



Policy on School Attendance

St Laurence School Academy Trust

Date of last review:	September 2026	Review period:	2 years
Date of next review:	September 2028	Owner:	Deputy Headteacher

Summary – Attendance at a Glance

Attendance Matters

At St Laurence we have the highest expectations across all areas of school life including attendance. We value positive relationships between both staff and students, and want all students to feel they belong here and are valued. We work with our students to ensure that they have the highest possible attendance at school. We believe that this is the best way for them to succeed and to get the most out of all we have to offer.

There is a clear link between school attendance and academic outcomes. We want all students to achieve excellent outcomes to give themselves the very best chance in life.

There are 175 non-school days per year for holidays, shopping and appointments. There is no need, except in extreme circumstances to miss a day's education. If your child misses one session in a week (remember, there are two sessions per day) your child's attendance is 90%. This means your child will miss 19 days of education in a year and risk dropping one grade in their GCSEs.

It is vital we work together to teach the value of attending school each and every day. However, we do appreciate that at times, students may not be able to attend school. We ask our parent / carers and carers to follow the processes below. They support our safeguarding procedures.

Should you have a concern about your child's attendance, then we ask that you contact us to discuss this. We believe in strong partnerships across all parts of school life. This includes attending school.

It is also important to us that students arrive to school on time, and they must be at school by 08:30am.

Effects of non-attendance

The table below shows that what might seem like just a few days absence, can result in children missing a significant number of lessons.

Attendance during school year	days lost in a year	which is approximately	approximate number of lessons missed
95%	9.5 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons

Absence through illness or unforeseen circumstances

Call the school 01225 319500 and press option 1 to report your child's absence. Please do this before 08:30am on the first and subsequent absent days. Please share the following information.

- Full name of student
- Student's year group, house and tutor
- Full name of person reporting absence and relation to child
- Reason for absence

Following your message, you may receive contact from the school to discuss your child's absence and to see if we can support in any way. If students suffer any form of injury, then we ask that you contact the school to make us aware. This is so we can do a risk assessment with you. It will identify impacts of the injury and the support your child may need to attend school.

Where a reason for the absence is not received by 8:35am, the School will contact as soon as possible to ascertain the reason for the absence. This may be followed up by further contact from your child's house team.

Attending an Appointment

Please schedule dental and non-urgent medical appointments outside of school hours. We know this might be tough for hospital visits. If rescheduling fails, your child must bring a medical letter or appointment card. We need it for our records. Students must be picked up and returned to school if their appointment ends during the school day.

Known Absence

Your child may need to miss school for exceptional reasons. If so, parent / carers/carers should ask the Headteacher. They should do this by completing a leave of absence form ([Documents, Letters and Forms | St Laurence School](#)) and upon submission, copy in the relevant Head of House. Where possible, this should be made at least four weeks before the required date. If such a request is made, the school expects it to be short. But even then, we may not be able to approve it. If the Headteacher does not authorise it, then any absence is 'unauthorised'.

We must follow legal rules. Therefore, we cannot approve holiday requests during term time. Additionally, we may issue penalty notices. For more details, please check the Attendance Policy and Procedures (section 7.4).

Support

We take absence very seriously. We are committed to supporting any child who is finding it difficult to attend school regularly. We will target support for any student whose attendance falls below 96%. Further information on support can be found in the full policy.

Punctuality

The school day starts at 8:35am and we expect your child to be in school at 8:30am. Arrival after 08:35am will mean the child is late. Lateness means they miss out on important routines which help get their day off to a positive start. Late arriving students also disrupt lessons during the day for others. To support good punctuality, the breakfast club opens at 7.45am and offers free porridge for all, with other items available to purchase from the breakfast menu.

How we manage lateness to school and lessons

Poor punctuality is not acceptable. If a student misses the start of the day, they can miss essential work or information on school activities. Late arriving students also disrupt lessons and can be embarrassing for the student and encourage absence. Students who are late to school will complete a same-day social time detention. Parent / carers may face prosecution if their child is often late after the register has closed. We'll continually review this and offer support.

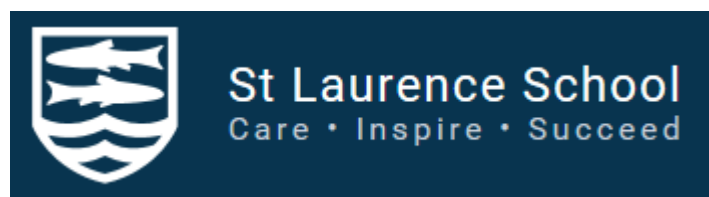
(Please note that we understand that occasionally lateness is for reasons beyond anyone's control e.g. public transport / school bus delays and students will not be sanctioned for this).

Should you need support, please contact your relevant House team by clicking on the link.	
Ashley House Team	ashleyhouseteam@st-laurence.com
Budbury House Team	budburyhouseteam@st-laurence.com
Conigre House Team	conigrehouseteam@st-laurence.com
Huntingdon House Team	huntingdonhouseteam@st-laurence.com
Westfield House Team	westfieldhouseteam@st-laurence.com

Safeguarding and attendance

Our school will monitor trends and patterns of absence for all students as part of our standard procedures. However, we are aware that sudden or gradual changes in a student's attendance may indicate additional or more extreme safeguarding issues. In line with government guidance '[Keeping Children Safe in Education](#)' we will investigate and report any suspected safeguarding cases on to the relevant authorities. As part of our safeguarding duty and our standard procedures, we will inform the local authority and/ or the police of the details of any student who is absent from school when the school cannot establish their whereabouts and is concerned for the students welfare.

The rest of this document outlines our Attendance Policy and Procedures. We encourage all parent / carers to review it. This ensures they understand how we handle attendance. If getting your child to school is hard, please contact us immediately via your relevant Head of House.



St Laurence School Policy on School Attendance 2026

1. Introduction

As a Church school, our ethos of 'People are our Treasure' is one that values all students equally and seeks to support, encourage and provide the opportunity for every student to develop to their full potential during their time at school. We embrace our moral duty to ensure that attendance and punctuality is a high priority and are unwavering in our drive to continue to improve the attendance and punctuality of all students, to give them the very best possible chance of ensuring excellent outcomes and to flourish as confident learners and active members of our community. At St Laurence school, attendance is everyone's business.

The Trust Board recognises the causal link between student attendance and student achievement, learning and development. It expects staff to place high priority on punctuality and attendance by students in partnership with their parent / carer/carers to maximise student achievement and progress. We recognise all young people have a right to a full-time education; it is well documented that poor attendance can result in restricted access to the curriculum, disaffection from school, lowered academic success and loss of educational opportunity. All absence, even occasional, affects the patterns of a child's schooling and regular absence will seriously affect their learning.

All students are expected to attend school every day. All staff (teaching and associate) are responsible for supporting and promoting excellent attendance and will work to provide an environment in which all students are eager to learn, feel valued, supported and look forward to coming to school every day. Staff also have a responsibility to set a good example in matters relating to their own attendance and punctuality. Ensuring a child's regular attendance at school is a parent / carer/carers legal responsibility and permitting absence from school without a good reason is an offence in law and may result in prosecution.

This policy is based on statutory guidance issued in 2024 and embraces the DfE 'Attendance Strategy – Moments Matter, Attendance Counts'. However, the school remains committed to making the process as supportive as it can within this framework, and all parent / carers should know that our aim is to ensure the best outcomes for their child.

The principles of a 'support first approach' (as set out in DfE Guidance) are adopted within our attendance support process. This enables us to work alongside families to understand and intervene when attendance begins to decline. The process is outlined below:

Support first approach (as set out in DfE Guidance)		St Laurence approach
Expect	Aspire to high standards of attendance from all students and parent / carers and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.	- Students are expected to have 100% attendance and a minimum expectation of 96%. - We recognise and celebrate students that are individually achieving this over different periods of time in a variety of ways EG recognition emails home, rewards raffles.

Monitor	Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.	• Regular monitoring and conversations regarding the importance of excellent attendance for students with below 96% attendance. • Positive framing everywhere and by everyone with regards to the benefits of attending school. • Personal communication to students and families regarding attendance (over the phone or email).
Listen and understand	When a pattern is spotted, discuss with students and parent / carers to listen and understand barriers to attendance and agree how all partners can work together to resolve them.	• School attendance meeting with the Head of House to be arranged with the family and the child to identify any barriers to attendance. • Identify the push / pull factors • Offer support relevant to the barriers identified • Set achievable targets
Facilitate support	Remove barriers in school and help students and parent / carers access first the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.	• Regularly review the support and its impact • Reward the child for improved and sustained attendance. • If no impact, and we have good parent / careral engagement, we can offer Early Help via an Early Support Assessment or a referral to the Wiltshire Attendance Reintegration Service* to engage an Attendance Reintegration Officer (*please note child must be on SEN register). • Monitor attendance for 4 weeks
Formalise support	Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable the families to respond depending on the circumstances this may include formalising support through an attendance contract or education supervision order.	• School attendance review meeting with Head of House to listen and understand further barriers to attendance improvement or to celebrate and reward improvement. • If no improvement, formal support plan / attendance contract • Monitor attendance for 4 weeks or beyond if child has hit persistent absence threshold (90%) • Medical evidence may be requested
Enforce	Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the student's right to an education.	• Education Welfare Service referral to be made, resulting in an invitation to Local Authority Attendance meeting with the Education Welfare Officer and Deputy Headteacher. Or, • a notice to improve / penalty notice in line with the National Framework or prosecution to protect the student's right to an education.

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1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the statutory guidance on [Working together to improve school attendance](#) from the Department for Education (DfE). We aim to achieve this through our whole-school culture and ethos that values good attendance, which includes:

- Setting high expectations for the attendance and punctuality of all students
- Promoting good attendance and the benefits of good attendance
- Promote and support punctuality in attending lessons.
- Reducing absence, including persistent and severe absence
- Ensuring every student has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure students have the support in place to attend school

This policy sets out our school's position on attendance and details the procedures that all parent / carers must follow to report their child's absence from school and to remind them of their legal duty, to ensure their child attend school regularly.

This policy will be applied fairly and consistently, considering the individual needs of our students and their families who have specific barriers to attendance. Therefore, in the development of our policy we have considered our obligations under the Equality Act 2010 and the UN Convention on the rights of the child.

We want our students to come to school every day unless they are not well enough to attend. We believe that children who attend school regularly are more likely to feel settled in school, maintain friendships, keep up with their learning and gain the greatest benefit from their education. We want all our students to enjoy school, grow up to become emotionally resilient, confident and competent adults who can realise their full potential. Regular attendance and punctuality are essential in the workplace and children who are used to attending school on time,

and on every occasion, unless they are too unwell to attend, will be better prepared for the attendance expectations in the workplace.

In April 2017 the Supreme Court clarified the definition of regular attendance to be attendance “in accordance with the rules prescribed by the school”, therefore if an absence is not authorised by the school, the student’s attendance is deemed to be irregular.

We will do all we can to encourage our students to attend. We will also make available the best provision we can for any student who needs additional support in school or who is prevented from attending school, due to a medical condition

2. Legislation and guidance

This policy is based on the DfE’s statutory guidance on [Working together to improve school attendance](#) and [School attendance parent / careral responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The School Attendance \(Student Registration\) \(England\) Regulations 2024](#)
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents>[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- The [Equality Act 2010](#)

<https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made> It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a student’s attendance: guidance for schools](#)
- [Ofsted’s 2025 framework toolkit](#)

3. Creating a Positive Attendance Culture

The foundation for good attendance is a strong partnership and good relationships between the school, families and the child, therefore, St Laurence School expects everyone to uphold their responsibilities for promoting excellent attendance at School.

To do this everyone must understand their role in promoting a positive culture of attendance and be clear about what is required of them individually, as well as how they need to work together in partnership with others.

Our school aims to meet its obligations with regards to school attendance by:

- a. promoting good attendance and reducing absence, including persistent absence,
- b. ensuring every student has access to the full-time education to which they are entitled and
- c. acting early to address patterns of absence.

There are 190 school days each year, this means there are 175 non-school days a year for families to use for holidays and appointments.

Attendance %	Rating	Days absent	Description
100%	Strong Attendance	0	This represents the best chance of success for your child
97%	Secure Attendance	5	
95%	Improvement Required	9	This represents less chance of your child succeeding, as it is harder for them to make progress
90%	Attendance Concern*	19	
85%	Serious Concern**	30	Serious concern Missing this much education will seriously limit your child's success and could result in legal action

- * Persistent absence is defined as: 10% or more of sessions missed (19 or more days) (based on each student's possible sessions). Absences may be authorised or unauthorised and both will be included.
- ** Severe absence is defined as: 50% or more of sessions missed (based on each student's possible sessions). Absences may be authorised or unauthorised and both will be included.

For a positive attendance culture to be fully embedded across our school, it needs to be a holistic approach and is not seen in isolation. This will be achieved in our school through applying our principles for an effective attendance culture:

- ✓ Clarity of expectations through effective timely, and positive communication
- ✓ Clear and effective systems and processes
- ✓ Everyone's business approach. Attendance is a team sport with an individual focus
- ✓ Strong and positive relationships with families and children
- ✓ Compassionate curiosity and empathy by all staff, enabling us to seek to understand
- ✓ Equity of opportunity and access to education for all children
- ✓ Whole school culture of belonging and agency for all children

4. Recording attendance

The school day starts at 08.35 and ends at 15.00.

Students must arrive in school by 08.30 on each school day.

The register for the first session will be taken at 08.35 and will be kept open until 09.05. The register for the second session will be taken at 13.00 and will be kept open until 13.30

4.1 Attendance register

We will keep an electronic attendance register, and place all students on this register.

We will take our attendance register at the start of each morning session of each school day and once during each afternoon session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Student Registration) (England) Regulations 2024, whether every student is:

- Present
- Attending a place other than school
- Absent
- Absent – unable to attend due to unavoidable causes

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- whether the absence is authorised or not
- The nature of the activity, where a student is attending an approved educational activity
- The nature of circumstances, where a student is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

4.2 Unplanned absence / Illness

To make informed decisions about their child's fitness for attending school, parent / carers are encouraged to refer to the NHS guidance - [Is my child too ill for school? - NHS](#) and the UK Health Security Agency guidance [Should I keep my child off school checklist poster](#)

The student's parent / carer must notify the school of the reason for the absence on the first day of an unplanned absence by 08.30, or as soon as practically possible, by calling the school attendance officer, who can be contacted via 01225 309500, option 1.

Absences due to illness which have not been reported to the school by the parent / carer on the first day of absence may not be authorised. If a child is absent for more than one day, the parent / carers should contact the school each day to provide an update on the child's condition, unless otherwise agreed by the school.

In most cases, absences for illness which are reported by following the school's absence reporting procedures will be authorised. That is unless the child's absence level indicates a genuine concern. The school follows Department for Education guidance Working Together to Improve school Attendance 2024, which states that if the authenticity of the illness is in doubt the school may ask the parent / carer to provide medical evidence, such as a prescription, appointment card, or other appropriate form of evidence. Where a parent / carer cannot provide any written evidence, we will endeavour to have a conversation with the parent / carer and student, if appropriate, which may itself serve as the necessary evidence to record the absence.

We will not ask for medical evidence routinely. In some instances, the school may ask the parent / carer to obtain a letter from a GP, or the school may seek parent / careral permission to contact the students GP directly to help support the needs of the individual student. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised. Where a student has a high level and/ or frequency of absence, the school may require medical evidence of some description in order to authorise any future medical absences. If this is the case, the school will make the parent / carers aware of this expectation in advance.

In some cases, a student may be absent long term due to an illness or injury. We will liaise with families to ensure children return to school as quickly as possible and that there are no safeguarding concerns. On occasions this is not

possible, (and the Section 19 threshold is met), we will make a referral to the Local Authority Section 19 panel, which provides educational opportunities for students who are unable to attend school due to illness.

Parent / carers are also able to refer to the Section 19 panel, if they believe the threshold is met.

[Section 19 \(S19\) Policy March 2026.pdf](#)

Mental Health and Wellbeing

The below is taken from the DfE - [Summary of responsibilities where a mental health issue is affecting attendance](#)

“Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, exams or variable moods. It is important to note that these students are still expected to attend school regularly”.

“Any associated anxiety about attending should be mitigated as much as possible by creating a plan to implement reasonable adjustments to alleviate specific barriers to attendance. These adjustments should be agreed by and regularly reviewed with all parties, including parent / carers/carers. In this guidance any actions taken to support attendance are referred to as “reasonable adjustments”. This term is used throughout this guidance as a way of describing those actions in general terms, as opposed to relating to a school’s duty to make reasonable adjustments students with a disability under section 20 of the 2010 Equality Act

In developing a plan to support attendance through reasonable adjustments, school staff will need to take into account the individual circumstances of the child, being mindful of safeguarding responsibilities as set out in the Keeping children safe in education 2022 guidance”.

Parent / carers who have concerns about their child mental well-being can contact their child’s House team or our schools designated senior mental health lead for further information on the support available. Parent / carer should also contact their GP or the NHS helpline by phoning telephone number 111 for advice if they are concerned. In case of emergency parent / carers should dial 999. Please see appendix 3 for details of our support and who to contact.

Students taken ill during the school day

If a student needs to be sent home due to illness, this should be by agreement with an appropriately authorised member of school staff. In such circumstances, no student will be allowed to leave the school site without parent / careral confirmation and signing out at student reception.

4.3 Planned absence – leave of absence

A leave of absence means the school has given approval in advance for a student of compulsory school age to be away from the school. These codes are classified for statistical purposes as authorised absence which means the student's absence is with permission granted by the school.

The law does not grant parent / carers the automatic right to take their child out of school during term time.

Only exceptional circumstances warrant an authorised leave of absence. Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance. The school will consider each application individually, considering the specific facts and circumstances and relevant background context behind the request. The request must be made by the parent / carer with whom the child normally lives, and permission must be sought in advance. The school will not grant leave of absence unless there are exceptional circumstances. The school must be satisfied that there are exceptional circumstances, based on the individual facts and circumstances of the case. Where a leave of absence is granted, the school determined the number of days the student can be away from school. A leave of absence is granted entirely at the school's discretion.

Circumstances which could be authorised include significant family emergencies or funerals. However, parent / carers will also be aware that, wherever possible, it can be better for children to continue to attend school normally during difficult family times.

Parent / carers should complete a leave of absence request. This form can be found on the school website and applied for in writing to the headteacher. Found here: [Documents, Letters and Forms | St Laurence School](#) (Please note we will not routinely authorise illness around leave of absence requests).

The request should be submitted as soon as it is anticipated and wherever possible, at least four weeks before the absence. Although such absence may be unauthorised, it is better that we know your child is safe, rather than missing. Please be aware that you may be required to provide us with additional evidence to support your request. If we have any concerns about possible safeguarding risks such as risk of FGM or forced marriage, we will follow the necessary protocols.

All term time absence for children who are looked after should be discussed at the child's personal education planning meeting in advance where possible and agreed with the social care and virtual school. This permission should be gained before school is approached for approval. The school will contact the virtual school in relation to any requests for term time absence for child looked after.

See section 5 for further examples of permitted leave of absence.

Medical / Dental Appointments

Parent / carers should try to make appointments outside school hours wherever possible. Where appointments during school time are unavoidable, the student should only be out of school for the minimum amount of time necessary for the appointment. It is not acceptable for a child to miss a whole day's schooling for an appointment, unless necessary, in which case the school will need an explanation as to why this is.

No student will be allowed to leave the school site to attend a medical appointment during the school day without parent / careral confirmation.

Advanced notice is required for medical or dental appointments, unless it's an emergency appointment, and must be supported by providing the school with sight of, or a copy of, the appointment card, text, app screenshot or letter, then will the absence be authorised. Please inform the relevant house team via e-mail of request for appointments during the school day at the earliest opportunity and at least 48 hours in advance.

Attending a medical or dental appointment will be counted as authorised, as long as the student's parent / carers notify the school in advance of the appointment.

4.4 Lateness and punctuality

Students are marked present if they are in school when the register is taken. (/ = morning session; \ = afternoon session). If a student leaves the school premises after registration, they are still counted as present for statistical purposes.

School gates open at 7.45am daily for students, as does the supervised breakfast club. The breakfast club offers a softer start for students and intended to support a positive start to the school day. We provide free porridge for all, with other items available to purchase from the breakfast menu.

- The school day starts at 08.35 and ends at 15.00.
- Students must arrive in school by 08.30 on each school day.
- The register for the first session will be taken at 08.35 and will be kept open until 09.05.
- The register for the second session will be taken at 13.00 and will be kept open until 13.30
- The register closes after 30 minutes from 08.35 (9.05).

A student who arrives late:

- Before the register has closed it will be marked as late, using the appropriate code L. This still counts as present.
- After the register has closed it will be marked as absent, using the appropriate code U. This is an unauthorised absence code, unless there is a valid reason for their lateness.
- Other absence codes: a student arriving more than 30 minutes after the registration time, due to a valid reason such as an unavoidable medical appointment, will be marked with the appropriate authorised absence code.

It is the duty of parent / carers/ carers to ensure that children attend school on time. This encourages habits of good time keeping and lessens any possible disruption to learning. When a student arrives late to school, they miss important events like collective worship, briefings, teacher instructions and introductions; this can seriously disadvantage students.

If a student starts arriving late to school on a regular basis, the school will work with the student and family to find out more about the reasons for lateness and whether any support is needed for the student or family, to enable the student to arrive on time.

The table below indicates how frequent lateness can add up to a considerable amount of learning being lost.

Minutes late per day	Equates to days of learning lost in one year	Which means this number of lessons missed. Each lesson is 60 minutes
5 minutes	3 days	15 lessons
10 minutes	6 days	30 lessons
15 minutes	9 days	45 lessons

4.5 Following up unexplained absence

Where any student we expect to attend school does not attend, or stops attending, without reason, the school will:

- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the student was absent
- Contact the parent / carer on each day that the absence continues without explanation, via truancy call, to make sure proper safeguarding action is taken where necessary
- Where relevant, report the unexplained absence to the student's social worker and/or youth offending team officer
- Where appropriate, offer support to the student and/or their parent / carers to improve attendance
- Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention (see section 7 below), as appropriate.

4.6 Reporting to parent / carers

Attendance can be viewed daily via the 'My Child at School' app.

The school will regularly inform parent / carers about their child's attendance and absence levels e.g. via termly subject reports.

If attendance is a concern, please expect contact from your child's House team. Please note that there is sometimes a delay in attendance updating, please contact the school if you have concerns.

5. Authorised absence

5.1 Approval for term-time absence

The headteacher will only grant a **leave of absence** to a student during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview for employment or for admission to another educational institution

- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the student is authorised to be absent for.

Leave of absence will not be granted for a student to take part in protest activity during school hours.

5.2 Other reasons for authorised absence

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parent / carer(s) belong(s). If necessary, the school will seek advice from the parent / carer's religious body to confirm whether the day is set apart for religious observance
- Parent / carer(s) travelling for occupational purposes – a student is a mobile child if their parent / carer is travelling in the course of their trade or business and the student is travelling with them. In these circumstances a student will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent / carer is in a trade or business that requires them to travel from place to place
- If the student is currently suspended or excluded from school (and no alternative provision has been made)

5.3 Absences from the school site (which are not classified as absences)

The headteacher will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the student is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the student not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

6. Strategies for promoting attendance

We want our students to succeed and develop their skills. To do this, students need to avoid missing lessons and days of school as much as possible. As a school, we want to celebrate high attendance. We rehearse and reinforce attendance and punctuality expectations continually

- We emphasise the importance of attendance and its impact on attainment
- We promote the next lesson and the sequence of the lesson to motivate students to be in the classroom
- We follow up on absence and lateness with students and parent / carer / carers to identify barriers and reasons for absence
- We contact parent / carers and carers regarding absence and punctuality
- We review tutor group attendance weekly to share data, identify issues, intervene early and help set targets
- We periodically review practice and consistency both across and between Houses
- We proactively promote attendance practice as part of staff induction
- We consider the individual needs and vulnerabilities of students
- We expect all staff to promote and engage in the attendance policy

At St Laurence we do not reward students for 100% attendance for the following reasons:

- 1) The use of 100% attendance awards might be considered discriminatory.
- 2) Children with medical conditions must be understood and supported.

Instead, we will use personalised targets and recognise and reward improvement in attendance.

7. When a student has poor attendance (other than unauthorised term time leave)

Sometimes students can be reluctant to attend school. We encourage parent / carers and students to be open and honest with us about the reason for the student's absence. If a child is reluctant to attend, it is never better to cover up their absence or for a parent / carer to give in to the pressure to let the child stay at home. This can give the impression to the child that attendance does not matter and can make things worse. As a school we need to understand the reasons why student is reluctant to attend to be able to support students and parent / carers in the best way.

When we have concerns about the attendance of a student, we will do our best to make the parent / carers aware of the concerns about their child's attendance and give them the opportunity to address this. Where the school holds concerns for the amount of absence, parent / carers may be asked to meet with the school to discuss the matter. In some cases, this may result in formal action plan being produced in the form of an attendance contract.

If there is still no improvement, the school may refer the case to the Education Welfare service.

If parent / carers do not make use of the support offered and improve their child's attendance to an acceptable level, this may result in legal sanctions.

Our school will make use of the full range of support and potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

If our school has safeguarding concerns about a student who is absent, we will share information with other agencies, as we deem necessary.

7.1 Attendance contract

We use attendance contracts as a form of attendance support.

An attendance contract is a formal written agreement between a parent / carer and the school to address irregular attendance at school. An attendance contract is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Parent / carers cannot be compelled to enter an attendance contract, and the school cannot agree an attendance contract in a parent / carer's absence.

Where an attendance contract would be an appropriate form of support, the school will arrange a meeting with the parent / carer (and student when appropriate) to discuss how we can work in partnership to improve the student's attendance.

Where parent / carers fail to comply with an agreed attendance contract, the school may seek an alternative course of action. In the first instance, this will include discussions with the parent / carers to seek explanations and determine whether the attendance contract remains useful. Where there is further non-compliance following these discussions, the school may take further action.

7.2 Notice to improve

If the national threshold has been met and support is appropriate, but parent / carers do not engage with offers of support, the school may offer a notice to improve to give parent / carers a final chance to engage with support.

A notice to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the student attends school.

It will include:

- Details of the student's attendance record and details of the offence
- The benefits of regular attendance and the duty of parent / carers under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued, or prosecution considered, if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

7.4 Penalty notices

Please note that a penalty notice would only be issued after support has not been engaged with or had no impact.

The headteacher, local authority or the police can fine parent / carers for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, we will check with the local authority before doing so, and send the local authority a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that student
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent / carer who is liable for the student's offence(s) can be issued with a penalty notice, but this will usually only be the parent / carer/parent / carers who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute.

If issued with a **first** penalty notice, the parent / carer must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent / carer in respect of the same student, the parent / carer must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent / carer in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead. This may include prosecution or other attendance legal intervention.

If the penalty notice is not paid in full, the Local Authority is required to start proceedings in the magistrates court.

A penalty notice may also be issued where parent / carers allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parent / carers that the student must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent / carer must pay £60 within 21 days, or £120.

Children Missing from Education (CME)

We have due regard to our statutory duty to safeguard students who are CME. We follow the Local Authority's processes for reporting students missing from education. The DfE guide can be found here [Children missing education: statutory guidance for local authorities and schools - GOV.UK](#)

If a student fails to return following a period of absence, investigations will be made by staff as to their whereabouts. If our investigations fail to contact the parent / carers/student, the case will be referred to the Local Authority Children Missing Education (CME) Team within 20 days.

8. Supporting students who are absent or returning to school

St Laurence School will:

- welcome students back following an absence and provide catch up support to build confidence and bridge gaps. Students will be expected and supported to access:
 - lesson resources
 - peer support
 - one to one input from staff or support services
- meet with students to discuss absence, patterns, barriers and identify problems
- establish action plans to remove barriers, provide additional support and set targets. This could include:
 - lunchtime arrangements
 - support with uniform, transport, wake up routines or emotional wellbeing
- lead daily or weekly check-ins to review progress and the impact of support
- make regular contact with families to discuss progress
- consider what support for re-engagement might be needed, including for vulnerable groups
- store supporting resources to ensure students can access learning when they return
- develop targeted intervention to address gaps and build students' confidence (including considering small group additional support)
- provide tailored praise and encouragement when students attend and arrive on time
- make reasonable adjustments to support the student's attendance at school including part time timetables

9. Attendance monitoring

9.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) weekly, half-termly, termly and yearly across the school and at an individual student, year group and cohort level.

Specific student information will be shared with the DfE on request.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the trust board.

9.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify students, groups or cohorts that need additional support with their attendance, and

- Identify students whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Utilise Local Authority Target Support Meetings

9.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 9.4 below)
- Regular attendance reports are available to tutors, to facilitate discussions with students and families, and to the trust board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and student premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

9.4 Reducing persistent (90% and below) and severe absence (50% and below)

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parent / carers of students who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Engage with Local Authority target support meetings and Education Welfare Service
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary

10. Monitoring arrangements

This policy will be reviewed every two years or in the following circumstances:

- Changes in legislation and / or government guidance
- As a result of any other significant change or event
- If the policy is determined not to be effective

At every review, the policy will be approved by the full trust board.

11. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Supporting students with medical conditions

Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Student 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	Student is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Student is participating in a supervised sporting activity approved by the school
W	Attending work experience	Student is on an approved work experience placement
B	Attending any other approved educational activity	Student is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Student 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	Student is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Student is at a medical or dental appointment
J1	Interview	Student has an interview with a prospective employer/educational establishment
S	Study leave	Student has been granted leave of absence to study for a public examination
X	Not required to be in school	Student of non-compulsory school age is not required to attend
C2	Part-time timetable	Student is not in school due to having a part-time timetable

C	Exceptional circumstances	Student has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent / carer travelling for occupational purposes	Student is a 'mobile child' who is travelling with their parent / carer(s) who are travelling for occupational purposes
R	Religious observance	Student is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Student is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Student 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	Student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Student 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	Student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Student 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 student absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Student 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	Student'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	Student 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	Student has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective student not on admission register	Student 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

Appendix 2: Roles and responsibilities

The trust board / Care Committee

The trust board is responsible for:

- Setting high expectations of all school leaders, staff, students and parent / carers/carers
- Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance

- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific students, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy

The link committee for attendance is the Care committee, the current link governor for attendance is Alexa Ensom

The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual students
- Monitoring the impact of any implemented attendance strategies
- Issuing penalty notices, where necessary
- Working with the parent / carers/carers of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Communicating the school's high expectations for attendance and punctuality regularly to students and parent / carers/carers through all available channels
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a student's name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of students who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
 - Providing the local authority with the details of students who the school believes will miss 15 days consecutively or cumulatively because of sickness

The designated senior leader responsible for the strategic approach to attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance

- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with students, parent / carers/carers and external agencies, where needed
- Building productive relationships with parent / carers/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with students and their parent / carers/carers
- Delivering targeted intervention and support to students and families

The designated senior leader responsible for attendance is Rebecca Overfield and can be contacted via [rebove@st-laurence.com].

The attendance officer

The school attendance officer is responsible for:

- liaising with Heads of House, the Assistant Heads of House, tutors, Parent / carer / Carers and the EWO on any attendance issues causing concern
- Ensuring an accurate register, using the correct codes (see Appendix 1)
- Sending truancy call to Parent / carer / Carers of students with unexplained absence
- Working with the House teams to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices
- Take calls from parent / carers/carers about absence on a day-to-day basis and record it on the school system

The attendance officer is:

Louise Grubb (Mondays – Thursday) and can be contacted via attendance@st-laurence.com

Clare Smith (Friday) and can be contacted via attendance@st-laurence.com

Jo Brown (All 6th form related matters) and can be contacted via jbr@st-laurence.com

Heads of House, in conjunction with their Assistant Head of House, 6th form team are responsible for:

- monitoring the attendance of their House, including the monitoring of vulnerable students and disadvantaged groups
- being vigilant about possible safeguarding issues associated with poor attendance and referring these to the safeguarding team
- being vigilant about any SEND needs, or the potential of as yet undiagnosed SEND needs, which may be the underlying cause of poor attendance and referring these to the Special Educational Needs Coordinator.
- promoting and celebrating good and improving attendance through the rewards system and House /year briefings
- meeting with Parent / carer / Carers and carers where attendance and/or punctuality are a cause for concern e.g. below 96% attendance
- putting in place early intervention for students who are at risk of persistent absence (PA)
- to consider what reasonable adjustments can be made to support students improve their levels of attendance, in line with guidance with from health professionals and whilst maintaining our statutory attendance responsibilities

Class teachers/tutors

Class teachers/tutors are responsible for accurately recording attendance for both morning, afternoon and individual lesson sessions on a daily basis via the MIS.

- ensuring that an accurate register is taken at the designated times
- recording attendance on a daily basis, using the correct codes
- ensuring that a register is taken for each lesson and following up on any suspicious absenteeism.
- challenging lateness and setting high standards of punctuality themselves
- emphasising the importance of attendance and its impact on attainment
- promoting the next lesson and the sequence of the lesson to motivate students to be in the classroom
- reviewing the tutor group attendance weekly to share data, identify issues, intervene early and help set targets
- considering the individual needs and vulnerabilities of students
- welcoming tutees / students back into school following absence
- reinforcing that students are expected to catch up on missed work and reminding them how to do this
- promoting and engaging with the attendance policy

Parent / carers

Where this policy refers to a parent / carer, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All parent / carers, whether they are married or not
- All those who have parent / careral responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parent / carers are expected to:

- Make sure their child attends every day/timetabled session on time
- Call the school to report their child's absence before 8.30am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting your child's house team, who can be contacted via [Staff Contacts | St Laurence School](#). Click the House Leadership tab.

Students

Students are expected to:

- Attend school every day, on time
- Attend every timetabled session, on time

Appendix 3

Mental Health, Wellbeing, Special Educational Needs and Disability - Contacts

Under the Equality Act 2010, schools are required to make reasonable adjustments for disabled students (defined as those with a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.) This may include changes to the physical environment, curriculum or the way information is provided, as well as providing auxiliary aids and equipment, or tailored services. Failure to make appropriate adjustments may impact on a student's attendance.

Need	Action	Contact information
Mental health and wellbeing	Parent / carers/carers who have concerns about their child's mental health and wellbeing can contact their child's House Team of the school's Senior mental Health Lead/ Designated Safeguarding Lead (DSL).	Phone or email: Staff Contacts St Laurence School Click the House / School Leadership tab
Identified special educational needs or disability (SEND)	Parent / carers/carers are encouraged to contact the school's Special Educational Needs Co-ordinator (SENDCo) should they have any concerns about their child with identified SEND. Attendance issues should be considered as part of the student's individual support plan or Education Health and Care Plan, and part of any subsequent reviews.	Phone or email: SENDCo – Joanne Newland joanew@st-laurence.com
Unidentified SEND	Parent / carers/carers who think their child may have unidentified special educational needs are also encouraged to contact the school's SENDCo	Phone or email: SENDCo – Joanne Newland joanew@st-laurence.com
Urgent health concerns	Parent / carers/carers should contact their GP or the NHS Helpline by phoning telephone number 111 for advice if they are concerned about their child's mental or physical health and wellbeing. In case of emergency parent / carers/carers should dial 999. After seeking emergency advice and support, parent / carers should also let the academy know as soon as is practicable.	Phone GP/111/999 Contact student's House team to update
Health needs impacting on attendance	If a student is frequently absent from the academy due to particular health need/s the school may ask to meet with parent / carers/carers (and other professionals where appropriate) to draw up a Medical	Contact your child's House Team Staff Contacts St Laurence School Click the House Leadership tab

	Education Plan to support the student's attendance. See DfE guidance Supporting students at school with medical conditions - December 2015 for more information.	
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Appendix 4

Student Wellbeing @ St Laurence

Keeping myself well and focussing on my wellbeing

- Check the wellbeing section of the SLS website
- Actively participate in daily breathing time
- Check your inbox for signposting and advice
- Use our breathing space
- Attend an extra-curricular club or student leadership group

**Experiencing a mental health crisis?
Text YM to 85258 for 24/7 support**

Support in School

- Your Tutor
- The House Team
- Anti-Bullying Ambassadors
- School Counsellor
- Young Carer Support
- Peer Mentoring
peermentoring@st-laurence.com
- Mental Health Support Team
- School Nurse
Drop in Tuesday 12:30-2pm

Outside of School

- Childline
0800 11 11
- Text Chat Health
07480635513
- Young Minds
www.youngminds.org.uk
- Healthy Minds Wiltshire
www.onyourmind.org.uk

For Parents

- Parenting Courses
- SLS Website
Check wellbeing section
- See your GP
For further information
- HCRG
Wiltshire Children's Community Health Services

Appendix 5 – Removing a child from the school roll

Elective Home Education (EHE):

- All the relevant paperwork, including the safeguarding form will be submitted to the LA on the day of receiving the de-registration letter from the parent / carer with a copy of the letter.
- The school will always offer an opportunity for parent / carers to discuss the decision and to offer additional support to prevent the decision to EHE.
- The student will be taken off roll from the day the school receives the letter, or in cases where the parent / carer is giving advance notice of the date requested, on the date requested.
- We cannot backdate this to an earlier date than receipt of the letter, even if the parent / carer requests this.
- The school will confirm that the student has been registered with the LA as EHE to ensure that they have assumed responsibility for the student.

Student Moves Out of Area / Child Missing Education (CME):

- Unreasonable distance to travel. We will submit the Statutory Notification as soon as we are made aware of the situation. We will then continue to track the student's destination and liaise with LA admissions team accordingly.
- The LA will advise the school when the student may be removed from roll. This is when it has been established that the student/family have left the last known address and their new location is known. The LA may also allow the school to backdate the leaving date if they or the school receives confirmation of the student starting at another school or within the care of a different LA.
- The school must receive written confirmation from the LA to backdate the leaving date. If the school does not receive this and the school has no other confirmation of where the student is, the school must keep them on roll for 20 days in line with the child missing education guidelines.

Student Emigrates:

- We will follow the same procedure as above for moving out of area, but we will also need to ascertain from the parent / carer the forwarding address, details of destination school and moving date.

Student Transfers to a New School:

- We will confirm the student's start date at the new school and that the student has started there and then submit the Statutory Notification.
- We will then take the student off roll from the confirmed start date, or the last school day if it precedes it e.g., a Friday and they started on a Monday. If the start date is the first day of a school term we can backdate the leaving date to the last day of the previous term. If there is a gap between the leaving date the school has been given by a parent / carer and the start date for a student, the student should remain on the school's roll, marked absent, until the transfer school confirms the student has started there. If after ten days, the student has still not started, the school should submit a CME form. We are not permitted to remove a CME student from the school's roll for a further ten days from the initial notification or safeguarding referral (so 20 days in total).