OneSchool Global

Attendance and CAFE Policy

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OSG Document Code POL_UK_ED_Attendance and CAFE Policy_V13.1	**Authorisation Date** 10/2025	**Next Review Date** 10/2026
Policy Author Giles Bennett, Regional Director of Education	**Reviewed by** Regional Directors of Education and their teams	**Approved by** OneSchool Global UK Board on 20/10/2025
Enquiries Contact: support@uk.oneschoolglobal.com	**Associated Documents** Safeguarding Policy KCSIE 2025 Admissions Policy Student Discipline Policy Data Protection Policy Working together to improve school attendance Published May 2022, Applies from August 2024	

1. PURPOSE

1.1 OneSchool Global UK (OSG UK) Biggleswade Campus' Attendance/Children Absent From Education Policy aims to enable the Campus to provide consistent practice that encourages and facilitates the regular attendance of all students. Regular attendance at school is key to student progress and attainment, and enjoyment of learning. For this reason, the Campus is committed to ensuring its Attendance Policy is followed at all times.

2. SCOPE

2.1 This policy applies to all stakeholders.

3. DEFINITIONS

3.1 For the purposes of this policy, the following definitions apply.

Term	Definition
Attendance	Full-time education means attendance for the period described by the Campus and a student may be marked absent if they arrive after the time when the Campus closes its register. Regulations distinguish between 'authorised' and 'unauthorised' absences although this distinction is no longer reported.
Attendance Register	The daily register taken at the beginning of each day and again in the afternoon. The use of Attendance Codes will be used to record individual students' attendance at Campus.
Admission Register	The Roll Register of all students at the Campus. It includes the date of admission and the name and address of the school that the students last attended. If a student leaves, then details of the school that they go to must be recorded.

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Persistent Absence	Attendance which is less than 90%.
Bromcom	School Management Information System.

4. INTRODUCTION/POLICY STATEMENT

4.1 INTRODUCTION

4.1.1 At this Campus, we stress the importance of good attendance, and the Attendance Policy fosters this commitment. The Campus owes a duty of care to both parents and students to ensure that all students attend regularly; there is also a moral and statutory responsibility to safeguard and promote the welfare of children and young people.

4.1.2 Schools are required to keep Admission Registers and Attendance Registers by law. They can be kept in hard copy or electronic form; this Policy and procedure advise how they should be kept.

4.2 POLICY PRINCIPLES

4.2.1 The Campus takes a whole-school approach to maintaining excellent attendance and it is the joint responsibility of parents, students and all staff members to ensure that children are attending school as they should be. We endeavour to work with families to make sure that any problems or circumstances which may lead or be leading to poor attendance are given the right attention and appropriate support.

4.2.2 Our aim is to have a minimum attendance level of 95%.

4.2.3 We recognise that some pupils find it harder than others to attend school and therefore at all stages of improving attendance. We work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of our resources.

4.3 POLICY

4.3.1 The Education Act 1996 states that:

4.3.2 The parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable – 4.3.2.1 to their age, ability and aptitude, and

4.3.2.2 to any special educational needs, they may have,

4.3.2.3 either by regular attendance at school or otherwise.

4.3.3 By law a person ceases to be of compulsory school age at the end of the day which is the school leaving date for any calendar year (the last Friday in June) -

4.3.3.1 if they attain the age of 16 after that day but before the beginning of the school year next following,

4.3.3.2 if they attain that age on that day, or

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4.3.3.3 if that day is the school leaving date next following his attaining that age.

4.3.4 Students enrolled at the Campus are expected to attend school until the completion of Year 13 unless there are specific circumstances agreed on an individual basis.

4.3.5 The law requires regular attendance by students registered at the Campus. It is the parents' responsibility to ensure attendance.

4.4 DUTIES

4.4.1 The Board will recognise the importance of school attendance and promote it across the school's ethos and policies.

4.4.2 The board will ensure school leaders fulfil expectations and statutory duties.

4.4.3 Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most.

4.4.4 Ensure school staff receive adequate training on attendance.

4.4.5 Share effective practice on attendance management and improvement across schools.

4.4.6 CAMPUS DUTIES – each campus will appoint a Senior Leader with the strategic responsibility for attendance.

4.4.6.1 Elizabeth Jordan

4.4.6.2 Biggleswade Campus

4.4.6.4 elizabeth.jordan@uk.oneschoolglobal.com 01767 602800

4.4.7 The Senior Leader (Attendance Champion) responsible for attendance will

4.4.7.1 Set a clear vision for improving and maintaining good attendance

4.4.7.2 Establish and maintain effective systems for tackling absence

4.4.7.3 Have a strong grasp of absence data

4.4.7.4 Regularly monitor and evaluate progress including the effectiveness of the strategy.

4.4.8 The campus has identified Form Tutors who monitor a child's attendance on a daily basis. Contact details are as follows.

Year	Contact Name	Contact details
3	Willow Evans	Willow.evans@uk.oneschoolglobal.com
4	Eloise Clifford	Eloise.clifford@uk.oneschoolglobal.com
5	Samantha Duncan	Samantha.duncan@uk.oneschoolglobal.com
6	Hira Jamil	Hira.jamil@uk.oneschoolglobal.com
7	Nicola Dreuitt	Nicola.dreuitt@uk.oneschoolglobal.com
8	Jacqueline Restick	Jacqueline.restick@uk.oneschoolglobal.com

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9	Elizabeth Jordan	Elizabeth.jordan@uk.oneschoolglobal.com
10	Sarah Dingley	Sarah.dingley@uk.oneschoolglobal.com
11	Ben Young	Benjamin.young@uk.oneschoolglobal.com
12	Esron Tomlinson	Esron.tomlinson@uk.oneschoolglobal.com
13	Santania Ricketts-Singh	Santania.ricketts-singh@uk.oneschoolglobal.com

4.4.9 Should more detailed or additional information about attendance be required, the Senior Leader responsible for attendance should be contacted as detailed in 4.4.1/ Alternatively the Campus Principal can be contacted.

4.4.10 The Campus is required to ensure that an attendance register is taken twice a day, at the beginning of the morning and afternoon session on which the presence or absence of every student should be recorded.

4.4.11 Students must arrive in school no later than 8.45am. Registers close at 9.00am. After which any students that arrive will be marked as late.

4.4.12 Afternoon registration takes place at 1:15pm. Registers close at 1: 30pm after which a student will be marked absent for the afternoon session.

4.4.13 All attendance must be recorded in BromCom in the electronic class registers.

4.4.14 The Campus must provide the Secretary of State with information of levels of authorised and unauthorised absence when requested or via the DfE Independent School Census.

4.4.15 The Campus will monitor and evaluate attendance, analysing trends and/or patterns over time for individuals or groups of students using BromCom. Appendix 2 and 3 should be used.

4.4.16 The Campus should regularly monitor students below 95% and put in place an Action Plan if attendance does not improve (see Appendix 6 and 7 for guidance). If necessary, this may include multi agency support.

4.4.17 The Campus should review data to identify cohorts of students who are most vulnerable to poor attendance and consider strategies to intervene prior to attendance concerns arising e.g., learning support teams, additional pastoral support.

4.4.18 The Campus should demonstrate that where a student's absence falls below 90%, they have taken robust action to address this.

4.4.19 The campus has a duty to inform the Local Authority, of the name and address of any registered student who fails to attend regularly, or has been absent for a continuous period of 10 or more school days, except if:

4.4.19.1 such absences are covered by a medical certificate

4.4.19.2 the absences are authorised by the Campus

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4.4.20 Sickness returns: The Campus will provide the local authority with the full name and address of all pupils of compulsory school age who have been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness. Only one sickness return is required for a continuous period of sickness in a school year. This is to help the school and local authority to agree any provision needed to ensure continuity of education for pupils who cannot attend because of health needs, in line with the statutory guidance on arranging education for children who cannot attend school because of health needs.

4.4.21 The Campus should promote and incentivise good attendance by rewarding individuals in an appropriate way including recognition assemblies/ attendance certificates/ Annual Recognition of Excellence Ceremony.

4.4.22 The Campus will visibly demonstrate the benefits of good attendance throughout school life. this may include in displays, assemblies or in registration periods. where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class/form and individual level.

5. PROCEDURES

5.1 CAMPUS SESSIONS

5.1.1 The OSG UK Academic Calendar and Timetables determine the times of the daily sessions and duration of the terms and are approved by the Board.

5.2 ATTENDANCE REGISTERS

5.2.1 The Education (Student Registration) (England) Regulations 2006 govern the attendance registers that the campus must keep. They also regulate the power to grant leave of absence.

5.2.2 A set of national codes and descriptors to record the reason for student absence is as Appendix 1.

5.3 ELECTRONIC REGISTER IN BROMCOM

5.3.1 Admission and attendance registers are kept in BromCom. The registers must be backed up, in the form of an electronic or printed copy, not less than once a month.

Printed copies on a monthly basis should be signed and dated by the Campus Principal as accurate records and retained in a single volume. Each of these additional copies of the admission and attendance registers must be retained for three years after the end of the school year in question, as will those done by hand.

5.4 SETTING UP THE ACADEMIC YEAR IN BROMCOM

5.4.1 There are 190 days for maintained schools, 185 for OSG UK Campuses. This will be administered centrally by OSG UK.

5.5 KEEPING REGISTERS

5.5.1 Registers must:

5.5.1.1 be taken at the beginning of the morning and afternoon sessions

5.5.1.2 distinguish between authorised and unauthorised absence and daily totals calculated

5.5.1.3 be taken electronically

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5.5.2 If a correction is made to an original entry the correction will be clearly identifiable. There are only three occasions when an entry in an attendance register can be altered:

5.5.2.1 When staff discover that an error has been made, for example a typing error

5.5.2.2 When a student's absence was unexplained but has since been explained

5.5.2.3 When a student's name has changed

5.5.3 Whenever a change is made, both the original entry and the amendment must be clearly distinguishable. The original entry and the correction should be kept so entries appear in chronological order. Any amendments should also indicate the reason for them and who made the amendment.

5.6 INSPECTION OF ATTENDANCE REGISTER

5.6.1 It is a statutory requirement for all schools to keep attendance registers, and these must be available for inspection during school hours by authorised persons. Those authorised to inspect registers could include Ofsted, ISI, Estyn, HMIE and ETINI Inspectors and authorised local authority officers.

5.7 PRESERVATION OF RECORDS

5.7.1 Registers are legal records, and all schools must preserve every entry in the attendance or admission register for 6 years from the date of entry.

5.8 DATA PROTECTION

5.8.1 OSG UK is registered with the Information Commissioner's Office under the Data Protection Act 2018. The campus will retain information for as long as is necessary and usually for six years from the date on which the student left the school or six years after his or her 18th birthday, whichever is longer.

5.9 SCHOOL LEAVING AGE

5.9.1 Students must do one of the following until they are 18:

5.9.1.1 Stay in full time education

5.9.1.2 Start an apprenticeship or traineeship

5.9.1.3 Work or Volunteer (for 20 hours or more a week) whilst in part time education or training

5.10 LEAVE OF ABSENCE FOR STUDENTS

5.10.1 Only exceptional circumstances warrant a leave of absence.

5.10.2 The school will consider each application individually considering the specific facts and circumstances and relevant background context behind the request.

5.10.3 If a leave of absence is granted, it is for the Campus Principal to determine the length of the time the pupil can be away from school.

5.10.4 Campus Principals should only grant leaves of absence in exceptional circumstances it is unlikely a leave of absence will be granted for the purposes of a family holiday.

5.10.5 An application has been made in advance to the Campus Principal by a parent with whom the student normally resides.

5.11 **AUTHORISED ABSENCE** (See Appendix 1 – National Codes for full list of attendance codes)

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5.11.1 Absence may be authorised by the school for the following reasons:

Register Code	Description
C	Authorised absence as pupil is absent due to other authorised circumstances
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
E	Authorised absence as pupil is excluded, with no alternative provision made
I	Illness (NOT appointments)
M	Authorised absence due to medical/dental appointments
R	Authorised absence due to religious observance
S	Authorised absence due to study leave
T	Authorised absence due to traveller absence
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
B	Approved education activity as pupil being educated off site (NOT dual registration)
P	Approved educational activity as pupil is attending an approved sporting activity
V	Approved education activity as pupil is away on an educational visit or trip
W	Approved educational activity as pupil is attending work experience

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K	Attending education provision arranged by the local authority
G	Unauthorised absence as pupil is on a family holiday, NOT agreed, or is taking days in excess of an agreed family holiday
N	Unauthorised absence as pupil missed sessions for a reason that has not yet been provided
O	Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code/description
U	Unauthorised absence as pupil arrived after registers closed
D	Dual registered (at another establishment - NOT counted in possible attendance
X	Not required to be in school - for non-compulsory school age children
Y	Unable to attend due to exceptional circumstances - not counted in possible attendances
Z	Pupil not yet on roll - not counted in possible attendances
#	Planned whole or partial school closure - NOT counted in possible attendances
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed

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Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause

5.11.2 Guidance for use of D code (Dual Registration) is specified in Appendix 5.

5.12 AUTHORISING ABSENCE

5.12.1 The campus should authorise absence only after careful consideration. If the reason for absence is unknown at the time the register is taken, it should be marked as unauthorised and can be changed later.

5.12.2 Leave of absence should only be granted for specific circumstances set out in regulation 11 of the 2024 Attendance regulations.

5.12.2.1 Taking part in a regulated performance or employment abroad: in line with a licence issued by a local authority or Justice of the Peace or a body of persons approval.

5.12.2.2 Attending an interview: for entry into another educational institution or for future employment where requested in advance by a parent the pupil normally lives with.

5.12.2.3 Study leave: for public examinations, as agreed in advance with a parent the pupil normally lives with. Please note this does not include any internal examinations such as mocks, as study leave should not be granted in such cases.

5.12.2.4 A temporary, time-limited part-time timetable: where the pupil is of compulsory school age, both the parent who the pupil normally lives with and school agree the pupil should temporarily be educated on a part-time basis for exceptional reasons and have agreed the times and dates when the pupil will be expected to attend school as part of that timetable.

5.12.2.5 Exceptional circumstances: A leave of absence can be granted for other exceptional circumstances at the discretion of the CP. This must be requested in advance by a parent who the pupil normally lives with. CPs are then expected to consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, it is for the school to determine the length of the time the pupil can be away from school. Generally, OSGUK does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance.

5.12.2.6 Leave of absence should not be granted for a pupil to take part in protest activity during school hours.

5.12.2.7 All schools are also able to allow pupils of non-compulsory school age to be absent for sessions they are not timetabled to attend (For full details see code X).

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5.12.3 Education off site

As well as the above leaves of absence pupils can be absent from the school site for certain educational activities or to attend other schools or settings:

5.12.3.1 To attend an offsite approved educational activity. (For full details see Code B)

5.12.3.2 To attend another school at which the pupil is registered (dual registration). (For full details see Code D)

5.12.3.3 To attend provision arranged by the local authority. e.g. alternative provision or as part of an education, health and care plan. (For full details see Code K)

5.12.3.4 To participate in an approved sporting activity. (For full details see Code P)

5.12.3.5 To attend an educational visit or trip arranged by the school. (For full details see Code V)

5.12.3.6 To attend work experience. (For full details see Code W)

5.12.3.7 As these circumstances are part of delivering a full-time education they are not classified as absences for statistical purposes

5.13 LOCAL AUTHORITY

5.13.1 The Campus is required to maintain an attendance register and Trustees will report as soon as possible to the Local Authority in which the student lives:

5.13.1.1 Ten days of unauthorised absence (other than for reasons of sickness or leave of absence)

5.13.1.2 Failure to attend regularly

5.14 POLICE POWER OF TRUANTS

5.14.1 If a police officer has reasonable cause to believe that a child is of compulsory school age and is absent from school without lawful authority, the officer can take the child back to school or to another place designated by the Local Authority. The child must be in a public place when this power is exercised. Truancy is not a criminal offence, so this is not a power of arrest or detention.

5.15 PARENTAL RESPONSIBILITY FOR SCHOOL ATTENDANCE

5.15.1 It is the duty of the parent of a child of compulsory school age to ensure that the child receives efficient, full-time education; they must ensure that their children attend regularly and aim for a minimum attendance rate of 95%.

5.15.2 Parents have no right to authorise the absence of a registered student of compulsory age; this may only be done by the school.

5.15.3 If a student is absent due to illness or a family emergency, then the parent must notify the campus by telephone by 9:00 am that morning.

5.15.4 Parents must explain all absenteeism with a note beforehand or immediately upon the student's return to the campus. Parents may be prosecuted if they know that their child is not attending school and they fail without reasonable justification to cause their child to attend or fail to secure a child's regular attendance at the school at which they are registered.

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5.15.5 If a registered student of compulsory school age fails to attend regularly, the Local Authority can prosecute a parent; issue an Education Supervision Order, parenting order or school attendance order.

5.16 DAY TO DAY PROCESSES

5.16.1 Alongside accurate recording of attendance and absence, the campus will have robust day to day processes to track and follow up absence and poor punctuality which are rigorously applied across the school.

5.16.2 All parents should contact the school when their child is absent to explain the reason. Campuses will contact parents on the first day of absence where a reason has not been provided. if absence continues without explanation, further contact should be made to ensure safeguarding.

5.16.3 Campuses should hold more than one emergency contact for each student

5.16.4 Campuses will regularly provide parents with information about their child's attendance and absence levels.

5.17 CONTACTING PARENTS ON THE FIRST DAY OF ABSENCE

5.17.1 If a student is absent without explanation when the register is checked, campus staff should contact the parents that same day.

5.17.2 This declared procedure of 'first day contact' makes it clear to students and parents that absence is a matter of concern and will be followed up.

5.17.3 Procedures for first day absence monitoring are detailed in Appendix 4. Procedure: Attendance Monitoring – First Day Call.

5.18 PROCEDURES FOR MANAGING PERSISTENT ABSENCE

5.18.1 Campuses must have in place systems to manage persistent absence which is defined as being absence below 90%.

5.18.2 Procedures for managing persistent absence are set out in Appendix 3. Once identified a report, including Action Plan, must be shared with RP.

5.18.3 Appendix 6 should be used to help campuses identify reasons for absence to enable effective Action Planning.

5.19 BUILD STRONG RELATIONSHIPS WITH FAMILIES

5.19.1 The school will treat all pupils and parents with dignity and staff should model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance.

5.19.2 In communicating with parents, schools should discuss the link between attendance and attainment and wider wellbeing, and challenge parents' views where they have misconceptions about what 'good' attendance looks like. where a pupil or family needs support with attendance, it is important that the best placed person in the school works with and supports the family and wherever possible the person should be kept consistent.

5.19.3 Where a pattern of absence is at risk of becoming, or becomes, problematic. The campus will draw on these relationships and listen to and understand the barriers to attendance the pupil or family is experiencing. in doing so, the campus will take into consideration the sensitivity of some of the reasons for absence and understand the

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importance of school as a place of safety and support rather than reaching immediately for punitive approaches.

5.19.4 Where absence intensifies, so should the support provided, which will require the school to work in tandem with the local authority and other relevant partners:

5.19.4.1 if the needs and barriers are individual to the pupil this may include provision of mentoring, 1-2-1 tuition or out of hours learning, or where appropriate an education, health and care plan or alternative provision.

5.19.4.2 where the needs are wider and a whole family response is more appropriate, this is likely to include a voluntary early help assessment.

5.19.4.3 where engagement in support is proving challenging, schools should hold more formal conversations with the parents (and pupil where they are old enough to understand). This is likely to be led by the senior leader responsible for attendance and may include the school's point of contact in the local authority school attendance support team. These meetings should clearly explain the consequences of persistent and severe absence to the pupil and

family and the potential need for legal intervention in future, but should also be an opportunity to continue to listen to and understand the barriers to attendance and explain the help that is available to avoid those consequences.

5.19.5 In all cases the campus should monitor the impact of any intervention(s) and make adjustments where necessary in discussion with the pupil, parents and any other partners involved as part of any whole family plan or team around the family.

5.19.6 Where interventions are failing, all parties should work together to identify the reasons why and either adjust or change the approach.

5.19.7 Where voluntary support has not been effective and/or has not been engaged with all schools should work with the local authority to:

5.19.7.1 Put formal support in place in the form of an attendance contract or an education supervision order.

5.19.7.2 Issue a Notice to Improve where support would not be appropriate or has not been successful or engaged with and it is likely to change the parents' behaviour.

5.19.7.3 Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).

5.19.7.4 Pursue legal where all other routes have failed or are not deemed appropriate. This could include making the case for a community or parenting order where the parent is convicted to secure engagement with support.

5.20 PUPILS WITH MEDICAL CONSIDERTIONS, PHYSICAL OR MENTAL HEALTH CONDITIONS OR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

5.20.1 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, schools

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should be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education. This should include:

5.20.1.1 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.

5.20.1.2 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. In addition, schools should work with families to help

support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day.

5.20.1.3 Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.

5.20.1.4 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.

5.20.1.5 When required the campus will make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.

5.20.1.6 If applicable the campus will consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with, the pupil and their parents.

5.20.1.7 Attendance is everyone's business so in many of these cases school will not be able to fully support a pupil without the assistance of a range of other agencies.

a. Make use of school nursing services and mental health support teams where they are available.

b. Consider whether additional support from other external partners (including the local authority, children and young people's mental health services, GPs or other health services) would be appropriate and make referrals.

c. Where external support is provided work together with those services to deliver any subsequent support.

5.20.1.8 If the child has an education health and care plan, school staff should:

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a. Communicate with the local authority where a pupil's attendance falls or they become aware of barriers to attendance that relate to the pupil's needs.

b. Where possible agree adjustments to its policies and practices that are consistent with the special educational provision set out in the education health and care plan in collaboration with parents.

c. Where needed work with the local authority to review and amend the education health and care plan to incorporate the additional or different attendance support identified.

5.20.1.9 Medical evidence for recording absences should only be needed in a minority of cases (see Code I). Where a pupil's health need means they need reasonable adjustments or support because it is complex or long term, schools can seek medical evidence to better understand the needs of the pupil and identify the most suitable provision in line with the statutory guidance in supporting pupils at school with medical conditions or arranging education for children who cannot attend school because of health needs.

5.20.1.10 Ensure data is regularly monitored for these groups including at board and governing body meetings and in targeting support meetings with the local authority so that additional support from other partners is accessed where necessary.

5.21 PUPILS WITH A SOCIAL WORKER/YOUTH OFFENDING TEAM WORKER

5.21.1 The campus will inform a pupil's social worker and/or youth offending team worker if there are unexplained absences from school or in the event of their name is to be deleted from the school register.

5.22 PART TIME TIMETABLES

5.22.1 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.

5.22.2 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 fulltime, either at school or alternative provision. there should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a parttime 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.

5.23 PROCESS FOR DEALING WITH A MISSING CHILD

5.23.1 The following procedure will be followed to ensure that no child goes missing or absconds:

5.23.1.1 First day contact with parents

5.23.1.2 If, at any stage during the school day a student is unaccounted for, the following procedure will be followed, in order, until the student is located or the police are informed:

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5.23.1.3 The Campus Principal (or the person deputising) is immediately informed, and Reception is contacted to check there is not an authorised absence or departure from school.

5.23.1.4 The student's friends, peers and all staff are asked for information which might explain the absence.

5.23.1.5 A thorough search of site is conducted.

5.23.1.6 A fire drill is conducted.

5.23.1.7 The parents of the missing student are contacted.

5.23.1.8 The Campus Principal (or the person deputising) contacts the police.

5.23.1.9 The risk and time a student could be missing is minimised by the twice daily Registration procedure and individual lesson register taken.

5.24 PROCESS FOR DEALING WITH A CHILD ABSENT FROM OR MISSING EDUCATION

5.24.1 Children absent from education are those who are not on a school roll or receiving suitable education otherwise than at school. children who are absent from education, particularly on repeat occasions and/or for prolonged period or have missed 10 school days or more without permission may be at risk of becoming 'children absent from or missing education'.

5.24.2 School proprietors must have regard to the statutory guidance 'Keeping Children Safe in Education' when making arrangements to safeguard and promote the welfare of children.

5.24.3 The Campus must recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

5.24.4 Schools should put in place appropriate safeguarding responses for children who go missing from school, particularly on repeat occasions these must include holding at least 2 Emergency contact numbers which are provided and updated by the parent with whom the student normally resides.

5.24.5 Responding to absence – criteria for requesting support from the Multi Agency Support Team (MAST). Additional agency support should be requested if:

5.24.5.1 Home/school contact has not prompted an improvement in attendance.

5.24.5.2 Poor overall attendance (e.g. below 90%) and no mitigating circumstances or acceptable reasons for absence provided to school.

5.24.5.3 When a student has not attended for 10 school days the school has a statutory responsibility to inform the Local Authority.

5.24.6 Children Missing from Education The Designated Safeguarding Lead (DSL) is the nominated member of school staff to liaise with the Local Authority's Children Missing from Education Team. Students who cannot be located will be considered missing. The Children Missing from Education Team will be informed and will pursue the matter in accordance with Local Authority procedures.

5.24.7 For Permanent transfer during non-standard transition points the Local Authority must be informed by both schools of a child leaving / arriving in the authority and evidence of this will; be kept by the schools.

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5.25 ADMISSION REGISTER

5.25.1 The campus must record personal details of every pupil at the school in the admission register. the register must include the following information for every pupil:

5.25.1.1 full name

5.25.1.2 sex

5.25.1.3 the full name and address of each of the pupil's parents

5.25.1.4 which of the pupil's parents the pupil normally lives with and at least one telephone number by which each parent who the pupil normally lives with can be contacted in an emergency. DFE's advice is that where reasonably practicable, schools should hold an emergency contact number for more than one person for each pupil.

5.25.1.5 day, month and year of birth

5.25.1.6 day, month and year of admission or re-admission to the school

5.25.1.7 name and address of the school last attended, if any.

5.26 REMOVAL OF A CHILD FROM THE ADMISSION REGISTER

5.26.1 All schools must notify the local authority when a student's name is to be deleted from the admission register under any of the grounds prescribed in regulation 8 of the Education (Student Registration) (England) Regulations 2006 as amended as soon as the ground for removal is met and no later than the time at which the student's name is removed from the register. This duty does not apply where the student's name is removed after they have completed the school's final year, unless the local authority requests for such information to be provided.

5.26.2 Where a school notifies a local authority that a student's name is to be deleted from the admission register, the school must provide the local authority with the following information:

5.26.2.1 the full name of the student

5.26.2.2 the full name and address of any parent with whom the student lives

5.26.2.3 at least one telephone number of any parent with whom the student lives

5.26.2.4 the full name and address of the parent who the student is going to live with, and the date the student is expected to start living there, if applicable

5.26.2.5 the name of student's other or future school and the student's start date or expected start date there, if applicable; and

5.26.2.6 the ground prescribed in regulation 8 under which the student's name is to be deleted from the admission register.

5.27 DEALING WITH LATENESS

5.27.1 The Campus should be alert to emerging patterns of late arrivals. The register can be kept open for a period of 15 minutes after the beginning of registration. This can be extended in certain circumstances such as bad weather or transport difficulties.

5.27.2 If a student misses registration and fails to provide an adequate explanation, this constitutes unauthorised absence.

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5.28 PROMOTING PUNCTUALITY

5.28.1 The campus will record and follow up lateness in respect of students who arrive late on a regular basis.

5.28.2 The following principles will be applied:

5.28.2.1 Students will see that punctuality is taken seriously and followed up on.

5.28.2.2 Parents will be informed – they may not be aware that there is an issue.

5.29 DFE SCHOOL CENSUS INFORMATION

5.29.1 There is no longer a requirement for Independent Schools to return absence data to the DfE. However, the Campus is required to complete the School Level Annual Census for Independent Schools on the third Thursday of January each year.

5.30 COVID MANAGEMENT

5.30.1 Covid absence will be managed in line with DfE expectations and OSGUK Attendance Policy will be regularly adapted to reflect changing DfE guidance during times of outbreaks across the region.

6. GUIDELINES

- Working Together to Improve School Attendance (August 2024)
- Children Missing in Education (2025)
- Keeping Children Safe in Education 2025
- Keeping Learners Safe 2022 (Wales)
- Education Act 1996
- Data Protection Act 2018
- Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Education (Student Registration) (England) Regulations 2006 (and amendments)
- Education (Student Information) (England) Regulations 2005
- Children Act 1989

7. ATTACHMENTS

- Appendix 1: National Attendance Codes, Descriptions and Meanings
- Appendix 2: Procedure: Attendance Monitoring Guidelines: Persistent Absence
- Appendix 3: Procedure: Attendance Monitoring Guidelines: First Day Call
- Appendix 4: Procedure: Students Moving Between Campuses
- Appendix 5: Attendance Concern – Campus & Parents Checklist
- Appendix 6: Strategies for Improving Punctuality

8. VERSION CONTROL

Document Code	Date	Version No.	Nature of Change
QSC/4	September 2019	7.0	

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QSC/4	October 2019	7.1	Update to reflect latest guidance Clarification on attendance codes
QSC/4	July 2020	8.0	Update to reflect more robust attendance monitoring systems. Update to include procedures for management of PA and First Day Call. Update to clarify student transfer procedures and use of D code.
QSC/4	January 2021	8.1	Update reflects DFE Guidance August 2020. Clarifies procedures for dealing with students missing education. Clarifies expectations with regards to removal from admissions register. Clarifies responsibility to inform LA of absence.
QSC/4	March 2021	8.2	Clarification over retention period for attendance registers
QSC/5	July 2021	8.3	Update to reflect covid related absence codes.
QSC/5	July 2021	8.4	Appendix 7: Recording attendance in relation to coronavirus (Covid19) during the 2021 to 2022 Academic year
QSC/5	July 2021	9	Appendix 8: Improving School attendance
QSC/5	December 2021	9.1	Appendix 5 – information on learning support information transfer added.
QSC/5	September 2022	9.2	Appendix 7 & 8 Removed. Appendix 8 added as guidance document.
			Punctuality guidance strengthened in new Appendix 7. Covid sub clause
QSC/5	October 2022	9.3	Updates to reflect DfE 'Working together to improve school attendance September 2022'

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QSC/5	September 2023	10.0	Amended registration closing for am Updated DFE guidance Updated KCSIE guidance Duties of the board added Bullet 4.4.15 added Bullet 5.19.3 added 5.10 Leave of absence request section amended, to align with DFE guidance Amended preservation of records to align with DFE guidance new section added 5.16 5.18 new section added on building relationships with families New section added, 5.20 on students with SEND and medical needs New section added 5.21 on part time timetables 5.24 new section added on admission register contents
QSC/5	September 2024	11.0	4.2.3 Strengthens expectations of whole school approaches. 4.4.1 Clarification of expectations of Senior Leader for attendance 5.5.1 Expectation of electronic registration. 5.7.1 Preservation of records increased from 3 to 6 years. 5.5.12.2 Clarification of expectations around LOA 5.12.13 Expectations around education offsite 5.19.7 Working with LA 5.20.1.5 Reporting 15 days Illness 5.20.1.6 Policy adjustments to support Equality.
			5.20.1.7 Working with additional agency 5.20.1.8 Support for pupils with EHCP 5.20.1.9 Medical evidence 5.21 Reporting to social workers and Youth offending teams Appendix 1 – updated codes

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QSC/5	October 2024	12.0	4.4.14, Clarification of sickness returns.
QSC/5	October 2024	13.0	Children Missing in education 2024 correctly referenced.
POL_UK_ED_Attendance and CAFE Policy_V13.1	October 2025	13.1	CMIE and KCSIE references updated.

APPENDIX 1 - NATIONAL ATTENDANCE CODES, DESCRIPTIONS AND MEANINGS

Attendance codes

Register Code	Description
/	Present AM
\	Present PM
L	Late (before registers closed) marked as present
K	Attending education provision arranged by the local authority
C	Authorised absence as pupil is absent due to other authorised circumstances
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
E	Authorised absence as pupil is excluded, with no alternative provision made
I	Illness (NOT appointments)
M	Authorised absence due to medical/dental appointments
R	Authorised absence due to religious observance
S	Authorised absence due to study leave
T	Authorised absence due to traveller absence
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
B	Approved education activity as pupil being educated off site (NOT dual registration)
P	Approved educational activity as pupil is attending an approved sporting activity
V	Approved education activity as pupil is away on an educational visit or trip
W	Approved educational activity as pupil is attending work experience

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K	Attending education provision arranged by the local authority
G	Unauthorised absence as pupil is on a family holiday, NOT agreed, or is taking days in excess of an agreed family holiday
N	Unauthorised absence as pupil missed sessions for a reason that has not yet been provided
O	Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code/description
U	Unauthorised absence as pupil arrived after registers closed
D	Dual registered (at another establishment - NOT counted in possible attendance
X	Not required to be in school - for non-compulsory school age children
Y	Unable to attend due to exceptional circumstances - not counted in possible attendances
Z	Pupil not yet on roll - not counted in possible attendances
#	Planned whole or partial school closure - NOT counted in possible attendances
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention

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Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause

POSSIBLE ATTENDANCE CODES AND WHAT THEY MEAN COLOUR KEY

COLOUR	DESCRIPTION
	PRESENT
	AUTHORISED ABSENCE
	APPROVED EDUCATIONAL ACTIVITY - COUNTED AS PRESENT
	UNAUTHORISED ABSENCE
	NOT COUNTED IN ATTENDANCE CALCULATIONS

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APPENDIX 2 – Procedure: ATTENDANCE MONITORING GUIDELINES: PERSISTENT ABSENCE

Campuses need to have systems in place for monitoring, recording, and responding to students with persistent (less than 90%) absence problems.

EARLY IDENTIFICATION GROUP – students with attendance less than 95% but greater than 90%.

Actions:

- Weekly cumulative attendance figure recorded for this cohort to look for progress and patterns. Monitor improvement and regression.
- Involvement of the form tutor – contact with parents to discuss ways to support, identify any areas of concern.
- Appropriate Action Plan in place.

SAFE AND WELL GROUP – students with attendance below 90%

It is crucial for campuses to undertake due diligence around the reasons for the absence, and actions put in place by the Campus to restore attendance.

Actions:

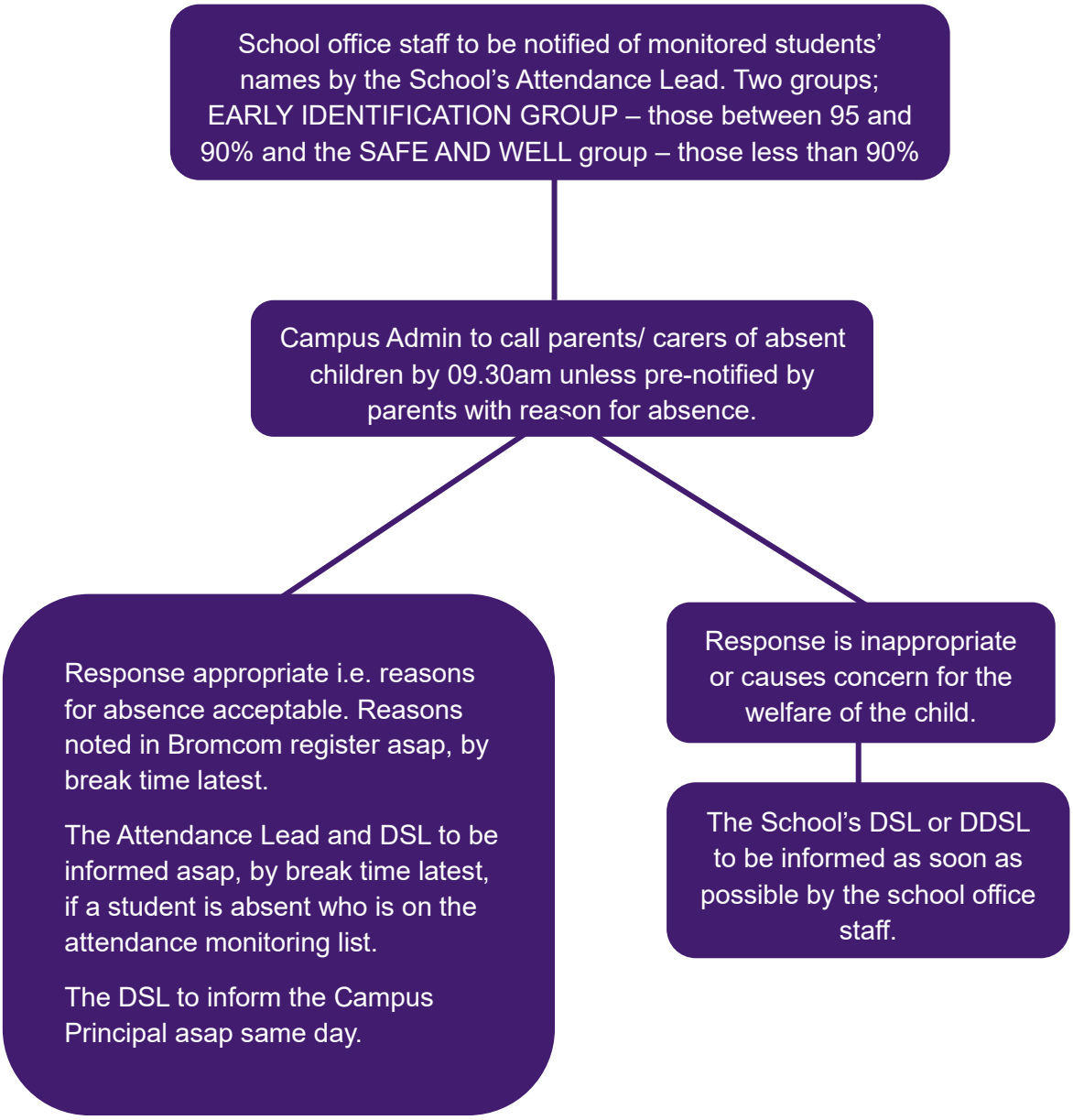
- For each of the students on the Safe and Well group, please provide a short report **monthly** for DP/RP/LCA to cover the following:

- Main reason for the absence
- Involvement of Social Care, Early Help or Health (if any)
- Actions taken to date to restore and improve attendance
- Please ensure these students have been discussed with RSENDCO, DSL and Campus Mental Health Champion.

APPENDIX 3 – PROCEDURE: ATTENDANCE MONITORING GUIDELINES: FIRST DAY CALLING

This is intended as helpful guidance for schools in terms of protecting children. ‘First Day Calling’ is important because school absence and safeguarding are closely linked. This practice not only encourages good attendance it also helps to monitor a student’s wellbeing and is an alert to their safety.

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APPENDIX 4 – PROCEDURE: STUDENTS MOVING BETWEEN CAMPUSES

Short stay – Dual registered: Up to 10 school weeks.

**Transfers may be within the United Kingdom, or to/from another Global Region. Please be aware that 'Dual Registration' is only possible within the same jurisdiction (e.g. England to England, Wales to Wales, Scotland to Scotland transfers). All other transfers cannot have dual registration.*

Parental consent is always required. In writing to the Campus Principal to give the proposed address, details of the carers (if not parents), campus name and duration of the transfer.

1. Lead CA and RTL approval is needed before any transfer can be progressed. The Lead CA at the campus where the student is enrolled (the permanent campus) should inform the Lead CA at the receiving campus. As soon as approval is agreed, both Lead CAs should inform their Campus Principal, District Principal and Regional Principal by email.

2. The Campus Principal at the current campus should contact the Campus Principal at the receiving campus to discuss the transfer, reasons and proposed timelines. In principle this should always be at least three weeks before the date of short-stay transfer.

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3. The **OSG UK Short-stay enrolment form** should be sent by the receiving campus, completed by the parents and sent back to the Campus Principal at the receiving campus. The Campus Principal at the receiving campus should confirm approval for the short-stay transfer by return email and copy in the District and Regional Principal. It is critical that all necessary information is shared by parents, and they confirm their approval for the short-stay enrolment.

4. The student should be fully set up as a student on the admissions register at the receiving campus, with a student file. They should be 'Duel Enrolled' at their current campus and temporary campus, assuming both are in the same jurisdiction.

5. For the duration of the absence from their current campus, the registration code 'D' should be used. The student should be registered as normal at the short-stay campus and the permanent campus should be informed weekly of attendance, so the correct registration code can be used in the event of absence.

6. If needed due to an open case (Section 17 or Section 47), Children's Social Care should be informed of the planned short stay transfer by the DSL at the permanent campus. It is important for the DSL to review any transfers, in light of current or emerging safeguarding concerns. The Associate Principal for Safeguarding should always be advised under the circumstances of a student on a S17 or S47 relocating.

7. If the student has an Education, Health and Care Plan, the Local Authority should always be advised. The Associate Principal for Learning Support should always be updated under these circumstances.

8. Any private fostering arrangements should be advised to the local authority of the permanent campus by the DSL.

9. The permanent campus and receiving campus should inform the Local Authority of the arrangement for dual registration.

10. Details of the students' curriculum, current targets, SEN/Medical information and any other relevant information should be shared by the permanent campus to the Campus Principal at the receiving campus. If there is safeguarding information to share, the DSL at the permanent campus should contact the DSL at the receiving campus prior to the student transferring.

11. At the end of the short-stay placement, the Campus Principal at the receiving campus should send a progress report to the Campus Principal at the permeant campus. This should take the same format as a full written report, in order that there is continuity in teaching and personalised support. If a safeguarding update is required, that should be circulated as a confidential document between DSLs.

Permanent transfer – change of school roll between OneSchool Global Campuses.

**Transfers may be within the United Kingdom or another Global Region.*

Parental consent is always required. In writing to the Campus Principal to give the proposed address, details of the carers (if not parents), campus name and reason for the transfer.

1. Lead CA and RTL approval is needed before any transfer can be progressed. The Lead CA at the current campus should inform the Lead CA at the receiving campus. As soon as approval is agreed, both Lead CAs should inform their Campus Principal, District Principal and Regional Principal by email, as soon as possible.

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2. The Campus Principal at the current campus should contact the Campus Principal at the receiving campus to discuss the transfer, reasons and proposed timelines. In principle this should always be at least three weeks before the date of transfer.

3. The **OSG UK enrolment form** should be sent by the receiving campus, completed by the parents and sent back to the Campus Principal at the receiving campus. The Campus Principal at the receiving campus should confirm approval for the transfer by return email and copy in the District and Regional Principal. It is critical that all necessary information is shared by parents, and they confirm their approval for the enrolment.

4. If needed due to an open case (Section 17 or Section 47), Children's Social Care should be informed of the planned transfer by the DSL at the permanent campus. The Associate Principal for Safeguarding should always be advised under the circumstances of a student on a S17 or S47 relocating.

5. It is important for the DSL to review any transfers, in light of current or emerging safeguarding concerns. If needed, contact the Associate Principal for Safeguarding for advice.

6. If the student has an Education, Health and Care Plan, the Local Authority should always be advised. The Associate Principal for Learning Support should always be updated under these circumstances.

7. For Permanent transfer during non-standard transition points the Local Authority should be informed by both schools of a child leaving / arriving in the authority and evidence of this should be kept by the schools.

8. The student should be fully set up as a student on the admissions register at the receiving campus.

9. On the first formal day that the student is registered at the receiving Campus, the receiving Campus Principal should write to the sending Campus Principal to confirm the student is registered at their new campus, the date of registration, address the student is dwelling at and details of their parents/carers. The student may then be removed from the roll at their previous campus.; with the Admissions Register correctly updated and evidence of communications kept on file.

10. If needed, for example due to personalised needs, there should be a Team Around the Child or Team Around the Family meeting set up before the transfer. Relevant personnel from both the current and receiving campus should be present to ensure a thorough hand-over of support planning.

11. Details of the students' curriculum, current targets/data, SEN/Medical information and any other relevant information should be shared by the current campus to the Campus Principal at the receiving campus. If there is safeguarding information to share, the DSL at the current campus should contact the DSL at the receiving campus prior to the student transferring and likewise any Learning Support needs should be communicated between Learning Support Leads at campus.

12. The full student file, and any confidential files, should be transferred from the current to the new campus before the student transfers. The RDO team should be informed, via a ServiceNow ticket, to transfer the students' data to the receiving campus.

13. A ServiceNow ticket should be set up to transfer the students' log-in and device details to the receiving campus.

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14. Permanent transfer – change of school roll – students from outside of OSGUK.

    a. In the event of a student transferring to role in OSGUK from a different school network the guidance for Permanent school transfer should be followed.

    b. For Permanent transfer during non-standard transition points the Local Authority should be informed by both schools of a child leaving / arriving in the authority and evidence of this should be kept by the schools.

15. a full student and parent induction should take place for the new campus prior to the student starting school.

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APPENDIX 5: ATTENDANCE CONCERN – CAMPUS & PARENTS CHECKLIST

A high number of yes responses indicate a greater concern				
Name of Young person:				
Date:	**YES**	**NO**	**N/A**	**Comments**
Attendance				
Reluctance to leave the house in the mornings				
Late for school				
Absent for part or whole days				
Environmental				
Significant life events (e.g.: moving house/school, parent's job, additions to the family). Please specify.				
Young person living in more than one home/temporary accommodation (e.g. grandparents/community family)				
Parental involvement with education (e.g. homework, parent teacher meetings, good communication with school)				
Practical challenges in getting to school				
Learning Needs				
Inabilities to problem solve				
Organisational difficulties				
Homework not done/incomplete on a regular basis				
Difficulties working under pressure/ processing difficulties.				
Specific learning difficulty. Please specify.				
Not achieving learning potential.				
Avoidance of particular school activities/subjects.				
Social				
Bullying				
Fallen out with friends/difficulties with peer relationships.				
Social communication difficulties.				
Not independent for age.				
Struggles during unstructured times				
Lack of active engagement in social and leisure outlets				
EMOTIONAL WELL BEING				
Often appears tired.				
Often appears to be lacking in interest/ motivation.				

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Demonstrates low self esteem				
Shy, quiet or passive				
Appears worried or anxious				
Displays behaviours that challenge				
Lack of involvement in school life.				
Physical well being				
Had a serious illness or have a medical condition				
Complained of sickness or headaches				
Had rapid weight gain or loss				
Changes in eating habits				
Completed by: (please include school, parental/guardian, young person's name as appropriate).	_____ (school representative) _____ (Parent/Guardian) _____ (Student)			

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APPENDIX 6: STRATEGIES FOR IMPROVING PUNCTUALITY

Campus:
Student Name:
Current Attendance Score:
Days of absence (%):
Patterns of days:
Authorised & Unauthorised sessions (%):

School Action could include the following:

1. Identify patterns in session attendance (days)
2. Identify patterns in lesson attendance (subjects)
3. Discuss poor lesson attendance with appropriate teacher (incl VC teachers)
4. Analysis of AP data – identify weak/ underachieving subjects incl ATL
5. Share personalised learning strategies with all teachers and in particular VC teachers (WWW and EBI)
6. Identify and provide academic support (curriculum)- 1:1
7. Ensure all staff are aware of any SEN need and strategies to support
8. Implement buddy system if appropriate
9. Daily and weekly catch ups with form tutor
10. Reward with citations, when appropriate
11. Schedule Zoom meeting with parents for review

Review and Next steps:

Date:	Signed: (Senior Leader)

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