



ST EDMUND'S SCHOOL CANTERBURY

Attendance Policy, including Children Missing from Education

This is a 2-18 Whole School Policy

**THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE SCHOOL SAFEGUARDING POLICY,
KEEPING CHILDREN SAFE IN EDUCATION 2025 AND WORKING TOGETHER TO IMPROVE SCHOOL
ATTENDANCE (2024)**

THESE CAN BE FOUND ON THE SCHOOL WEBSITE HERE:

<https://www.stedmunds.org.uk/about-us/policies-inspection-reports/>

1. Context

St Edmund's School is committed to safeguarding and promoting the welfare of all pupils, and recognises that children missing education (CME) are at significant risk of underachieving, being victims of harm, neglect, exploitation, radicalisation, or becoming involved in criminal activity. In accordance with our statutory duties under Section 436A of the Education Act 1996, the Education (Pupil Registration) (England) Regulations 2006 (as amended), Keeping Children Safe in Education (KCSIE), the Working Together to Safeguard Children guidance and Working Together to Improve School Attendance guidance (2024), this policy sets out the procedures we follow to identify, monitor, and respond when a pupil is at risk of missing education.

The policy applies to all pupils, including those in the Early Years Foundation Stage (EYFS), and covers both day and boarding provision. It outlines the roles and responsibilities of staff in monitoring attendance, the actions taken when a pupil's whereabouts are unknown, and the processes for notifying the local authority as required by law. Our approach emphasises early intervention, robust record-keeping, and effective communication with parents, carers, and external agencies to ensure that every child is supported to remain engaged in education.

Attendance is embedded as a safeguarding priority across all phases of the school, with clear procedures for monitoring, escalation, and local authority engagement. Leadership oversight, staff accountability, and governor scrutiny ensure robust implementation and continuous review. This policy is part of the school's wider safeguarding framework and should be read alongside the Safeguarding and Child Protection Policy, and the Missing Pupil Policy. It is reviewed annually, or sooner if legislation or statutory guidance changes, to ensure compliance with the Independent School Standards Regulations and the expectations of the Independent Schools Inspectorate (ISI).

Education is compulsory for children starting from the school term after their fifth birthday and the last Friday in June of the school year that they turn 16. A child missing from education is a compulsory school-age child who is not on the roll of a school, not placed in alternative provision by a Local Authority (LA) and who is not receiving suitable education at home

In *Children Missing Education - Statutory Guidance for Local Authorities* (2016), children missing education are defined as those who are not on a school roll or receiving suitable education otherwise than at school. Those who are regularly absent or have missed 10 school days or more without permission may be at risk of becoming 'children missing education'.

Keeping Children Safe in Education (2025) also makes clear the central importance of maintaining close scrutiny of pupil attendance for Safeguarding reasons:

"Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child

missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community (KCSIE 2025)

Guidance on school attendance <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance> including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.

Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the statutory guidance: <https://www.gov.uk/government/publications/children-missing-education>

Further information for colleges providing education for a child of compulsory school age can be found in: <https://www.gov.uk/government/publications/full-time-enrolment-of-14-to-16-year-olds-in-further-education-and-sixth-form-colleges>

General information and advice for schools and colleges can be found in the Government's <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

2. Rationale

Children not receiving a suitable education are at increased risk of a range of negative outcomes that could have long-term damaging consequences for their life chances.

It is potentially a safeguarding issue when a child is moving away without the school knowing the forwarding address and the details of the new school. When a child is missing from a school or is moving away, schools have the initial responsibility to make reasonable enquiries and to establish the whereabouts of a child or the key information of the new address.

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.

3. Identifying CME

There are various reasons children go missing from education:

- They do not start school at the appropriate time and so they do not enter the educational system
- They are removed from school by their parents due to problems at school, disinterest or poor attendance
- They stop their education due to exclusion, illness or bullying
- They fail to find a suitable school place after moving to a new area

- Children's personal circumstances can contribute to them missing education (eg. If family is homeless and they are living in temporary accommodation or refuge, if there are long term medical or emotional problems)

4. Increased Risk Factors

There are complex reasons why children become missing from education. These may include:

- Victims of Child Exploitation
- Young offenders
- Children of families who can be highly mobile e.g. Gypsy, Roma and Traveller families
- Children from Armed Forces families
- Children of refugees and asylum seeking families
- Children of new immigrant families
- Children of migrant worker families (who may not be familiar with the education system)
- Children at risk of "honour"-based violence including forced marriage or female genital mutilation
- Children at risk of modern slavery
- Children from families fleeing domestic violence
- Children living in Women's Refuges
- Young runaways
- Children of families living in temporary accommodation
- Children whose parents take them abroad for a prolonged period
- Children who do not receive a suitable education whilst being "home educated"
- Children of parents with mental health problems or learning difficulties
- Children with long term mental health, medical or emotional problems
- Children affected by substance and/or alcohol misuse
- Children with a history of poor school attendance
- Children that have difficulties at home
- Children that have a history of abuse or neglect
- Children that have learning difficulties or a disability
- Children that are young carers
- Children on the point of permanent exclusion from school who leave or are persuaded to seek a fresh start in another school
- Children on alternative curriculum arrangements which are not monitored effectively
- Children with SEN placements that are not completed due to one or more parties not complying with arrangements or able to meet needs
- Children from families with poor literacy skills or with EAL needs that find accessing information difficult

5. School's Duties

Schools are uniquely placed to identify children at risk of missing education.

St Edmund's School recognises its legal duties to maintain accurate and up to date Admissions and Attendance Registers and that all pupils should be on both registers.

The protocols used at St Edmund's School for managing these registers are given in detail in Appendix 1 and 2 of this policy.

St Edmund's School will notify the Local Authority

- (1) if we have concerns about a child missing in education relating to attendance (all schools are required to periodically report to Kent LA any children who do not attend regularly or have 10 days or more continued unauthorised absence)
- (2) when a pupil's name is to be deleted from the Admissions Register for these reasons: when the child has been taken out of school to be home educated; when the family has apparently moved away; when the child has been certified as medically unfit to attend; when the child is in custody for more than four months; when the child has been permanently excluded)
- (3) when a pupil's name is to be deleted from the Admissions Register at non-standard transitions

6. Referrals Process

All CME and persistent absence concerns are shared with the DSL to determine whether a safeguarding referral is required.

St Edmund's School follows the Kent LA Referral Procedures:

These are reproduced below:

1. ***Children on roll at a school but missing education: If a child is on a school roll (has a school place), but not attending school and the school's enquiries have failed to establish the child's whereabouts or confirmed an onward destination.***
 1. *Please use the Digital Front Door to make a referral to the Area Inclusion and Attendance Team. <https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/children-missing-education>*
 2. *Here is the KCC CME referral guide. (PDF, 19.2 KB)*
 3. *Under the Education (Pupil Registration) (England) Regulations 2006, section 5 paragraph 3 'the pupil is a pupil at the school from the beginning of the first day on which the school has agreed, or has been notified, that the pupil will attend the school.*
2. *All children that have been offered a start date to attend your school/academy, must be put on roll on the expected start date, even if they fail to attend.*
 - a. *If a child is offered a school place and does not arrive on the agreed start date and the school's enquiries has failed to establish the child's whereabouts, then please notify KCC by using the Digital Front Door.*
 - b. *If the child is leaving your school at point of transition but doesn't have a confirmed destination, then please notify KCC by using the Digital Front Door.*

3. ***Children without a school place:*** If a school or an agency has identified a child ***not being on roll***, they must notify KCC using the Digital Front Door.

Data Submissions

Apart from referring a CME case for LA interventions, St Edmund's recognises that it is required to periodically report to Kent LA any children who do not attend regularly or have 10 days or more continued unauthorised absences. A list of this cohort and their attendance levels will be submitted to the Area Inclusion and Attendance Team at the end of each school term, three times a year. These are not individual referrals for LA interventions but regular submission of attendance information at agreed intervals, as required by Pupils Registration Regulations 2006 and Keeping Children Safe in Education 2025.

Appendix 1: 2-18 Admissions Register – Management Protocol

1. Context

This document is prepared in accordance with the following *Keeping Children Safe in Education (2025)*, *Children Missing Education (2016)* and Kent County Council guidance which is located here <https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/access-to-the-service>

The purpose of an **Admission Register** is to record details about children admitted to the school, and about their parents or guardians.

The DfE publication *Children Missing Education (2016)* makes the important point:

“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.”

This is reinforced in KCSIE 2025:

“Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.”

St Edmund’s School recognises that safeguarding its pupils is its principal responsibility. The Admissions Register is a vital part of this process.

2. Inputting information

A pupil’s details are inputted on to the Admissions Register by the Admissions Office prior to the pupil’s point of entry to the school. This information is recorded on to the school’s database – ISAMs.

The ongoing management of the database is the responsibility of the Executive Administrator. The Executive Administrator updates the Admissions Register on a monthly basis and it is reviewed at that point by the Head for accuracy.

In accordance with ISI Regulations, the school ensures that the Admissions Register contains (for each pupil):

- name in full;
- sex; this should be the birth sex unless the person has obtained a gender recognition certificate (not available under the age of 18);
- name and address of every person known to the proprietor to be a parent of the pupil (and an indication of which parent the pupil normally lives with and which parents hold parental responsibility as defined by Section 3 Children Act 1989) – NB parents holding parental responsibility, even if not actually caring for the child, have a right to receive relevant information from the school in respect of any pertinent matter affecting the child, unless a court order indicates otherwise;

- where a parent notifies a school that a pupil will live at another address, in addition or instead, the new address, the full name of the parent with whom the pupil will normally live in future and the date from which it is expected the pupil will normally live there, where it is reasonably practicable for the school to ascertain this information;
- at least one telephone number at which the parent with whom they normally live can be contacted in an emergency; (NB - schools must have one contact number to meet the registration standard and more than one to meet the safeguarding standard in paragraphs 7(a) and (b). They need not all be kept on the register);
- day, month and year of birth;
- day, month and year of admission or re-admission to the school;
- name and address of the school last attended, if any;
- an indication of boarding or day attendance (in schools which include boarders);
- the name of the destination school (or additional school, in the case of dual registration) notified by a parent and the first date of attendance, where it is reasonably practicable for the school to ascertain this information.
- Start date at the destination school

Those who are additions to the school roll at non-standard entry points are entered into a spreadsheet with pupil's full name, parents' names and addresses, and at least one contact number. This is then sent to EYPsystems@kent.gov.uk.

3. Deletions from the Register

There are fifteen grounds given for making deletions from a school Admission Register according to *Children Missing Education (2016)*. These are detailed in Appendix A of this policy.

St Edmund's (via the Executive Administrator) will notify the local authority (Kent County Council) where a pupil's name is going to be deleted from the Admission Register on certain grounds. In summary, these are:

- when the child has been taken out of school to be home educated;
- when the family has apparently moved away;
- when the child has been certified as medically unfit to attend;
- when the child is in custody for more than four months;
- when the child has been permanently excluded
- when a pupil's name is added to or deleted from the admission register at non-standard transitions, ie, where a compulsory school-aged child leaves a school before completing the school's final year or joins a school after the beginning of the school's first year.

Deletions are made by the Executive Administrator via the KCC portal:

<https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/access-to-the-service>

In each School it is the responsibility of the following to inform the Executive Administrator of any potential deletions or additions to the Admission Register:

- In the Pre-Prep School this is the responsibility of **Mrs Kathleen Davis**, Head of the Pre-Prep.
- In the Junior School, this is the responsibility of **Mrs Yvonne King**, Junior School Secretary.
- In the Senior School, this is the responsibility of **Mrs Catherine Shearer**, Deputy Head Pastoral.

Queries regarding the KCC off-rolling process can be directed to the County's school liaison contacts given in Appendix B.

4. Archiving

Historic Admissions Registers are stored securely by the Executive Administrator in accordance with statutory guidance and data-protection requirements.

Annex A: Grounds for deleting a pupil from the school admission register

	Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended
1	8(1)(a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2	8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.
3	8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.
6	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
7	8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and —

	Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended
	<ul style="list-style-type: none"> (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
9	8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
10	8(1)(j) - that the pupil has died.
11	8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and— <ul style="list-style-type: none"> (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form.
12	8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school.
13	8(1)(m) - that he has been permanently excluded from the school.
14	8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.
15	8(1)(o) where— <ul style="list-style-type: none"> (i) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

Appendix 2: Attendance Register Protocol

1. 2-18 Framework

The School follows DfE guidance for registration, and recognises is vital importance for pastoral care and pupil academic progress:

“Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.”

DFE: School attendance Guidance for maintained schools, academies, independent schools and local authorities September 2018

Attendance data is reviewed and monitored by the School’s Attendance Champions:

Senior Deputy Head, Pastoral – Catherine Shearer cjs@stedmunds.org.uk

Assistant Head, Safeguarding – Ross Underwood rpu@stedmunds.org.uk

2. Attendance Codes

The school uses registration codes recommended by DfE. These can be found at the following location:

<https://www.gov.uk/government/publications/school-attendance>

3. Archiving

The School’s iSAMs database retains historic registers which can easily be accessed. We retain Attendance register information for six years. The School’s computer system is backed up online on a daily basis with Safe Data Storage Ltd.

4. Senior School Registration

Notification of Pupil absence

Advance requests for pupil absence are submitted by parents via the Online Form on Pupil Portal.

Parents seeking to notify the school of absences on the day also do so via the Online Form on Pupil Portal or by notifying the pupil’s Housemaster by email before 8am.

Parents can contact the school reception on info@stedmunds.org.uk or email the pupil’s Housemaster:

Warneford – Mrs Florence warneford@stedmunds.org.uk

Wagner - Mrs Burton wagner@stedmunds.org.uk

Watson – Mr Anderson watson@stedmunds.org.uk

Baker – Mrs Lea baker@stedmunds.org.uk

Morning Registration

All pupils are required to register with their tutor between 8.30am and 8.40am each morning. This is protected time and no other activities will be offered at this time. Pupils arriving outside the registration window, must register in the school reception and will be marked 'Late'.

Tutors input registration data into the school database via ISAMS.

Tutor registration offers the opportunity for all students to register, so that those pupils with free periods lessons 1 or 7 are not overlooked.

All subject teachers must register their pupils in all lessons via ISAMS.

Attendance response (am)

From 8.40am, Housemasters will oversee their registers and follow up absences, informing the school office if anyone is unaccounted for prior to period 1.

From 905am, the school office will review the House registers, parental phone messages, the late arrivals book in the school office and previously received notifications of authorised pupils' absences to identify all authorised absences and any possible unaccounted for students.

From 920am, the school office reviews the P1 registration data and updates the list of unaccounted for students: the "N"s on the school register.

The school office will then seek to locate the unaccounted for students using the following strategies:

Contacting Housemasters, the Director of Boarding and the School Medical Centre

Contacting teachers to check they have updated their register

Contacting parents

If the pupil is still unaccounted for after trying these measures, the school office will notify the Deputy Head, the Assistant Head, the Director of Boarding and the Housemasters as soon as is practicable possible.

Once the morning register is reconciled, the Operations Assistant places a list of pupils away from school (and the reasons for absence) in the School Fire Box to facilitate registration in the event of a fire evacuation.

Afternoon Registration

All pupils are required to register with their tutor between 215-220pm every day. This is a protected tutor session and no other activities should be planned at this time.

Tutors input registration data into the school database via ISAMS.

All subject teachers must register their pupils in every lesson via ISAMS..

Attendance response (pm)

From 225pm, the school office will review the registers to identify any unaccounted for students.

After the 225pm registration is complete, the school office will then locate any unaccounted for students using the following strategies:

Contacting Housemasters, the Director of Boarding and the School Medical Centre

Contacting teachers by email to check registers have been updated.

Contacting parents

If the pupil is still unaccounted for after trying these measures, they will notify the Deputy Head, the Assistant Head, the Director of Boarding and the Housemasters as soon as is practicably possible.

Review of Data

Attendance data is reviewed weekly by the Senior Deputy Head (Pastoral) and the Assistant Head, Safeguarding. This data analysis will focus on individuals and cohorts with attendance problems, in order to target improvement for those pupils who need it most. The expected attendance is at least 92.9% and where attendance is as low as 90% the school may put additional targeted support in place, working with the local authority as necessary.

Attendance processes and data are reviewed fortnightly with the Housemasters.

The Safeguarding governor reviews processes and data on a termly basis.

In these meetings, staff review the effectiveness of the attendance policy, identify patterns of attendance and identify any possible pastoral concerns.

The information is then circulated to the Housemasters: any potential pastoral concerns or disciplinary cases will be discussed at the weekly Tuesday morning pastoral meeting.

Those pupils missing school because of mental or physical health, or those with SEND, will be given extra support, by considering their individual needs. The school will alert the LA about any pupil that misses 15 consecutive or cumulative days due to illness, as they may need additional support from the LA.

Fail safes

If a pupil cannot be located, then the School's Missing Pupil policy will immediately come into effect.

If a tutor is absent from school, the Housemaster or Deputy Housemaster will manage the registration process – they have previous experience and understand the systems.

If the school system crashes, registration will take place using paper registers which will then be passed on to the Housemasters.

The school office ensures that any Sixth Formers who do not have lessons in P1 or P7 are cross-checked with tutor registration to ensure no-one is missed. Sixth Formers leaving the school site are required to sign out via the main school office.

During free periods, vulnerable students must sign in with SAS in the School Library. These pupils will be assigned to a registration group on iSAMs.

Boarding staff will ensure all boarders are up in time for morning registration. Boarding staff will sweep the boarding house at 830am.

5. Junior School Registration Procedures

Advance requests for pupil absence are submitted by parents to the Head.

On the day absences are communicated to the Junior School Secretary, Mrs Yvonne King via email, phone or the online form.

All pupils are registered directly onto ISAMS.

- Registration takes place in form groups and is the responsibility of the form teacher
- Morning registration takes place at 830am
- Afternoon registration takes place at 125pm

The registers are checked and updated by the Junior School Secretary. They are regularly reviewed by pastoral staff.

Junior School Secretary chases up absences with staff or by contacting parents and then prints off a daily 'fire drill absence list'.

6. St Edmund's Pre-Prep Registration Procedures

Early Start

- Children/parents sign their name in book on arrival.
(In case of emergency evacuation this book would be taken by staff on duty to JS playground.)

In Dragonfly, Cricket and Honeybee Classes

- Complete computer registration on ISAMS. as soon as children arrive in class and complete by 9.00am
- Complete notes for any child who is absent with a known reason
- If a child is absent and no reason has been given by break time the teacher will contact parents by phone
- If no contact can be made Head of Pre-Prep will be informed and continue trying to contact parents using emergency contact numbers as well. If it is deemed that the well-being of the child is at risk the Head of Pre-Prep will contact the Area Safeguarding adviser and the police if felt necessary.
- The reason for absence needs to be completed for all children
- If a child leaves or arrives during the day this needs to be recorded on the register giving the reason.
- The register is also completed after lunch

In Nursery (Butterfly and Ladybird Classes)

- Nursery Staff sign child in on paper register near the door.
- This information is transferred to the computer registration system as soon as is possible
- Complete notes for any child who is absent with a known reason
- If a child is absent and no reason has been given by break time the teacher will contact parents by phone
- If no contact can be made, Head of Pre-Prep will be informed and continue trying to contact parents using emergency contact numbers as well. If it is deemed that the well-being of the child is at risk the Head of Pre-Prep will contact the Area Safeguarding adviser and the police if felt necessary.
- The reason for absence needs to be completed for all children
- If a child leaves or arrives during the day this needs to be recorded on the computerised register giving the reason.
- Nursery Staff sign children out on paper register when they leave at 12.00, 1.30 or 3.10.
- The computer registration system is completed in the afternoon as soon as is possible

(In case of emergency evacuation the Nursery paper register would be taken by staff on duty to JS playground.)

Late Stay

- Staff sign children's names in file on arrival.
- Staff sign children out when parents arrive, and children are collected.
(In case of emergency evacuation this file would be taken by staff on duty to JS playground.)

Appendix 3: Attendance Roles and Responsibilities

St Edmund's School will:

- Devise and review the Attendance Policy.
- Take an active role in attendance improvement, prioritising attendance, and working with leaders to set whole school cultures.
- Set and review the School's targets for attendance and punctuality as part of the annual operating statement, strategic plan and target setting process.
- Advise on matters related to school attendance and support as required.
- Provide training for all colleagues to make an active contribution to improving attendance aligned to their role and responsibilities.

The School Governing Body will:

- Ensure that strategies are in place to promote and implement the Attendance Policy throughout the school
- Ensure the school has a culture that supports positive attendance and pupil wellbeing
- Ensure that leaders fulfil their statutory duties and responsibilities in regard to Attendance
- Ensure that the Attendance Policy is accessible to Parents / Carers.
- Review the effectiveness of the implementation of the policy in light of the school's termly reports.
- Ask questions about the barriers to attendance faced by the school community and how the school plans to address these.

The Headteacher will:

- Develop and maintain a whole school culture that promotes and celebrates good attendance and punctuality.
- Ensure strategies are in place to promote and implement the Attendance Policy throughout the school.
- Appoint a member of SLT to take the role of Attendance Champion.
- Ensure the SLT Attendance Champion has sufficient time to effectively discharge their role
- Monitor the school's offer to ensure the delivery of a curriculum which is engaging and personalised to the needs of the pupils.
- Monitor data on attendance and punctuality via reports from the senior leader responsible for attendance.
- Determine, in collaboration with the senior leader responsible for attendance, whether to authorise any proposed absences requested by parents/carers.
- Provide the local authority with termly reviews on attendance and punctuality, including data about pupils who are persistently absent (90% or below) or severely absent (50% or below).

- Set attendance targets during the appraisal process for the link senior leader, or other relevant members of staff directly associated with attendance performance measures.
- Ensure there are effective communication structures in place between colleagues that support aspects of pupil welfare that may affect attendance, such as Safeguarding, Special Educational Needs, reasonable adjustments under the Equality Act 2010, and the work of the Attendance Champion.

The Senior Leader responsible for attendance (the Attendance Champion) will:

- Be a role model in promoting attendance and punctuality, encouraging excellent attendance and punctuality routines.
- Ensure the accurate completion of attendance processes and have effective day to day processes in place to follow up absence.
- Lead initiatives to promote the profile of attendance throughout the school, including a package of rewards that is valued by pupils responding to pupil voice.
- With the support of the DSL and pastoral staff, monitor and analyse data on attendance and punctuality on a weekly, half termly and termly basis, preparing reports to share with relevant stakeholders to identify pupils or cohorts that require support with their attendance
- Lead other staff in putting effective strategies in place that address barriers to attendance, helping to identify and subsequently remove as many barriers as possible.
- Work with families to understand barriers to school engagement and how the school can support areas of need
- Quality assure action plans for attendance improvement, based on the data analysis and barrier identification outcomes.
- Be the person who authorises or provides reasons for the non-authorisation of pupil absences.
- Comply with the DFE Statutory Guidance on Children Missing in Education (CME)
- Comply with the requirement set out in the National Framework for requesting a legal intervention from their Local Authority where cases hit the prescribed trigger points.
- Make timely referrals to the LA Attendance Support Team and work jointly with them for CME, and complex cases.
- Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and ensure the school provides them with additional support.
- Engage in effective communication between colleagues that support aspects of pupil welfare that may affect attendance, such as Safeguarding, Special Educational Needs, etc.
- Have explicit regard to the safeguarding concerns around pupil poor attendance, working robustly with the school DSL to ensure school does all it can to champion the safeguarding of pupils with poor attendance. For example, checking staff are appropriately pursuing CME checks; conducting DSL liaison regarding safeguarding referrals for all cases.

- Be a role model in promoting attendance and punctuality.
- Encourage excellent attendance routines in their subject areas / Line management areas.
- Monitor the register taking in your areas of work in order to ensure that all registers are taken in the lesson and appropriate measures are taken if there are issues such as incorporating into performance management practices or contacting the IT support team.
- Ensure that feedback is provided to parents on the correlation between attendance and performance.
- Adopt a subject specific strategy and policy for 'welcoming pupils back' and teaching for the 'empty chair' to allow pupils who are absent to access the curriculum.
- See Attendance as a key part of their role, much like Safeguarding, and support the school in making the school as engaging, responsive and welcoming as possible, so that pupils can experience success and want to attend.
- Oversee the strategies for the attendance of pupils 95% or below including monitoring and mentoring pupils and working with parents/carers and external agencies where appropriate.
- Work with key staff both internal and external as well and parents/carers to lower the Persistent Absence rates.
- Lead and manage the rewards and sanctions for good attendance and punctuality including organising and running incentive schemes at an individual, tutor group and year group level.
- Engage in effective communication with colleagues, appropriate to their role to support aspects of pupil welfare affecting attendance, such as Safeguarding, Special Educational Needs, etc.

Staff responsible for registering morning and afternoon sessions will:

- Be a role model in promoting attendance and punctuality.
- See Attendance as part of their role, much like Safeguarding and support the school in making the school as engaging, responsive and welcoming as possible, so that pupils can experience success
- Ensure that the statutory attendance register using the School Management Systems (ISAMs) is taken at the start of each am and pm session. For safeguarding purposes, this includes the taking of registers at the start of each lesson. Staff should only code / \ L or N.
- Register lateness with an 'L' every day and challenge pupils regarding punctuality.
- Use a range of formal and informal communication strategies, including phoning and emailing home, to build relationships with parents, to support attendance, punctuality and therefore the well-being of their pupils.
- Reward good attendance.
- Inform attendance teams of any patterns or trends with absence which are a cause for concern.

Class teachers

- Be a role model in promoting attendance and punctuality.
- See Attendance as part of their role, much like Safeguarding and support the school in making the school as engaging, responsive and welcoming as possible, so that pupils can experience success

- Take the register at the start of the lesson, every lesson.
- Encourage excellent attendance and punctuality routines- challenge pupils re lateness.
- If electronic registration is not working during the recording of the register, send a written copy of absentees to the relevant Housemaster.
- Support whole school attendance by reporting to Housemasters any noticeable patterns or changes in attendance.
- Welcome back pupils who have not been attending but due to the actions of the school have returned to class.
- Plan for pupils who have missed lessons to 'catch up' or be able to access learning, whilst considering each child's context and needs.
- If pupil is not in class, having been previously marked in, alert relevant Housemaster/Attendance Champion immediately.
- Communicate with Parents / Carers how poor attendance may affect progress in a subject area.

Parents / Carers will

- Be aware that it is an offence for their child to be absent from school without a valid reason.
- Be aware that only the school can determine if an absence from school is 'authorised'.
- Ensure their child arrives at school on time, dressed in full uniform, ready and equipped to learn.
- Inform the school if their child is unable to attend, including the reason for absence and the expected date of return.
- Ensure that all appointments, where possible, are arranged after school.
- Avoid arranging holidays/leave during term time except in exceptional circumstances.
- When necessary, work collaboratively with the school to identify barriers that may be preventing their child from coming to school, and seek to work in partnership to overcome them.

Pupils will

- Aim to achieve maximum attendance and punctuality by arriving at school on time every day.
- Come to school well prepared, arriving at school on time, dressed in full uniform, ready and equipped to learn, and with the right attitude; to enjoy and achieve.
- Be proud of achieving excellent attendance and punctuality.
- Be punctual to all lessons.
- Ensure they are registered for all timetabled lessons and inform the relevant member of staff if they are not able to be registered.
- Ensure all notes/appointment cards are passed to the relevant member of staff.

- Speak to the appropriate member of staff if there are any problems that may affect attendance, punctuality and/or learning.

Appendix B

Managing absence and lateness

Daily monitoring

Administrative staff will:

- Sign late pupils in at the main office.
- Update the attendance register with details of pupils who arrive late including pupils being marked as an unauthorised late if they arrive more than 30 minutes late without an acceptable reason.
- Ensure details of pupils and the reasons for the late arrival are communicated to the relevant members of staff responsible for attendance.
- Ensure accurate details are noted in the register of parents/carers contacting the school about their child's absence – including the reason for the absence and the likely length of absence.
- Contact parents/carers by telephone who fail to notify the school of their child's absence no later than 90 minutes after the start of the school day on the 1st day of absence, ensuring that any follow up action required as a result of the contact with the parent/carer is flagged up to the Housemaster or senior leaders responsible for attendance.
- Communicate to all parents/carers of pupils arriving late to school, informing them of their child's failure to arrive on time.
- Ensure no pupil is allowed to leave school for an appointment without the presence or permission of a parent/carer.

The Housemaster or administrator will:

- Make follow-up phone calls to parents/carers of absent pupils who have been identified as at-risk, to challenge absences and encourage early return to school.
- Authorise appointments.
- Escalate any absences causing concern to the senior leader responsible for attendance. Where pupils have an allocated social worker, a CP plan, and/or a YOT worker these linked professionals will be informed of absences.

Monitoring

Housemasters will:

- Produce half termly attendance and punctuality data for pupils in their House based on attendance data on ISAMs.
- Issue the appropriate letters of concern to parents/carers of pupils with attendance below 95%.
- Escalate any absences causing concern to the senior leader responsible for attendance.
- Bring analysis to the fortnightly attendance meeting with the SLT Leads.
- Issue an appropriate sanction to a pupil who has been late more than once without appropriate reason and inform parents/carers if appropriate.
- Contact parents/carers by telephone to inform them of the school's concern regarding attendance or punctuality, particularly if there are patterns to absences or lateness.
- Contact parents/carers by email or phone if their child's aggregated attendance for the year to date falls below 95% for the first time. This excludes pupils who have an attendance below 95% for an authorised reason.
- Escalate any absences causing concern to the senior leader responsible for attendance, including those pupils who may be hitting CME thresholds.
- Convene meetings with parents/carers when attendance issues emerge and draw up an Attendance Support Plan or Attendance Contract as appropriate when attendance levels fall below thresholds. The details of this should be shared with appropriate colleagues who may have a part to play in supporting the pupil.

The senior leaders responsible for attendance will:

- Keep an overview of attendance across the school.
- Drive sustainable change in attendance by meeting fortnightly with the Housemasters.
- Agree appropriate intervention strategies with relevant staff.
- Ensure robust action is being taken by the staff monitoring attendance, particularly when pupils hit concern points such as CME
- Convene meetings with parents/carers when complex attendance issues emerge and draw up an Attendance Support Plan or Attendance Contract as appropriate when attendance levels fall below thresholds. The details of this should be shared with appropriate colleagues who may have a part to play in supporting the pupil.
- Manage appropriate joint working with the LA for complex cases, CME referrals and for all SA pupils, as outlined in the statutory guidance 'Working Together to Improve School Attendance'
- Provide an update to the senior leadership team.

The senior leaders responsible for attendance will:

- Keep an overview of Attendance Risk Register / vulnerable pupil register across the school.

- Agree appropriate intervention strategies with the relevant staff.
- Agree list of pupils requiring pastoral review meetings.
- Provide the Headteacher and the Governing Body with termly data on attendance and punctuality, including data about pupils who are persistent/severe absentees and leave of absence requests and their outcomes.
- Ensure that regular meetings with external stakeholders such as LA Attendance Team are in place and that the LA is informed of and jointly supporting the school with all CME and/or complex cases.

Edward O'Connor

Head

Reviews:

1. **September 2018**
2. **September 2019**
3. **September 2020**
4. **September 2021**
5. **September 2022**
6. **September 2023**
7. **September 2024**
8. **September 2025**

Review Date:

September 2026