance of good attendance and that absence is almost always a symptom of wider circumstances; and
- the schools' strategies and procedures for tracking, following up and improving attendance.

Dedicated attendance training is provided to any member of staff with a specified attendance function in their role, including administrative, pastoral or family support staff and senior leaders. This should include:

- the law and requirements of schools including on the keeping of registers;

- the process for working with other partners to provide more intensive support to pupils who need it;
- the necessary skills to interpret and analyse attendance data; and
- any additional training that would be beneficial to support pupils and pupil cohorts overcome commonly seen barriers to attendance.

The schools maintain written records of all staff training.

16. Children missing from education

Personal information on attendance will only be shared in line with legal obligations and having regard to government guidance on attendance, safeguarding and children missing education.

Foundation schools, local authorities and other local partners should work jointly and share data on individual cases where it is of benefit to a pupil (eg health services where there are medical conditions or the police where there are extra-familial harms).

Where appropriate the relevant school will attend regular targeting support meetings.

Schools are legally required to share information from the registers with the local authority. As a minimum this includes:

- new pupil and deletion returns;
- attendance returns;
- sickness returns.

The law allows local authority officers access to the attendance and admission registers of all types of schools to carry out their functions under the Education Acts to support joint working between schools and local authorities. These officers are also permitted to take digital or physical extracts of the school's registers.

Schools must provide specific pupil information on request to the Secretary of State.

Foundation schools meet this requirement by having an electronic management information system containing the required information that can be accessed by the DfE. The schools also use this tool to monitor pupil level attendance and understand trends in attendance patterns.

Where appropriate, schools are expected to inform a pupil's social worker and/or youth offending team worker if there are unexplained absences.

A child that has had 15 days off in a year will be reported to the local authority.

17. Duty to Report

The schools monitor attendance closely and will take action to address poor or irregular attendance. The schools will inform the local authority (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more without permission.

Where a pupil has not returned to school for 10 days after an authorised absence or has been continuously absent without authorisation for a period of not less than 20 school days

(and there are no reasonable grounds to believe the pupil is unwell or unable to attend because of any unavoidable cause), and the school and local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is, the school may delete the pupil's name from the admission register. The school will inform the local authority of such deletion no later than the time at which the pupil's name is deleted from the register.

The Foundation also recognises its wider reporting duties following deletions from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations, to help identify children who are missing education and/or otherwise at risk of harm.

The Foundation will report to OFSTED within 14 days any incident of a missing EYFS pupil as is required under the Early Foundation stage statutory framework (EYFS) for registered providers.

18. Record keeping and confidentiality

All records created in accordance with this policy are managed in accordance with the Foundation's policies that apply to the retention and destruction of records.

The information created in connection with this policy may contain personal data. The Foundation's use of this personal data will be in accordance with data protection law. The Foundation has published privacy notices on its website which explain how the school will use personal data.

19. Alternative Provisions

For some young people it may not be possible for them to access 'mainstream' education on a full-time basis. Should this be the case there are alternative provisions that could be explored and be made available to the individual. All such provisions will need to be carefully considered and authorised by the Head and Senior Leadership Team of the school.

Part-time timetables are requested by a school and agreed with the parents. These are only to be used in exceptional circumstances and where it is in a pupil's best interest and meets their individual needs, for example, where a medical condition prevents the child attending school full time.

Education otherwise than at school, specifically relates to an agreed arrangement for a child with an EHC plan where a package of education support is implemented by the local authority and does not include attending a registered school.

Flexi schooling is an arrangement where a child receives part of their education at school and part at home. It is an agreement between the school and parents. These children are not deemed 'home educated' and remain on the role of the school. The child attends school part-time.

Elective Home Education is a term used to describe a choice by parents to provide education for their children at home or in some other way instead of sending them to school full-time. This is different to education provided by the school or local authority.

Appendix 1 - Attendance procedure follow up (Princethorpe only)

	Procedure
Daily/future absences	Recorded on iSAMs and coded according to Government guide. Registration coding has been discussed and agreed across the Foundation. Please see spreadsheet attached for details and notes. Registration Codes mapping
Registration closed	Once registers are marked, any absences are followed up with parents via a text message asking to report reason for absence. On the few occasions we do not have a reason for absence reported, an email is sent to parents as a following up and Head of House is informed. N mark reporting
Late marks	<p>Lates registered in minutes as a late mark if no genuine reason given.</p> <p>Period 1 should be recorded as minutes late if there is no genuine reason. However, this will not count towards a detention – information for tracking only.</p> <p>If a pupil comes to class late with a genuine reason (Late Bus, Music, LAMDA, Pastoral, Medical, career– these can all be verified by Pupil Hub) please amend the register to show as present when they arrive. If a late mark is given in this instance, a detention may be issued which we need to avoid.</p> <p>If a register alert has been raised, inform attendance if the Pupil subsequently arrives and amend register accordingly</p> <p>3 late marks trigger a detention</p>
Late arrivals	Late pupils sign in via the Hub and recorded on arrival. Pupil collection is also via the Hub and recorded when leaving.
Fire registers	Daily fire registers are printed by 10am each day and kept at Pupil Hub.
Pupils leaving during the day	<p>Prior notice of collection is required via the portal. Reason and person collection also required.</p> <p>Pupil will wait in the Hub and person collecting will only sign them out if pupil is present – this is to ensure pupil location known should there be an incident such as fire.</p>
Register alerts	<p>An alert is raised on iSAMS register if a pupil is not in lesson and whereabouts is unknown. Teachers should be aware of vulnerable pupils according to Pastoral Briefing. Attendance receives the alert</p> <p>Hub administration staff will follow procedure for a missing pupil.</p>

	<p>If the pupil arrives to lesson after alert has been raised, staff to notify @attendance as soon as possible so they can register accordingly and investigate whereabouts.</p>
Off Games	<p>There is a form on My School portal for parents to complete in advance if pupils are Off Games/PE for medical reasons. Parents have also received an email asking them to complete this by 10.00am on the day of the Games lesson. A slip needs to be collected from the medical centre at break or lunch.</p> <p>Off games Pupils go to the Bourse where staff mark them present in Day View on iSAMS</p>

Appendix 2 - School arrangements

Managing attendance

The Foundation school's monitors, records and shares data about pupil attendance and as part of its duty to safeguard and protect pupils and promote attendance. It accurately completes admission and attendance registers as required by law and set out in Appendix II and Appendix III respectively. The admission and attendance registers must be kept electronically and retained by each school for the relevant time period as stated by law, currently six years.

The schools expect all pupils to be present at school for the whole of the school day, usually from registration at

Princethorpe College:

8.40am (to close at 9.00am)

2.00pm to 2.20pm.

Children are welcome on site from 7.30am.

Close of school is at 6.00pm, which is when prep closes.

Crackley Hall:

8.20am to close at 8.40am

Rec to J2: 1.00pm to 1.10pm; and J3 to J6: 1.30pm to 1.40pm

Early birds care opens at 7.45am and closes at 8.15am.

Children not in Early Birds are welcome on site from 8.15am

Close of school is at 6.00pm, which is when after care closes.

Crescent School

8.40am to close at 9.05am

1.45pm to 1.50pm

Early birds care opens at 7.45am and closes at 8.15am.

Children not in Early Birds are welcome on site from 8.15am.

Close of school is at 5.45pm, which is when after school closes.

but this period may be extended, for example for out of school clubs, sports fixtures or school trips.

The role of parents / carers

The schools expect all parents to:

- make any application for an authorised leave of absence at the earliest opportunity;
 - 1.1.1 notify the school of any absence or delay as soon as reasonably possible in accordance with this policy and when doing so, give an accurate explanation for this; and
 - 1.1.2 cooperate with the school to explore possible barriers to attendance and to improve it where attendance has been raised as an issue.

Parents should ensure their child attends school by:

- Princethorpe College: 8.35am for 8.40am registration
- Crackley Hall 8.45am for morning registration
- Crescent School 8.40am for morning registration;

Registration and attendance checks

Morning and Afternoon registration is at

- Princethorpe College: 8.40am and 2pm
- Crackley Hall: 8.25am and 1.00pm (Rec and KS1) and 1:30pm (KS2)
- Crescent School: 08.40am and 1.50pm

Once the morning and afternoon registers close, a pupil will be recorded as absent if not present in the classroom/lesson.

If a pupil is absent when the register started being taken but arrives before the register is closed, they will be recorded as a late arrival (code L).

If a pupil arrives after the register has closed but before the end of the session without a satisfactory explanation e.g. because of an unavoidable cause, then this will be recorded as an unauthorised absence (code U) and the reasons given/not given will be recorded.

Reporting absence

If a pupil is to be absent from School for any reason, the parent / carer should contact the following below by email / telephone on first morning of absence;

- Princethorpe College: email attendance@princethorpe.co.uk by 8:40am
- Crackley Hall: office@crackleyhall.co.uk by 8.45am
- Crescent School: admin@crecentschool.co.uk by 8.40am

Where a pupil is ill, the school should be notified of the nature of the illness.

Arrangements for reporting subsequent absence

Absence will be recorded on the Attendance Register.

Managing absence

Authorised absences

Authorised absence means that the school has either given approval in advance for a pupil to be away (granted an authorised leave of absence) or has accepted an explanation offered afterwards as justification for absence.

Applications for an authorised leave of absence

Applications for authorised leaves of absence during the school day will only be granted in exceptional circumstances and will only be permitted if made in writing to the Headteacher of the school.

The relevant school will consider each application for an authorised leave of absence individually, taking into account the specific facts and circumstances, the pupil's past attendance record and the relevant background context behind the request.

Apart from illness or where there are additional needs, no pupil should be away from school without prior permission from the Head.

Dental or medical appointments should be made during school holidays or after the school day except in cases of emergency.

If a leave of absence is granted, it is for the Head to determine the length of the time the pupil is or was permitted to be away from school. It will be recorded as an authorised absence. See section 3 of Appendix III for more details.

A leave of absence will usually be authorised for religious observance if the day concerned is exclusively set apart for religious observance by the religious body to which parents and pupils belong. Parents are expected to make a request for this type of leave of absence in advance.

Reporting duties

Each School has statutory reporting obligations if a pupil fails to regularly attendance their absence is unauthorised. The school must report unauthorised absences for a continuous period of 10 days or more to the local authority.

Action will also be taken in accordance with the Missing Child Policy and Safeguarding Policy if any absence of a pupil from the school gives rise to a concern about their welfare.

Appendix 3 - Admission register

Admission register

In accordance with the requirements of the school Attendance (Pupil Registration) (England) Regulations 2024 the school will:

- 1.1.3 maintain an admission register of all pupils (of both compulsory and non-compulsory school age) admitted to the school (also known as the school roll); and
- 1.1.4 inform the local authority of any pupil who is going to be added to or deleted from the school's admission register at non-standard transition points.

The admission register is kept electronically, and a back-up copy of the register is made at least once a month in the form of an electronic or printed copy.

The school will ensure that every entry in the school's admission register is preserved for six years beginning with the day on which the entry was made; and every back-up copy of the register is preserved for six years after the end of the school year that it relates to.

The admissions register contains specific personal details of every pupil in the school, including their date of admission, information regarding Parents and carers and details of the school they last attended.

A pupil's name can only be deleted from the admission register for a reason set out in regulation 9 of the school Attendance (Pupil Registration) (England) Regulations 2024.

When any of the situations set out in regulation 9 occurs, the pupil's name will be deleted.

Where the School notifies the local authority that the pupil's name is to be deleted from the admission register, the school must provide it with the following information:

- the full name of the pupil;
- the address of the pupil;
- the full name and address of any parent the pupil normally lives with;
- at least one telephone number of any parent with whom the pupil lives or can be contacted in an emergency;
- the pupil's future address, the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;
- name of the pupil's other or future school and pupil's start date or expected start date there, if applicable;
- the ground (prescribed in regulation 9) under which the pupil's name is to be deleted from the admission register.

Appendix 4 - Attendance register

Attendance register

The school records and monitors the attendance of all pupils (both of compulsory and non-compulsory school age in accordance with the School Attendance (Pupil Registration) (England) (Regulations) 2024

The school uses the appropriate national attendance and absence codes system to enable it to record and monitor attendance and absence in a consistent way which complies with regulation 10 of the Attendance Regulations.

The attendance register is kept electronically, and a back-up copy of the register is made at least once a month in the form of an electronic or printed copy.

The school will also use these records to identify patterns of poor attendance (at individual and cohort level) and work with pupils and Parents to resolve any issues before they become entrenched.

The school is required by law to take attendance registers twice daily - once at the start of the morning session and once during the afternoon session.

On each occasion it will be recorded whether every pupil is:

- physically present in school when the attendance register begins to be taken; or
- absent from the school when the attendance register begins to be taken but attends before the taking of the register has ended; or
- attending a place other than the school; or
- absent.

The circumstances in which a pupil may be recorded as attending a place, other than the school, can include:

- attending educational provision arranged by a local authority;
- for an educational visit or trip arranged by or on behalf of the school and supervised by a member of school staff;
- attending a place for an approved educational activity that is a sporting activity;
- attending an approved educational activity that is work experience provided under arrangements made by the school as part of the pupil's education;
- attending a place for any other approved educational activity.

Recording absence

Absence will be recorded in accordance with the national absence codes set out in regulation 10 of the School Attendance (Pupil Registration) (England) (Regulations) 2024 and statutory guidance Working together to improve school attendance relating to:

- leaves of absence;
- other authorised reasons;
- unable to attend school because of unavoidable cause;
- unauthorised absence.

Remote education

The school is required to record all absence from in-person lessons.

The school may, in limited circumstances, provide remote education to enable pupils, who are well enough to learn but unable to attend the school site, to keep pace with their education.

In the limited circumstances when the school decides to use remote education for individual pupils when they are absent, the following will be considered:

- ensuring mutual agreement of remote education by the School, Parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an Education, Health and Care plan or has a social worker, the local authority should also be involved in the decision;
- if remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity;
- setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.

Pupils who are absent from school and receiving remote education still need to be recorded as absent using the most appropriate absence code. The school will keep a record of, and monitor pupil's engagement with remote education, but this is not formally tracked in the attendance register. Where appropriate, this information may be used to make plans for a pupil's reintegration to school.

The school will utilise a digital education platform that will be kept up-to-date and keep pupils safe. Staff will remain trained and confident in its use.

Unauthorised absence

The "unauthorised absence" code will be used when prior permission for absence has not been given and where the school is not satisfied with the explanation given for absence or delayed attendance or where no explanation has been given meaning that the code for "unable to attend due to an exceptional circumstance" is not appropriate. Examples include:

1.1.5 holiday has not been authorised by the school or is in excess of the period determined by the Head;

- the reason for absence has not been provided;
- a pupil is absent from school without authorisation;