Education - Attendance

POLICY

Policy Author	Laura Dickie, Head of Policy Tonia Lewis, Education and Quality Improvement Lead
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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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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.

Andrew Sutherland
Representative, Proprietor- Cambian Group
February 2026

Sean Di Sora
Headteacher
February 2026

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 Profile

Linton School is an independent special school who caters for children and young people with social, emotional and mental health needs.

We are located in Freckleton, near Preston, and therefore benefit from some amazing outdoor space where we develop an extensive outdoor curriculum which includes farming, equestrian, horticulture and small animal care. The school provides full time education for up to 12 male or female students aged between 8 - 18 years old. Linton School aims to nurture pupils by offering quality learning experiences so that they can be the best they can be. Pupils are given the opportunity to learn and develop in a supportive and creative environment, ensuring that they feel safe and happy to progress and achieve.

2. Purpose

This policy applies to Linton 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.**

4. Legal and Regulatory Context

Linton 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**, which summarise the legal, regulatory and inspection requirements for England.

5. 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).

6. 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 .

Appendix B outlines the registration codes.

7. Standards and Expectations

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

7.1 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.

7.2 Parents/Carers (where applicable)

- Report absence **before** the first session through the site's agreed channel by calling the school office, staff can be contacted via 01772 957062 or the school mobile on 07840803896.
- Provide evidence when requested and work with us on any support plan.

7.3 Teachers/tutors and the staff team

- Inform SLT in regards to pupil attendance for accurate register **every session**.

- Follow the **same-day** first-day response and log actions via the school's MIS (Behaviour Watch)
- Escalate emerging patterns early to the Safeguarding Lead

7.4 Headteacher & SLT

- Oversee daily monitoring, thresholds and escalation; coordinate multi-agency actions.
- Report KPIs and risk to the Headteacher.

7.5 Headteacher

- Resource, train and oversee attendance practice; review impact termly and present assurance to governance/board.

8. Registration, Coding and First-Day Response

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

8.1 Registers

- Registers are taken in the morning and afternoon, teachers document during each session including off-site/work-based/remote where applicable.
- Use the correct national register code

8.2 First-day response

- **Check** the register and attempt same-day contact through the agreed channel(s).
- **Escalate** immediately if contact fails or risk indicators are present
- **Record** actions and outcomes on the MIS (Behaviour Watch)

8.3 Ongoing absence and return

- After a **site-defined** duration, complete a brief **Return to Learning** check-in: what happened, what support is needed, and what the plan is.
- Confirm any reasonable adjustments, catch-up, and a review date—then monitor impact.

8.4 Absence categories: everyday, PA and SA

- Everyday authorised/unauthorised absence is recorded using national codes (See Appendix 2)
- **PA** and **SA** thresholds and periods are set and published by the site so that everyone understands when intensified support will start. Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school

9. Lateness (AM/PM)

Punctuality is about respect for learning and for each other's time. We respond to lateness with calm consistency and a focus on re-engagement.
How we record and respond:

- **Late — before register closes:** Code as late.

- **Late — after register closes:** Code as late after close.
- **Local cut-off times to be inserted by the site:**
  - **AM** cut-off for “late before close” and “late after close”
  - **PM** cut-off for “late before close” and “late after close”.

Follow-up expectation: repeated lateness prompts a supportive conversation, quick home contact (where applicable), and simple actions (e.g., earlier transport routine, start-of-day check-in). Escalation is used only if support does not resolve the pattern.

10. 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.

10.1 Triggers

- **Everyday absence:** *Site-defined* trigger (e.g. sessions 10%) → supportive conversation; simple actions agreed; short review date.
- **Persistent Absence (PA):** at/under site PA threshold → pastoral meeting; needs review; reasonable adjustments;
- **Attendance Support Plan** (targets, actions, named leads, review date); consider multi agency team involvement.
- **Severe Absence (SA):** at/under site SA threshold → senior-led case meeting; safeguarding check; time-bound re-engagement package; frequent reviews; consider statutory/legal routes alongside support and in line with national/local processes.

10.2 What we do to support better attendance

Reducing persistent and severe absence is central to the school’s strategy for improving attendance.

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

- **Teaching & learning:** curriculum adaptation; sequencing tweaks; supported study; accessible resources; catch-up content structure.
- **Pastoral & practical:** key-adult check-ins; start-of-day club; uniform/kit support; travel planning; breakfast provision.
- **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).

11. 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.

11.1 Reporting illness

- Parent/carer reports illness before the first session using the agreed channel by calling the school office, staff can be contacted via 01772 957062 or the school mobile, and gives the expected duration.
- For extended or recurrent illness, proportionate medical evidence may be requested .

11.2 Becoming unwell on site

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

11.3 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 .

11.4 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.

12. Safeguarding

Unexplained absence, repeated lateness, sudden drops in attendance, illness patterns, or inability to contact home are treated as potential safeguarding indicators. Sites take same-day action, escalate risk promptly through internal and external routes as required, and keep accurate, auditable records. Information is shared on a need-to-know basis in line with data-protection requirements. Vulnerable learners receive heightened oversight, with termly reporting to senior leaders.

See our Safeguarding and Child Protection Policy for the full pathway.

All children with unexplainable and/or persistent absences from education, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any Special Educational Needs (SEN) they may have.

Children Missing Education with unexplainable and/or persistent absences from education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children Missing Education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (Not in Education, Employment or Training) later in life.

Effective information sharing between parents, schools and Local Authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local Authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the Local Authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the Local Authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the Local Authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

13. 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.

14. FE and Post-16 Provisions

In post-16, attendance is recorded per session. Off-site/placement attendance is captured via the agreed mechanism on Behaviour Watch. For apprenticeships/industry placements, providers and employers follow agreed absence-reporting timelines . If bursary or financial support is attendance-linked, sites publish criteria and appeals.

15. 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.

16. 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, 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.

17. Roles and Responsibilities (Summary)

Everyone has a part to play; clarity prevents drift.
Learners — Attend; be on time; engage with agreed support.
Parents/Carers (where applicable) — Report absence promptly; provide evidence when requested.
Teachers/tutors — Take registers; act on first-day response; escalate patterns; implement support; record actions.
Attendance Lead — Run daily operations, thresholds and analytics; coordinate multi-agency help; report KPIs.
Designated Safeguarding Lead - Ensure attendance concerns link with safeguarding promptly.
Headteacher — Resource and oversee strategy; ensure compliance; present termly assurance to governance/board.
Governance/Board — Scrutinise performance and equity; hold leaders to account for delivery.

18. 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.

Linton School's admission register is accurate and kept up to date. We will regularly encourage parents/carers to inform them of any changes whenever they occur, through using existing communication channels such as regular emails and newsletters. This will assist both the school and Local Authority when making enquiries to locate children missing education.

19. Admission Register

Adding a pupil's name to the admission register

When adding a pupil's name, the notification to the Local Authority must include all the details contained in the admission register for the new pupil.

Where a parent notifies a school that a pupil will live at another address, Linton School is required to record this change in the admission register:

a. the full name of the parent with whom the pupil will live;
b. the new address; and
c. the date from when it is expected the pupil will live at this address.

Where a parent or Local Authority representative of a pupil notifies Linton School that the pupil is registered at another school or will be attending a different school in future, we will must record in the admission register:

a. the name of the new school; and
b. the date when the pupil first attended or is due to start attending that school.

Removing a pupil's name from the admissions register

All schools (independent schools) must notify their Local Authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations. This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the Local Authority requests that such returns are to be made.

When removing a pupil's name, the notification to the Local Authority must include:

a. the full name of the pupil,
b. the full name and address of any parent with whom the pupil normally resides,
c. at least one telephone number of the parent,
d. the pupil's future address and destination school, if applicable, and
e. the ground in regulation 8 under which the pupil's name is to be removed from the admission register

Linton School must make reasonable enquiries to establish the whereabouts of the child jointly with the Local Authority, before deleting the pupil's name from the register if the deletion is under regulation.

Local authority notifications

All schools must also notify the Local Authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the Local Authority requests that such returns are to be made.

20.Authorised and unauthorised absence

Approval for term-time absence

The Head Teacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the Head Teacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as:

- Short term emergency
- Certain days for religious observation
- Bereavement
- Dentist or doctors' appointment (try to make appointments outside school time)
- Hospital treatment

Holidays in term time

The Head Teacher has the discretion to grant leave, but they can only do so in exceptional circumstances. If the Head Teacher authorises a leave request, it will be for them to determine the length of time that the child can be away from school. This leave is unlikely, however, to be granted for the purposes of a family holiday.

Parents/carers can be fined for taking their child on holiday during term time without consent from the school.

Term time requests

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least two before the absence, and in accordance with any leave of absence request form, accessible via email to sean.disora@lintonschool.co.uk. The Head Teacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- Illness (including mental illness) and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents/carers belong. If necessary, the school will seek advice from the parents'/carers' religious body to confirm whether the day is set apart
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

21.Child Missing Education

Overview

All children with unexplainable and/or persistent absences from education, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any Special Educational Needs (SEN) they may have.

Children Missing Education with unexplainable and/or persistent absences from education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children Missing Education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (Not in Education, Employment or Training) later in life.

Effective information sharing between parents, schools and Local Authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable

education. Local Authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the Local Authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the Local Authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the Local Authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

8.1 Roles and responsibilities

Local Authority

- Local Authorities have a duty under section 436A of the Education Act 1996 to make arrangements to establish the identities of children in their area who are not registered pupils at a school and are not receiving suitable education otherwise. This duty only relates to children of compulsory school age.

- The Local Authority should consult the parents of the child when establishing whether the child is receiving suitable education. Those children identified as not receiving suitable education should be returned to full time education either at a school or in alternative provision. Prompt action and early intervention are crucial to discharging this duty effectively and in ensuring that children are safe and receiving suitable education.
- Local Authorities should have robust policies and procedures in place to enable them to meet their duty in relation to these children, including ensuring that there are effective tracking and enquiry systems in place, and appointing a named person to whom schools and other agencies can make referrals about children who are missing education.
- Some children who are missing from education can be identified and supported back into education quickly; other children who have experienced more complex problems face tougher obstacles to getting back into suitable education. When developing policies and procedures for children not receiving a suitable education, Local Authorities should consider the reasons why children go missing from education and the circumstances that can lead to this happening.
- Arrangements made under section 436A also play an important role in fulfilling the Local Authority's wider safeguarding duties. This duty should therefore be viewed alongside these wider duties and local initiatives that aim to promote the safeguarding of children.
- Local Authorities should have in place arrangements for joint working and information sharing with other Local Authorities and agencies. Individual Local Authorities can determine the specific detailed arrangements that work best in their area that not only meet this statutory duty but also enable them to contribute to a range of work aimed at improving outcomes for children. The Working together to safeguard children - GOV.UK (www.gov.uk) provides advice on inter-agency working to safeguard and promote the welfare of children.
- Local Authorities should undertake regular reviews and evaluate their policies and procedures to ensure that these continue to be fit for purpose in identifying children missing education in their area.
- Where there is concern for a child's welfare, this should be referred to Local Authority children's social care. If there is reason to suspect a crime has been committed, the police should also be involved. Where there is a concern that a child's safety or well-being is at risk, it is essential to take action without delay.
- Local Authorities have other duties and powers to support their work on CME. These include:
    a. Arranging suitable full-time education for permanently excluded pupils from the sixth school day of exclusion
    b. Safeguarding children's welfare, and their duty to cooperate with other agencies in improving children's well-being, including protection from harm and neglect
    c. Serving notice on parents requiring them to satisfy the Local Authority that the child is receiving suitable education, when it comes to the Local Authority's attention that a child might not be receiving such education
    d. Issuing School Attendance Orders (SAOs) to parents who fail to satisfy the Local Authority that their child is receiving suitable education, if the

Local Authority deems it is appropriate that the child should attend school

e. Prosecuting parents who do not comply with an SAO
f. Prosecuting or issuing penalty notices to parents who fail to ensure their school-registered child attends school regularly
g. Applying to court for an Education Supervision Order for a child to support them to go to school

Parents/Carers

- Parents have a duty to ensure that their children of compulsory school age are receiving suitable full-time education. Some parents may elect to educate their children at home and may withdraw them from school at any time to do so, unless they are subject to a School Attendance Order.
- Where a parent notifies the school in writing that they are home educating, the school must delete the child's name from the admission register and inform the Local Authority. However, where parents orally indicate that they intend to withdraw their child to be home educated, the school should consider notifying the local authority at the earliest opportunity.
- Children with Education, Health and Care (EHC) plans or statements of Special Educational Needs (SEN) can be home educated. Where the EHC plan or statement sets out SEN provision that the child should receive at home, the Local Authority is under a duty to arrange that provision. Where the EHC plan or statement names a school or type of school as the place where the child should receive his or her education but the parent chooses to home educate their child, the Local Authority must assure itself that the provision being made by the parent is suitable. In such cases, the Local Authority must review the plan or statement annually to assure itself that the provision set out in it continues to be appropriate and that the child's SEN continue to be met.

School

- Linton School must enter pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.
- Linton School will monitor pupils' attendance through their daily register. Linton School will agree with their Local Authority the intervals at which they will inform Local Authorities of the details of pupils who fail to attend regularly, or have missed ten school days or more without permission. Linton School will monitor attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the Local Authority.
- Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the Local Authority have failed, after jointly making reasonable

enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

- Schools must also arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion. Additional information can be found at: School suspensions and permanent exclusions - GOV.UK (www.gov.uk)
- Linton School has a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Further information about schools' safeguarding responsibilities can be found in the Common transfer file (CTF) and co-ordinated admissions data - GOV.UK (www.gov.uk) statutory guidance.

8.2 Making reasonable enquires

The term 'reasonable enquiries' grants schools and Local Authority a degree of flexibility in decision-making, particularly as the steps that need to be taken in a given case will vary. The term 'reasonable' also makes clear that there is a limit to what the school and Local Authority is expected to do.

If there is evidence to suggest the child has moved to a different Local Authority area, contact should be made with the named person in the new authority using secure communication methods. The Local Authority should maintain a record of the child's details until they are located or attain school leaving age.

8.3 Procedure for when a child is missing education with unexplainable and/or persistent absences from education.

When the whereabouts of a child is unclear or unknown, Linton School with complete the following actions:

a. make contact with the parent, relatives and neighbours using known contact details;
b. check with the Local Authority and school from which child moved originally, if known;
c. make contact with social worker and other external agencies to try and find the whereabouts of the child/family;
d. check with any Local Authority and school to which a child may have moved;
e. follow local information sharing arrangements and where possible make enquiries via other local databases and agencies e.g. those of housing providers, school admissions, health services, police, refuge, Youth Justice Services, children's social care, and HMRC. For more details please follow 5.28 Missing Children and Families (proceduresonline.com). The latter

provides up to date information provided by the Local Authority relating to pupils who fall under Lancashire and Blackpool Local Authorities.

f. check with the Local Authority where the child lives, if different from where the school is;
g. home visit(s) made by appropriate team, following local guidance concerning risk assessment and if appropriate make enquiries with neighbour(s) and relatives.

When the above steps have been exhausted Linton School will contact the following agencies:

For Lancashire Children - Lancashire County Council's Children Missing Education Officers by competing the online form Children missing education - Lancashire County Council

For Blackpool Council Children – Contact Clare Riley-Berry (Senior Team Manager) clare.riley-berry@blackpool.gov.uk, or pupilwelfareservice@blackpool.gov.uk 01253 476478 or 07586 978977

This list is not exhaustive or prescriptive, and so Linton School will treat each case on its individual merits and use their judgement, ensuring they have taken into account all of the facts of the case. It should be recognised that the type of reasonable enquiries required to try to locate a child will differ from case to case and additional enquiries to those suggested in this section may be necessary.

Making these enquiries may not always lead to establishing the location of the child, but will provide a steer on what action should be taken next, for example, to contact the police, children's social care and, in cases where there may be concerns for the safety of a child who has travelled abroad, the Foreign and Commonwealth Office.

22. 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

This policy will be reviewed by the Headteacher every year.

At every review, the policy will be approved by the Richard George, Regional Lead.

This policy will be due for renewal in October 2027.

Appendices

Appendix A – Legal and Regulatory Framework in England

Appendix B – Registration Codes taken from the DFE's guidance on school attendance.

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) (2026)

- **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) (2026) — 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 B: Registration Codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment

J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open

Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: In police detention Remanded to youth detention, awaiting trial or sentencing, or Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays