

Education - Attendance

POLICY

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Approval Date	Feb 2026
Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
Next Review Date	Feb 2029
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Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

M. Eden Oct 26

Marcus Eden

Andrew Sutherland - Representative, Proprietor - Cambian Group

Carrie Mcconomy - Headteacher / Principal

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
‘Establishment’ or ‘Site’	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment’s location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local School/College Profile

Cambian New Elizabethan School is an independent specialist day school providing co-educational placements for pupils between 7 and 19 years of age who have an Education, Health and Care Plan (EHCP). The school provides for a wide spectrum of learners with emotional and social difficulties (ESD), alongside diagnoses including Autism Spectrum Conditions (ASC), ADHD, ADD, Dyslexia, Dyspraxia, mental health needs, and associated learning difficulties.

The school environment emphasises the holistic development of education, incorporating community and British values—specifically promoting a caring and considerate attitude to others, good manners, self-discipline, service to the community, and the pursuit of excellence. The curriculum and physical site are tailored to support pupils to develop skills to manage their own behaviour in a way that is safe to themselves and those around them, respecting individual identities and communication needs.

2. Purpose

This policy applies to Cambian New Elizabethan School and sets consistent standards and practical steps that can remove barriers early, respond the same day when patterns change, and keep Learners safe. It gives teachers/tutors, senior leaders and colleagues a clear practice framework, and gives Learners and families/carers clarity about expectations and support.

This policy provides assurance that we meet our statutory and regulatory obligations, protect Learners through strong safeguarding, handle data lawfully, and maintain high-quality provision

3. Scope

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in **Appendix A-C**.

4. Local Adaptation Requirement

Some sections in this policy are marked **Adapt Locally** and must be completed by each site to reflect local procedures/processes and nation-specific equivalents (e.g., safeguarding framework; inspection remit; curriculum/quality framework; data-protection contacts; local multi-agency pathways; escalation routes; role titles and responsibilities; and official site URLs/mailboxes/phone numbers)

Local additions must be accurate, current, aligned to national legislation and regulator guidance, and fully consistent with the universal standards in this policy.

Where no local adaptation or local equivalent is required, the universal content remains fully applicable.

5. Legal and Regulatory Context (Universal)

Cambian New Elizabethan School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in **Appendices A–C**, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

6. Policy Statement

We expect Learners to be in, **on time, and ready to learn**. We recognise that life happens—so we act quickly, kindly and proportionately to understand the reason, remove barriers, and re-engage Learners. We will:

- act on absence and lateness **the same day** through a simple first-day response;
- use **support before sanction**, escalating only when help has been tried and recorded;
- apply **reasonable adjustments** where appropriate; and
- keep a clear, lawful record of decisions and impact.

Equality and inclusion: We make decisions with due regard to equality and reasonable-adjustments duties (Equality Act 2010). Sites keep a short log of what was considered, what was agreed, and what difference it made.

7. Definitions (Operating)

To keep everyone aligned, we use the following practical definitions:

- **Session:** Any timetabled period of learning (lesson, tutorial, workshop, supervised study or scheduled activity).
- **Present:** The Learner is engaged in the timetabled session (including authorised remote or approved off-site learning).
- **Authorised / Unauthorised absence:** Recorded using the national register code set .
- **Late (before/after register closes):** Recorded using national codes and **site** cut-off times .
- **Persistent Absence (PA): Site-defined** attendance at/under an agreed threshold over a defined period .
- **Severe Absence (SA): Site-defined** very low attendance .
- **Reduced/part-time timetable:** A **time-limited**, planned inclusion adjustment, agreed and reviewed .

8. Standards and Expectations

Our culture is deliberately simple: **arrive, engage, communicate early if there's a barrier**. We match that with quick, proportionate support.



8.1 Learners

- Attend every session and arrive on time with the right equipment.
- Tell your Tutor/Teacher or the site contact quickly if a barrier is making attendance difficult.

8.2 Parents/Carers (where applicable)

- Report absence **before** the first session through the site's agreed channel .
- Provide evidence when requested and work with us on any support plan.

8.3 Teachers/tutors and the staff team

- Take an accurate register twice daily (at the start of the morning and afternoon sessions).
- Form tutors are responsible for monitoring attendance in their class and following up absences in the appropriate way.
- Record registers on the EduSpot School Pod database database system. * Follow the same-day first-day response, notify the school office immediately of unexplained absences, and log actions.
- Escalate emerging patterns early to the Attendance Lead and safeguarding team.

8.4 Attendance Lead

- **Designated Lead:** Marcus Eden (Contact: 01562 250258 / Marcus.eden@cambiangroup.com).
- **Responsibilities:** Oversee daily monitoring, thresholds, and escalation; lead, champion, and improve attendance across the school; coordinate multi-agency actions; maintain strong data oversight; report KPIs and risk to the Headteacher and governance/board.

8.5 Headteacher/Principal

- **Designated Leader: Carrie Mcconomy.**
- **Responsibilities:** Resource, train, and oversee attendance practice; review impact termly; ensure the school fulfills its legal duty to inform the Local Authority (LA) if a pupil fails to attend regularly or hits statutory escalation triggers.

9. Registration, Coding and First-Day Response

Registers safeguard Learners and inform teaching. We keep the process tight and humane.

9.1 Registers (every session)

- Registers are taken twice daily via the EduSpot School Pod database for all day pupils of compulsory school age.
- Use the correct national register codes as detailed in **Appendix 1**.

9.2 First-day response

- If an Individual is absent without explanation when the register is called, staff will take immediate action to notify the school office.
- Office staff will attempt same-day contact with parents/guardians/carers straight away via phone or email to check on the safety of the Individual.
- Escalate immediately to the DSL if contact fails or risk indicators are present.
- Record all actions, contact notes, and outcomes securely on the network.

9.3 Ongoing absence and return

- When an Individual returns to school, a clarifying note, email, or telephone call is cross-checked and filed by the school office.
- For long-term absences due to illness (exceeding 5 days), the school will arrange for academic materials to be sent home to prevent learning loss.
- Confirm any reasonable adjustments, catch-up support, and return to learning plans upon reintegration.

9.4 Absence categories: everyday, PA and SA

- Everyday absences use standard codes (see Appendix 1). Attendance data logs are kept securely on file for a **minimum period of five years**.
- Independent schools have a strict legal duty to report specific attendance issues to their local authority, including **10 days of consecutive unauthorised absence** (excluding standard sickness/agreed leave), general failure to attend regularly, or removal from the school roll without a confirmed destination school.

10. Lateness (AM/PM) Adapt Locally

Punctuality is about respect for learning and for each other's time. We respond to lateness with calm consistency and a focus on reengagement.

How we record and respond:

- Late — before register closes: Code as L (marked as present).
- Late — after register closes: Code as U (unauthorised absence).
- Local School Hours & Operations: Term dates, daily operational schedules, and the calendar of events are accessible directly on the school homepage or can be requested from the school office. Emergency closures (e.g., extreme weather) are communicated via email, phone, and Groupcall.

11. Absence, Persistent Absence (PA) and Severe Absence (SA): Support & Intervention

Our stance is support first, quickly, and proportionately. We match responses to the barrier, not just the percentage.

11.1 Triggers

- **Emerging/Repeated Unauthorised Absence:** The school will contact parents directly. Continued patterns will trigger an invitation to visit the school and discuss underlying barriers.
- **Persistent & Severe Patterns:** If internal strategies do not resolve the issue, the school will formally contact the **Worcestershire Local Authority (LA)**. This

initiates close partnership work with the **Education Engagement Officer** to establish structured intervention plans.

11.2 What we do to support better attendance

We keep a short list of active strategies and choose deliberately—one Learner, one plan:

- **Teaching & Learning:** Personalised adjustments made to timetables, structured catch-up plans, and targeted learning resources sent home.
- **Pastoral & Academic:** Group check-ins, form tutor oversight, and close collaboration between home, school, and local authority caseworkers.
- **Academic support:** catch-up clinics; small-group support; reasonable assessment flexibility within policy.
- **Health & wellbeing:** counselling referral; nurse/health liaison; anxiety-aware arrivals; safe-space starts.
- **Inclusion-specific:** reasonable adjustments; assistive technology; phased reintegration (time-limited)
- **Family partnership:** structured home communication; Early Help/family support referral; practical problem-solving .
- **Multi-agency:** coordinated plan where thresholds are met .
- **Evidence rule:** each strategy has a start date, responsible person, review date, and a short impact note (attendance %, punctuality, and learning progress).

12. Sick and Unwell Learners

We balance two things: protecting health and minimising learning loss. If a Learner is unwell, we keep them—and others—safe; when they are well enough, we help them return with confidence.

12.1 Reporting illness

- Parents/guardians must report an unexpected illness to the school office before the morning session via phone, email, or the school's online network channels.

12.2 Becoming unwell on site

- Learner goes to the designated point.
- First aid is provided; we contact parent/carer or follow FE self-dismissal rules .
- We update the register code and record the outcome .

12.3 Contagious conditions and return

- We follow national/public-health advice on exclusion/return periods .
- On return, Tutors/Teachers arrange catch-up; where needed, a short, time-limited reintegration plan is agreed and reviewed .

12.4 Long-term or serious health needs

- We coordinate with health professionals and the multi-agency team to agree reasonable adjustments, consider remote learning (where appropriate), and manage exam access arrangements .
- Plans are reviewed regularly and always centre the Learner's voice.

13. Safeguarding

Unexplained absence, repeated lateness, sudden drops in attendance, illness patterns, or inability to contact home are treated as potential safeguarding indicators. Cambian New Elizabethan School takes same-day action, escalating risk promptly through internal routes to the DSL and external local multi-agency routes (MASH/LA) as required.

All attendance records are securely stored on the school network for an absolute minimum of five years to maintain a clear, auditable timeline

See our Safeguarding and Child Protection Policy for full operational pathways.

Add concise local details for:

- same-day response window (time)
- contact channels used
- internal escalation to DSL/deputies
- senior on-call/out-of-hours route
- external referral route (LA/MASH or national equivalent; daytime & OOH)
- system of record & roles with access (need-to-know)
- privacy notice & retention references
- vulnerable cohorts under heightened oversight & review frequency
- governance reporting (by Attendance lead, termly)

14. Inclusion, Reasonable Adjustments and Support

Attendance support reflects individual need. We apply a graduated approach and consider, where appropriate, implementing reasonable adjustments. Adjustments are reviewed regularly to ensure they are working.

15. FE and Post-16 Provisions

For older learners aged 16-19 within our provision, attendance continues to be monitored per session. Any customized or personalized work placements or off-site pathways must be formally approved by the Headteacher and supervised by an approved representative.

16. Data, Reporting and Privacy

We value accuracy and proportionality. Sites keep clean registers, contact logs, escalation records and outcomes. Attendance data is processed lawfully and transparently; privacy notices and retention schedules are published. Any statutory returns and local authority submissions are completed to timetable.

See our Records Management Policy for the full pathway.

17. Monitoring, KPIs and Assurance

Leaders review attendance at least termly (and more frequently if risk indicates). We track:

- overall attendance % and trend;
- Persistent Absence rate ;
- Severe Absence rate ;
- unauthorised absence %;
- punctuality (late before/after register closes);
- subgroup analysis (e.g., **SEND/ASC**, disadvantage, care-experienced, young carers, EAL, medical needs);
- timeliness and impact of interventions; and
- safeguarding referrals arising from attendance.

Findings inform our improvement plan and governance/board reporting. Inspection conversations focus on culture, systems and impact; this section provides the evidence trail.

18. Roles and Responsibilities (Summary)

- **Learners** — Attend; follow personalised timetables; engage with support teams.
 - **Parents/Carers / Guardians** — Fulfil legal responsibilities for regular attendance; communicate absences promptly; collaborate on support plans.
 - **Teachers and Form Tutors** — Take accurate morning/afternoon registers via EduSpot; flag immediate missing-pupil concerns to the office; monitor class trends.
 - **Attendance Lead (Marcus Eden)** — Lead attendance systems, monitor data trends, design intervention plans, and build parent/agency relationships.
 - **Headteacher (Carrie Mcconomy)** — Oversee whole-school strategy, manage legal notifications to the LA, and ensure regulatory compliance.
 - **Proprietors / Governance** — Maintain legal oversight of admission and attendance registers; ensure standard compliance reviews are completed at least every three years.
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19. Training and Communication

We set everyone up for success. Induction covers register accuracy, first-day response, escalation and inclusion adjustments. Annual refreshers are provided; specialist training for Attendance Leads and pastoral teams is scheduled. Sites publish attendance expectations and contact routes clearly for Learners and families.

20. Related Policies

- Safeguarding & Child Protection
- Behaviour, Relationships
- Anti-Bullying
- Inclusion
- Accessibility Plan / Strategy
- Curriculum & Teaching and Learning



- Assessment & Feedback
- Data Protection (GDPR) & Information Governance
- Educational Visits
- Risk Assessment and Risk Care Management
- Complaints
- Records Management

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance

Appendices

Appendix A – Legal and Regulatory Framework in England

Appendix B – School Attendance Register Codes

Appendix A — England

Legislation, guidance and regulatory frameworks underpinning attendance in England

Working together to improve school attendance (2024) — DfE statutory guidance

- **Means:** Statutory guidance for sites (including FE sites where relevant) setting roles, processes, thresholds and legal routes to improve attendance.
- **Requires:** A clear policy, accurate registers, same-day follow-up, analysis of persistent/severe absence, targeted support with LA partnership, and proportionate legal intervention; inspectors expect evidence of impact.
- **Our stance:** We run a whole-site attendance system with support-first escalation and auditable records.
- **Implementation example:** Live dashboard tracking PA/SA with first-day response logs and case reviews to governance.
- **Links:** <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Keeping Children Safe in Education (KCSIE) (2025)

- **Means:** Statutory safeguarding guidance for sites (including FE sites where relevant) setting out the duties to safeguard and promote welfare.
- **Requires:** Same-day response to unexplained absence, immediate escalation of concerns to children's services, accurate record-keeping, and clear DSL oversight. Attendance patterns (including absence and missing-from-education) must be treated as potential safeguarding indicators.
- **Our stance:** We treat absence patterns as safeguarding triggers and ensure attendance–safeguarding pathways are integrated and auditable.
- **Implementation example:** DSL reviews daily absence report; high-risk cases escalated to children's services with logs stored on the safeguarding system.
- **Links:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Education Inspection Framework (EIF) (2025) — Ofsted

- **Means:** Framework for inspection of sites (including FE sites); evaluates behaviour/attitudes, personal development, leadership/management with attendance as a core indicator.
- **Requires:** Culture and systems that secure high attendance, effective follow-up and leaders' oversight of vulnerable groups; evidence must show **notice** → **action** → **difference**.
- **Our stance:** We align attendance KPIs to EIF evaluation areas and maintain a concise inspection evidence pack.
- **Implementation example:** Termly board report summarising trends, cohorts at risk, actions taken and impact.
- **Links:** <https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025>



Education (Independent School Standards) Regulations (2014) — England

- **Means:** Legal standards for independent sites covering welfare/health/safety (Part 3), information (Part 6) and leadership/management (Part 8) relevant to attendance arrangements.
- **Requires:** Robust attendance systems, transparent information for families/authorities, and effective proprietor oversight.
- **Our stance:** Independent Schools map attendance controls to Parts 3/6/8 and assure compliance termly.
- **Implementation example:** ISS compliance log with evidence links (policy, register audits, communications, escalation records).
- **Links:** <https://www.legislation.gov.uk/uksi/2014/3283>

Appendix 2

	ATTENDING THE SCHOOL
/	Present AM
\	Present PM
L	Late (before registers closed) marked as present
	ATTENDING A PLACE OTHER THAN SCHOOL
B	Attending any other approved educational activity
K	Attending education provision arranged by the local authority
P	Participating in a sporting activity
V	Attending an educational visit or trip
W	Attending work experience
	AUTHORISED ABSENCES
C	Leave of absence for exceptional circumstance
C1	Participating in a regulated performance or undertaking regulated employment abroad
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
E	Suspended or permanently excluded
I	Illness (not medical or dental appointment)
J1	Attending an interview for employment or for admission to another educational institution
M	Medical/Dental appointments
R	Religious observance
S	Study leave
T	Parent travelling for occupational purpose
	UNAUTHORISED ABSENCE
G	Family holiday (NOT agreed)
N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed
	ADMINISTRATIVE
D	Dual registered at another school
Q	Unable to attend the school because of a lack of access arrangements
X	Non-compulsory school age not required to attend school
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause
Z	Prospective pupil not on admission register
#	Planned school closure – induction days; half-terms; bank holidays; non-educational days etc)



Policies