

Attendance Policy



Meole Brace School

Learning, Respect, Success

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1. Statement of Intent

- Improving attendance is everyone's responsibility.
- The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education.
- The school encourages all students to achieve a full attendance record and to meet, or exceed, our attendance target of 96%. This is because the pupils with the highest attainment at the end of key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. We wish to give all pupils the chance to succeed and get the most out of their school experience, including wider life-chances, and attendance is a key factor in this.
- We will develop and maintain a whole school culture that promotes the benefits of high attendance. We aim for an environment which enables and encourages children to enjoy and succeed in their education.
- We recognise that some children find it harder than others to attend school, therefore the school will build strong and trusting relationships with children and families to promote good attendance and remove any barriers to attendance. This is so that identification and response to barriers can be addressed in a timely manner. This will be done in a collaborative way.
- Where a child is registered at Meole Brace, parents and carers have an additional legal duty to make sure their child attends regularly. We expect high standards of attendance, regularly monitor attendance data, listen to children and parents to understand barriers, facilitate support, formalising it when necessary. We enforce attendance through statutory intervention only when all other avenues have been exhausted.

2. The school day

The school day starts at 8:50am. All pupils must be in their tutor room at this time.
The school day ends at 3.15pm.

3. Attendance procedures

i. Arrival to school and registration

Our three pupil entrances are open just before 8:40; pupils need to come onto school site and go straight to their tutor rooms where they will be registered. A register is a legal document, and it is part of staff duty to complete these. It is therefore important that they are taken promptly and accurately.

ii. Lateness to school

Good punctuality is expected of all pupils attending Meole Brace School. Poor punctuality is not acceptable. It does not mirror the expectations of pupils in their wider lives and it means that pupils have an unsettled start to the day. Late arrivals to tutor time or lessons disrupt the flow of learning for others. Some pupils also find it difficult to walk into a classroom late, and this can lead to avoidance behaviours.

The gates are locked at 8:50 and any pupil arriving after this time is late to school.

Late pupils must go to the main gates and then to reception to sign-in.

If pupils are late to school twice in a week, they will receive a breaktime detention. Persistently late pupils will receive a letter from the school to inform families of the issue. If improvement is not seen, the school will direct concerns to the Educational Welfare Officer.

If there are exceptional circumstances or particular barriers around punctuality and lateness to school, we ask parents/carers to contact the school.

4. Reporting absence from school

i. How to report an absence

If a pupil cannot attend school for any reason, a parent or carer must notify the school by emailing attendancembs@meole.co.uk or by calling **01743 235961** by **8am** (or as close to this time as possible) on the first day of absence and for all subsequent days of absence.

We ask for parents and carers to continue to notify us of absence for safeguarding purposes.

If we are not notified of a pupil absence, we will do all we reasonably can to establish contact with parents or carers. If we have safeguarding concerns, we will conduct a home visit.

We request that all pupils have at least two, preferably three, contacts so that we can contact all trusted adults in the case of an emergency.

ii. Medical appointments

We ask for appointments to be made outside of school hours but understand that this is not always possible. In order for absence for medical appointments to be coded accurately on registers, please provide medical evidence. This can be a screenshot of a text, a letter, etc. Any medical appointments taken without evidence will be marked as unauthorised absence.

5. Promoting good attendance

The school will promote good attendance through:

- Using the Go4Schools app to provide pupils, parents and carers with individual and daily attendance records.
- Reporting attendance to parents through progress reports.
- Educating pupils of the importance of good attendance through assemblies and tutor times.
- Communicating with parents and carers through The Pulse, letters and, when required, through individual contact with families.

i. Rewards and incentives

We seek to reward pupils who attend well, or who have made improvements to their attendance as part of our Behaviour and Attitudes policy, for example, through house points, certificates and attendance raffles.

ii. Sanctions

Lateness to school, or to lesson, is sanctioned through our Behaviour and Attitudes Policy. If a pupil is late to school twice in a week, there will be a social time detention. This also applies to repeated lateness to lessons.

Internal truancy is sanctioned through after-school detention. Truancy is when a pupil does not arrive at a lesson in good time, without valid reason. Pupils who do not arrive at lessons in a timely way will be on-called, located and returned to lesson. This will be recorded on Go4Schools and the afterschool detention will typically be arranged for the next school day.

iii. Supporting pupil attendance

The school will always seek to support pupils who find attending school difficult. We recognise that barriers are often bespoke to individuals and that they can be wide and complex.

We monitor the attendance of all pupils, at cohort and individual level, so that any patterns can be quickly identified and resolved.

We aim to build strong, trusting relationships with pupils so that communication is open.

In the first instance, appropriate and reasonable support will be put in place to address identified barriers. This might include voluntary referrals to outside agencies and services, such as targeted early help.

Where absence persists or further declines, the school will work with the Educational Welfare Officer to formalise support.

Where support is not having the desired impact, or support is not being engaged with, local authority action is the next part of process. This may be a fixed penalty notice, Shropshire Attendance Panel or prosecution in the most severe cases where all reasonable routes have failed. These measures are taken to protect all children's right to receive a full education.

6. Safeguarding

The safeguarding of young people is everyone's responsibility.

Absence and lateness may be signs that something is worrying a child and that they, or their wider family, need support.

Persistent absence or children missing education are safeguarding concerns and must act as a warning sign to a range of concerns, including neglect, sexual abuse, child sexual or child criminal exploitation, and serious violence. They may also be an indication of child-on-child abuse including bullying and sexual harassment or significant mental ill health concerns. They must not be seen as purely isolated attendance concerns.

For pupils who are severely absent (under 50%), and all avenues of support have been attempted and unauthorised attendance continues, it is likely to result in a referral to children's social care.

Safe and well checks are carried out weekly to children who are not in school attendance. The frequency and criteria of these are determined by the school's own risk assessment. Children who are severely absent will be visited weekly. Children who have unexplained absence will be seen either on the first or second day of unexplained absence, depending on the outcome of our risk assessment. Home visits are not done by appointments; they are done at any point during the school day. This will be a 'doorstep' visit in which we would expect to see that children are safe and well and we would expect to see the adult who is supervising the child.

If contact cannot be established, this may lead to a children's social care referral if we have safeguarding concerns about the whereabouts of a child or if we do not feel that they are being adequately supervised.

Section 175 of the Education Act 2002 places a duty on local authorities and governing bodies to have regard to guidance issued by the Secretary of State regarding safeguarding and promoting the welfare of children and children under the age of 18.

Please see our safeguarding policy for more information.

7. Vulnerable children

It is important that vulnerable children (children with social workers or other specific vulnerabilities) work in partnership with families and other agencies.

8. Roles and responsibilities

- Senior leader with responsibility for attendance: Hannah Wright
- Attendance officer: Melita Collinge
- Designated Safeguarding Lead and Children Looked After Co-ordinator: Simon Iddon
- SENDCo: Kate Hare
- Wellbeing lead: Sara Altinok

Role of the tutor

- Take an accurate register each morning in tutor time.
- Form relationships with children and families so that communication of any issues pertaining to attendance can be dealt with quickly.
- Be curious about absence of children.
- Support children who are struggling to attend school.
- Report safeguarding concerns to the safeguarding lead.

Role of the Head of Year

- Monitor patterns of attendance for their cohort and at individual level.
- Work in partnership with families to remove barriers to attendance using reasonable means.
- Liaise with professionals both in and outside of school and the Educational Welfare Officer as appropriate.

Summary table of responsibilities for school attendance Guidance for maintained schools, academies, independent schools, and local authorities 2022

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of poor attendance.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Not applicable.</p>	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.</p>

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Regularly monitor the attendance of children with a social worker in their area.</p> <p>Put in place personal education plans for looked-after children.</p> <p>Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.</p>

9. Types of absence

i. **Authorised absence**

Absence where the school has either given permission in advance of absence or where explanation of absence is accepted as justified.

Examples of which as follows:

- Illness
- Medical appointments which could not be made outside of the school day
- Days of religious or cultural observance
- Unavoidable cause and exceptional circumstance
- Other exceptional circumstances at the discretion of the headteacher (i.e. weddings, funerals)

ii. **Unauthorised absence**

Absence where no reason has been given or where explanation given is not considered acceptable.

This includes:

- Keeping a child off school unnecessarily or without reason
- Children who arrive to school after 9.30 without reasonable explanation
- Day trips and holidays which have not been agreed
- Days off for birthdays or other such events
- Leaving the school during the school day (absconding)
- Pupils with persistent or severe absence with unsatisfactory explanation/lack of medical or professional evidence
- When a pupil is on a local authority final warning, the school will mark all absence without medical evidence as unauthorised

iii. **Leave in term time**

- There is no entitlement in law for any leave of absence. Therefore, we ask all parents/carers to pay careful attention to our academic calendar.
- All applications for leave of absence must be made in advance to the headteacher. Leave will only be considered in exceptional circumstances. Each case for leave will be considered individually.
- Taking leave in term time will impact a child's learning.
- Any period of leave taken without the agreement of the school will be unauthorised.

10. Elective Home Education (EHE)

Please see: [Elective Home Education: Guidance for Parents 2019 \(DfE\)](#)

Elective home education is when parents or carers have made the decision to provide education for their children at home instead of sending them into full-time schooling.

The DfE guidance sets out the roles and responsibilities of all those involved in this process. The school will follow all local authority guidance and protocols for all children who are home educated.

It is important that parents/carers read the guidance so that decisions are fully informed.

The school will endeavour to undertake the following process where a parent or pupil is considering Elective Home Education:

1. If a parent or pupil raises that EHE is being considered, the school will seek to arrange a supportive meeting to discuss this. The aim of the meeting is to understand why EHE is being considered, to explore if there is anything the school can reasonably do to allow the pupil to overcome any barriers, and to signpost parents to Shropshire and DfE guidance so that all information is known.
2. The DSL will confirm if there are any safeguarding concerns that need to be considered and if any other professional agencies need to be informed, such as a child's social worker.
3. If the decision for EHE remains, a parent/carer must notify the school in writing of their decision to EHE.

4. The school will notify the Education Welfare Officer and Local Authority. The school will highlight, through the completion of local authority notification paperwork, any concerns we have around a pupil moving to EHE.

Information and contact details for EHE in Shropshire can be found on their website: [Elective home education | Shropshire Council](#)

11. Children Missing in Education (CME)

Please see [Children Missing Education: Statutory Guidance for Local Authorities September 2016](#) (DfE website).

The named officer in Shropshire for CME is Christine Kerry.

Children missing in education are children of a compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children who are already identified as vulnerable, are known to children's social care or are in the care of the local authority are additionally vulnerable and need robust protection. 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.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

Children at particular risk of missing education

There are many circumstances where a child may become missing from education, so it is vital that local authorities make judgements on a case-by-case basis. Although not exhaustive, the list below presents some of the circumstances that local authorities should consider when establishing their CME policies and procedures:

- **Pupils at risk of harm/neglect** – Children may be missing from education because they are suffering from abuse or neglect. Where this is suspected schools should follow local child protection procedures. However, if a child is in immediate danger or at risk of harm, a referral should be made immediately to children's social care (and the police if appropriate). Local authority officers responsible for CME should check that a referral has been made and, if not, they should alert children's social care. The Department's statutory guidance Keeping children safe in education provides further advice for schools and colleges on safeguarding children.
- **Children of Service Personnel** – Families of members of the Armed Forces are likely to move frequently – both in the UK and overseas and often at short notice. Schools and local authorities should contact the MoD Children's Education Advisory Service (CEAS) on 01980 618244 for advice on making arrangements to ensure continuity of education for those children when the family moves.
- **Missing children and runaways** – Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as

well as missing education. Further sources of information about missing children are listed at the back of this document.

- Children and young people supervised by the Youth Justice System – Children who have offended or are at risk of doing so are also at risk of disengaging from education. Local authority Youth Offending Teams (YOTs) are responsible for supervising those young people (aged 8 to 18). YOTs should work with the local authority CME officer to ensure that children are receiving, or return to, appropriate full-time education. Where a young person was registered at a school prior to custody, the school may be able to keep the place open for their return.
- **Children who cease to attend a school** – there are many reasons why a child stops attending a school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stopped attending a school is not known, the local authority should investigate the case and satisfy itself that the child is receiving suitable education.
- Children of new migrant families – children of new migrant families may not have yet settled into a fixed address or may have arrived into a local authority area without the authority becoming aware, therefore increasing the risk of the child missing education.

12. Suspensions and permanent exclusions

All incidents where a child is sent home due to poor behaviour, will be coded on the register as a suspension, even if pre-agreed with a parent, i.e., children being sent home during lunch times. If an exclusion is for part of the day (including lunchtime), it will be noted as a half day exclusion. All suspensions count as an authorised absence.

13. Children with medical conditions or special educational needs or disabilities

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as they are for any other pupil. That said, in working with their parents to improve attendance, we are mindful of the barriers these pupils face and will put additional support in place where necessary to help them access their full-time education.

This should include:

- Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed. Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
- Working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed.
- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments. This might include referral to the wellbeing team, support from a pastoral support officer, a move of form/class if appropriate, access to

quiet social time spaces, a medical/toilet pass, or through helping a family complete a voluntary early help assessment where a whole family response would be helpful. The school will also signpost parents/carers to external support where appropriate.

- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance.
- Ensure data is regularly monitored for these groups including at board and governing body meetings.
- Pupils with long term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education. Please see further information on supporting pupils with medical conditions at school.

14. Part time timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package.

A part-time timetable should not be used to manage a pupil's behaviour.

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or a registered alternative provision, under local authority direction where medical evidence recommends such education.

There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

There will be an identified lead for a part-time table.

Parents/carers will need to complete a risk assessment with the school and stipulate who is supervising the child when they are not in school attendance.

Part time timetables will be terminated if the agreed hours are not followed, or if a pupil is not adequately supervised.

Part-time timetables for pupils with an EHC plan will not be issued until consultation with the local authority SEND team has taken place and part-time arrangements agreed.

15. The school roll

Meole Brace School keeps an admission register and attendance register. This includes the following information:

- All children on roll, including date of admission.
- All children's personal details.

- At least two contacts for trusted adults.
- Details of the school(s) last attended.

Pupils are entered on roll on the first day of their admission.

All register codes used are in line with national codes.

A child's name can only be deleted from the admission register for a reason set out in regulation 8 of the Education (Pupil registration) (England) Regulations 2006 as amended.

16. Other relevant guidance/advice

- Keeping Children Safe in Education Sept 2023 - statutory guidance for schools
- Working together to safeguard children – statutory guidance for safeguarding partners.
- The Special Educational Needs and Disabilities Code of Practice 0-25 years
- The Education (Pupil Registration) (England) Regulations 2006
- Working together to improve school attendance May 2022
- Looked After Children
- Ensuring a good education for children who cannot attend school because of health needs
Statutory guidance for local authorities January 2013
- Children Missing Education Statutory Guidance for Local Authorities Sept 2016
- Gypsy, Roma and Traveler Children: supporting access to education.
- General information and advice for academies can also be found in the Government's publication Missing Children and Adults – A Cross government strategy.
- Statutory Guidance on Children who run away or go missing from home or care.
- Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation Department for Education
- NSPCC Protecting children from sexual exploitation.
- Elective home education guidance for local authorities April 2019 Attendance policy 8
- Elective home education – a guide for parents April 2019
- Alternative Provision Statutory guidance for local authorities Jan 2013