



The Ropemakers' Academy

PART OF THE BECKMEAD TRUST

ATTENDANCE & PUNCTUALITY POLICY

ACADEMIC YEAR	AUTHOR	ROLE	DATE OF NEXT REVIEW
2025-26	Neil Davie	Deputy Headteacher	September 2026



Ropemakers Academy Attendance Policy 25-26

Policy Date: 10.09.25

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1. Introduction

Ropemakers Academy recognises that **regular attendance is crucial for students' academic success, personal development, and overall well-being**. As an SEMH special school in East Sussex, we acknowledge that some children with social, emotional, and mental health (SEMH) needs may face significant barriers to attending school. This policy aims to promote and maintain high levels of attendance for all students, in line with Department for Education (DfE) and East Sussex County Council (ESCC) guidance. We believe that a **collaborative approach involving students, parents/carers, staff, and the wider community is essential to achieve this goal**.

2. Aims

This policy aims to:

- Promote the importance of regular school attendance.
- Establish clear procedures for recording, monitoring, and addressing attendance issues.
- Provide support and intervention for students with attendance difficulties, particularly acknowledging the unique challenges faced by pupils with SEMH needs. Work in partnership with parents/carers and other agencies to improve attendance.
- Ensure consistency in the application of attendance procedures.
- Meet all statutory requirements related to school attendance.

3. Legal Framework & Guidance

This policy is informed by the following legislation and guidance:

- **DfE:**
 - *Working together to improve school attendance*
 - *School attendance: guidance for schools*
 - *Understanding attendance codes*
- **East Sussex County Council:**
<https://czone.eastsussex.gov.uk/inclusion/attend/attendance-delivery-plan-2024-25>. This includes the East Sussex Attendance Delivery Plan and other relevant guidance such as the East Sussex School Attendance Guidance and Reduced Timetable Guidance.
- **Education Act 1996:** Part VI (School Attendance), including sections 444 and 444A.
- **Children Act 1989:** Relevant sections relating to local authority duties and safeguarding procedures.
- **The School Attendance (Pupil Registration) (England) Regulations 2024.**
- **The Education (Penalty Notices) (England) Regulations 2007, as amended.**
- **Equality Act 2010**, regarding reasonable adjustments for pupils with disabilities, including SEND.

- **Keeping Children Safe in Education.**
- **Statutory guidance on arranging education for children who cannot attend school because of health needs.**
- **Statutory guidance on supporting pupils at school with medical conditions.**

4. Roles and Responsibilities

Promoting good attendance is everyone's business. **Improving attendance is a school leadership issue** and requires a concerted effort across all teaching and non-teaching staff, the governing body/trust, the local authority, and other local partners.

- **Governing Body/Trust:** Oversees the implementation of this policy and ensures its effectiveness. **Takes an active role in attendance improvement, supports the school to prioritize attendance, and works with school leaders to set whole school attendance cultures.** Regularly reviews attendance data, discusses and challenges trends, and helps school leaders focus improvement efforts. Ensures school leaders fulfil expectations and statutory duties. May have a governor or trustee focused on attendance.
- **Headteacher (Simon Hawthorne):** Has overall responsibility for attendance and ensures the policy is implemented consistently. Along with the Senior Attendance Champion, is expected to set a clear vision for improving and maintaining good attendance. May issue penalty notices.
- **Attendance Champion (Neil Davie):** Monitors attendance data, liaises with parents/carers, and works with external agencies. This role is a designated senior leader with overall responsibility for championing and improving attendance, establishing and maintaining effective systems, having a strong grasp of absence data, and regularly monitoring and evaluating progress.
- **Form Tutors/Class Teachers:** Take daily registers, monitor student attendance, and communicate with parents/carers. Should receive regular attendance reports to facilitate discussions with pupils. Should **have professional curiosity around school absence and emerging attendance patterns and trends**, raising concerns with key staff.
- **Parents/Carers:** Are responsible for ensuring their child's regular attendance at school. Expected to contact the school when their child is absent to explain the reason. Should be informed about their child's attendance and absence levels.
- **Students:** Are expected to attend school regularly and punctually. Should have opportunities for their voice to be heard regarding barriers to attendance and potential support.

5. Attendance Procedures

- **Daily Register:** Registers are taken electronically at the start of each morning session (8:30 - 9:00) and once during the afternoon session (12:30 - 1:00 pm). The register will be open for a set time, **not longer than 30 minutes** after the start of the session.
- **Absence Notification:** Parents/carers must notify the school of any absence **before 9:00 am on the first day of absence**. Notification can be made by **phone, email, or text**. Schools are expected to **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.

- **Acceptable Absences:** Only genuine reasons for absence will be accepted, such as illness, medical appointments, or religious observances. **If parents/carers have medical evidence, please provide a copy to the school.** Schools are **not expected to routinely request medical evidence** but may do so where clarification is needed or there is genuine and reasonable doubt about the authenticity of the illness.
- **Unacceptable Absences:** Absences without a valid reason will be recorded as unauthorised. This includes holidays not granted by the school, and can lead to sanctions.
- **Lateness:** Students arriving **between 9:00 and 9:30 am** will be marked as late (Code L). Persistent lateness will be addressed. If a pupil arrives after the register has closed (e.g., after 9:30 am for the morning session), they must be recorded as absent using code U (Late after register closed) or another appropriate absence code.
- **Leave of Absence:** Requests for leave of absence during term time must be made in writing to the Headteacher **at least two weeks in advance**. Leave of absence will only be granted in **exceptional circumstances**. Generally, holidays are not considered exceptional circumstances. Schools must judge each application individually considering specific facts and circumstances. If granted, the school determines the length of leave. Leave of absence for exceptional circumstances is recorded using Code C. Other reasons for authorised leave (Codes M, J1, S, C1) and non-compulsory school age pupils (Code X) are detailed in the DfE guidance.

6. Reduced Timetables

All pupils of compulsory school age are entitled to a full-time education. **Reduced or part-time timetables are only allowed in exceptional circumstances, where it is in the pupil's best interests and must be agreed upon by both the school and the parents.** A reduced timetable must be **for a temporary period, stating when they're expected to return to school full time.** It should have a clear ambition and be part of a wider support, health care, or reintegration plan. Regular reviews must be conducted with the pupil and parents to assess progress and adjust the timetable. The maximum recommended duration is six weeks, although this can be extended as part of the review process. In limited cases for pupils with a long-term health condition, a prolonged part-time timetable may be necessary. Reduced timetables should **not be used to manage a pupil's behaviour.** If behaviours are difficult/dangerous, this may indicate an unmet need requiring assessment and support in line with the SEND Code of Practice. A reduced timetable is recorded using Code C2. Where no alternative provision is provided by the school during non-attendance time, the pupil is marked as an authorised absence (C code). Documentation must be formal, including reasons, agreed timetable, review dates, and intended end date. The school must ensure that when a pupil is not expected to attend, there is a signed, written agreement with parents, or alternative education providers, about who is carrying out the duty of safeguarding for each session. This guidance is not intended for pupils with flexible learning programmes (like dual registration or flexi-schooling, which have specific codes and considerations) where the total educational programme is full-time.

7. Monitoring and Intervention

Robust attendance monitoring systems are in place. Attendance data is monitored regularly by the Attendance Champion and senior leadership team. **Early intervention is crucial** to

prevent absence from becoming entrenched. Concerns about attendance are addressed promptly.

The school will rigorously analyze attendance data **to identify patterns of poor attendance (at individual and cohort level) as soon as possible**. This goes beyond headline percentages and includes looking at individual pupils, cohorts (such as pupils with SEND, pupils with a social worker, or those eligible for free school meals), and year groups. Analysis includes punctuality, uses of certain codes, days of poor attendance, and lesson attendance. This data is used to target support and intervention.

Individual support plans will be developed for students with persistent attendance issues. This process often follows an **Assess, Plan, Do, Review (APDR)** cycle. Support plans should be developed in conjunction with the family and the child or young person. Where a child has diagnosed SEN needs, the current Additional Needs Support Plan (ANP) or EHCP is relevant and must be reviewed regularly.

Where absence intensifies, so should the support provided. The school will work with external agencies, such as the East Sussex Attendance Support Team (AST) and Early Help services, when necessary. We use a **tiered approach to support**. The TASS Attendance Helpline is available for advice and guidance.

For pupils with high levels of absence and those demonstrating growing disengagement, **targeted support strategies** are used, such as working with a trusted adult, using a safe place for learning, adapted timetables, intervention programmes, advice from specialists (CAMHS, CITES, etc.), counselling, parenting support, or specialist equipment. Formalising support through an Attendance Improvement Agreement may also be considered.

For severely absent pupils (missing 50% or more of school), more intensive support is prioritized across a range of partners. This may involve referral to the Level 2 Keywork service for intensive whole family support over five months. Referrals to Level 2 Keywork require attendance below 60% for two consecutive terms (or below 60% at any point in the current term), demonstration of prior interventions (Tiers 1-3), and submission of a School Attendance Plan. The Early Help Keywork Team uses a whole family approach, working with parents/carers and children.

For pupils with SEMH needs or those experiencing **Emotionally Based School Avoidance (EBSA)**, our approach aligns with Therapeutic Thinking, focusing on mental health and emotional wellbeing. We consider within-child, systemic, and environmental factors influencing attendance. A proactive whole-school initiative promotes emotional wellbeing alongside attendance monitoring. The ESCC EBSA Toolkit and training are used to support pupils via the APDR cycle, involving all relevant stakeholders. For pupils absent due to mental ill health, we aim to work with families and agencies to ensure regular attendance while supporting the underlying health issue. Adjustments to practice and policies should be considered, including formal reasonable adjustments for disability. A time-limited phased return to school may be appropriate. School staff are not expected to diagnose or treat conditions but work collaboratively. Schools should utilize mental health support teams and make referrals to external partners like CAMHS or GPs where appropriate.

Regular meetings, such as the **Targeting Support Meetings** with the local authority School Attendance Support Team, are held to identify pupils and cohorts at risk and agree targeted

actions. These meetings prioritize cases requiring joint action from school, the local authority, and partners due to out-of-school barriers or safeguarding concerns.

8. Rewards and Support

- **Positive Reinforcement:** The school will recognise and reward good attendance. **Students can earn Dojo reward points for high attendance and improved attendance on the previous week.**
- **Support:** Unauthorised absences and persistent lateness may result in additional support. Sanctions will be applied fairly and consistently, in line with the school's Policy. Where attendance issues continue despite support, **statutory intervention** may be used.

9. Partnership with Parents/Carers

The school will maintain **open communication with parents/carers regarding attendance**. We aim to **build strong relationships and work jointly with families, listening to and understanding barriers to attendance**. Parent meetings will be held to discuss attendance concerns and develop support strategies. Attendance data will be shared with parents/carers regularly. We will work in partnership with families to put in-school support in place and collaborate with the local authority and other agencies where external support is needed. The school attendance policy is published on the school's website and shared with parents.

10. Safeguarding

This policy is consistent with the school's safeguarding policy. **Children going missing and children who are absent from education can be a vital warning sign of various safeguarding issues**. All staff must be aware of this link and follow in-school absence procedures. The Designated Safeguarding Lead (DSL) has oversight of attendance, and all staff are encouraged to have professional curiosity. Where concerns for individual children exist, the response will be considered within the context of safeguarding, using the Continuum of Need and indicators. Poor attendance could indicate possible neglect, and schools are reminded to consider the Neglect Matrix. Accurate and timely records of absence reasons are kept as part of the school's accountability and the local authority's responsibility to respond to welfare concerns. If there are any safeguarding concerns, the local authority will ensure joint working between the school, children's social care services, and other statutory safeguarding partners. Schools are expected to inform a pupil's social worker if there are unexplained absences. For severely absent pupils (missing 50% or more), if all avenues of support and appropriate placements (e.g., EHCP) have been provided but absence continues for unauthorized reasons, this is likely to constitute neglect and may require a full children's social care assessment.

11. Policy Review

This policy will be reviewed annually by the Governing Body.

Appendices:

- Appendix 1 – Attendance Management Flowchart
- Appendix 2 – Guidance on monitoring attendance of vulnerable learners

- Appendix 3 – Guidance on lost, absent and no communication with parents/carers
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This draft policy incorporates the key elements of your existing Ropemakers Academy policy and enhances it with detailed requirements and guidance from the DfE and East Sussex County Council sources provided, with specific attention to the context of an SEMH special school and the needs of its pupils. It aims to provide a comprehensive framework for managing attendance at the school.

Appendix 1 – Attendance Management Flowchart: Tiers of Intervention

This flowchart visually maps the stages of support the Academy must undertake to address escalating attendance concerns. Demonstrating that the school has **worked through the supportive measures outlined in Tiers 1–3** is a mandatory prerequisite for schools making a referral for specialist support, such as the Early Help Keywork Level 2 team.

The strategies are tiered based on the severity of absence and the complexity of needs, reflecting the principle that **where absence intensifies, so should the support provided**.

Tier 1: Early Intervention Strategies (Green Level Strategies)

Goal: To remove or resolve barriers and prevent the escalation of need and a drop in attendance, enabling the child or young person to continue attending school with timely support in place.

This initial stage requires **robust attendance monitoring systems** to identify issues, patterns, or barriers as early as possible.

Step	Required Actions (Examples of Green Level Strategies)
A. Monitoring & Communication	Implement robust monitoring systems and ensure staff (attendance officer, pastoral staff, DSL, SEND team) communicate information gathered. Use verbal and written communication (red/amber/green letters, phone calls, virtual chats) to ensure parents/carers receive understandable and actionable information.
B. Voice and Relationship Building	Hold meetings to gather parent/carer voice to understand perceived barriers and jointly address them. Build positive relationships with families and the young person, listening to their story to form trust. Conduct home visits for non-attendance at meetings or offer alternative safe locations.
C. Initial Planning	Gain pupil voice regarding barriers and what support/adjustments would make a difference. Start an Assess Plan Do Review (APDR) document with clear SMART goals, ensuring these are reviewed and new actions are identified.
D. Immediate Adjustments	Implement Reasonable Adjustments (e.g., an adapted timetable, flexible classroom use, seating planned for needs, a buddy system, use of a medical room, identified trusted adults). Utilize the EBSA Guidance and Toolkit .

E. External Support/Advice Seek advice from the **Team around the School and Setting (TASS) Attendance Helpline** (01273 481967, open Monday to Friday 10am to 3pm daily). Assess other learning needs that may impact attendance and consider referrals to ISEND support services.

F. Health Find out about any medical conditions and necessary reasonable adjustments. Refer to the school health service and implement an **Individual Health Care plan** if appropriate. Complete a **Risk Assessment** or safety plan if necessary.

Tier 2: Targeted Support Strategies (Amber Level Strategies)

Goal: To facilitate further additional measures to engage the pupil and/or parents/carers, including formalizing support through a plan with targets, when **absence issues have escalated, and concerns remain despite early intervention support.**

Step	Required Actions (Examples of Amber Level Strategies)
A. Enhanced In-School Support	Utilize a Trusted Adult(s) for check-ins, ideally a staff member identified by the child as having a positive relationship. Allow the Use of a safe place for learning temporarily within school.
B. Timetable Adaptations	Use an Adapted Timetable / Day , planned carefully to match the young person's needs, which might include later starts, going home for lunch, or reducing option subjects. Use the ESCC reduced timetable guidance if the school day is adjusted.
C. Specialized Programmes	Implement Intervention programmes (e.g., Anxiety and resilience building, social skills groups, Nurture groups) and utilize the Therapeutic Thinking model and language.
D. Multi-Agency Collaboration	Seek Advice from specialists and engage in multi-agency collaboration . Refer to services such as CAMHS, CITES, Early Help Key Worker Services, or SPOA. Offer Counselling Services .
E. Formal Parent Engagement	Signpost parents to ESCC local offer or refer to parenting support (e.g., 'Open for Parents'). Consider completing a Parenting Contract .
F. Formalization of Support	Consider the Attendance Improvement Agreement prior to the Fixed Penalty Notice procedure. Determine if referrals are needed for alternative/additional support (e.g., Level 2 Keywork, CLASS+, IROCK).

Tier 3: Specialist Level Strategies (Red Level Strategies)

Goal: To consider intensive, statutory, or specialist intervention when complex needs are present and school-based support has been maximized.

Step	Required Actions (Criteria and Escalation)
A. Criteria for Escalation	This level is reached where attendance is below 50% (or below 60% for two consecutive short terms) and there is evidence that suggested strategies from Tiers 1 and 2 have been used or attempted, and complex needs exist.
B. Referral Action	Referral to the Level 2 keywork service may be considered. This support involves intensive whole family support over a five-month period to identify and reduce barriers to attendance.
C. Mandatory Referral Demonstration	For the referral to be considered, the school must clearly demonstrate they have worked through the supportive measures outlined in Tiers 1–3 as shown on the Attendance flowchart.
D. Documentation	The school must submit a Statement of Referral (SoR) through the Children's Portal. They must also email a copy of their School Attendance Plan (formal or informal) and, if applicable, the current Additional Needs Support Plan (ANP) or EHCP .

Appendix 2 – Guidance on Monitoring Attendance of Vulnerable Learners

This guidance supplements the main Attendance Policy and the Attendance Management Flowchart (Appendix 1). It outlines the statutory duties and specialized monitoring requirements necessary to identify, support, and safeguard pupils facing additional barriers to regular attendance, reflecting the Academy's context as an SEMH special school.

1. Identifying Vulnerable Pupils and High-Risk Cohorts

The Academy must rigorously monitor the attendance of specific cohorts known to face the most significant and entrenched barriers to attendance, as poor attendance in these groups is often a **vital warning sign of various safeguarding issues**.

Vulnerable cohorts requiring targeted monitoring include:

Vulnerable Cohort	Contextual Data/Monitoring Focus
Pupils with SEMH Needs	Absence among pupils with Social, Emotional, and Mental Health (SEMH) needs is twice as high as those without identified SEND. This is crucial for Ropemakers Academy as an SEMH school, acknowledging these pupils face significant barriers to attending.
Pupils with SEND	SEND pupils account for 12% of all pupils in England but 20% of all persistent absences . Pupils with an EHCP (Education, Health and Care Plan) were absent for an average of 8.4 days in Autumn 2022, and those with SEN support were absent for 6.8 days .
Pupils with a Social Worker (CIN/LAC)	Absence rates are significantly higher, with 43.4% of children who have ever been Children in Need persistently absent. Regular attendance is an important protective factor for these pupils.
Disadvantaged Pupils	These pupils were absent for 7.1 days during the 2024 autumn term, compared with 4.1 days for their non-disadvantaged peers. 41% of pupils known to be eligible for free school meals were persistently absent.
Pupils with Medical/Mental Health Needs	Schools must be particularly mindful of pupils absent due to mental or physical ill health. Factors contributing to absence include increased anxiety and lack of mental health support.

2. Enhanced Monitoring and Data Analysis

The monitoring of vulnerable groups must be systematic, continuous, and analytical.

- **Regular Data Analysis:** The Academy must **rigorously analyze attendance data** to identify patterns and trends of poor attendance at the **cohort level** (e.g., pupils with SEND, pupils with a social worker) as soon as possible.
- **DSL Oversight:** The **Designated Safeguarding Lead (DSL)** has **oversight of attendance**. All staff are encouraged to exercise **professional curiosity** around school absence and emerging attendance patterns, raising concerns with key staff.
- **Safeguarding Prioritization:** Where concerns for individual children exist, the response must be considered within the context of **safeguarding**, including the use of the **Continuum of Need and indicators**. Poor attendance could indicate possible **neglect**, and staff are reminded to consider the **Neglect Matrix**.
- **Information Sharing:** The school is expected to **inform a pupil's social worker** (and/or youth offending team worker) if there are **unexplained absences** from school.

3. Specialized Intervention for Vulnerable Learners

Support for vulnerable learners must go beyond general intervention and requires specialized, collaborative planning.

Emotionally Based School Avoidance (EBSA) and SEMH Needs:

- The school's approach to pupils experiencing EBSA must **align with Therapeutic Thinking**, focusing on mental health and emotional wellbeing.
- The approach must **consider within-child factors, as well as systemic and environmental factors** that may be influencing the behaviour.
- The school should adopt a **proactive whole-school initiative** to monitoring attendance and promoting emotional wellbeing.
- Intervention should utilize the **ESCC EBSA Toolkit and associated training**.
- Support plans must be developed using the **Assess, Plan, Do, Review (APDR) cycle** in conjunction with the **family and the child or young person**.
- **Building Relationships:** Staff must **build strong relationships** with students based on trust and empathy. When absence occurs, efforts should be made to **listen to and understand barriers to attendance**.
- **Phased Return:** For those affected by anxious feelings, a **time-limited phased return to school** may be appropriate.

Special Educational Needs and Reduced Timetables:

- **EHCP Review:** Evidence must be submitted for Level 2 Keywork referrals. The school must ensure the **provision outlined in the pupil's EHCP is accessed**.
- **Reasonable Adjustments:** Schools must consider adjustments to practice and policies to help meet the needs of pupils, including making **formal reasonable adjustments under the Equality Act 2010** where a pupil has a disability. Adjustments may concern uniform, transport, routines, and lunchtime arrangements.
- **Reduced Timetables (Part-Time Timetables):**
 - Reduced timetables are **only allowed in exceptional circumstances** where it is in the pupil's **best interests**.

- They must be **temporary, time-limited**, and include an expected return date to full-time attendance. The maximum recommended duration is **six weeks**, though this can be extended following a review.
- A reduced timetable **must not be used to manage a pupil's behaviour**. If difficult or dangerous behaviours are presented, this indicates an unmet need requiring assessment under the SEND Code of Practice.
- The school must secure a **signed, written agreement with parents** about who is carrying out the duty of safeguarding for each non-attendance session.
- Absence periods resulting from a reduced timetable are recorded using **Code C2**.

Escalation of Severe Absence (SA)

- **Severe Absence (SA)**, defined as missing **50% or more of school**, requires the **most intensive support** across all partners.
- If support fails and severe absence for **unauthorized reasons continues**, this is **likely to constitute neglect**, requiring consideration of a **full children's social care assessment**.
- For SA pupils, the school must work in tandem with the local authority to formalize support through an **attendance contract** or **education supervision order**.
- Referral to the **Early Help Keywork Level 2 service** is prioritized for pupils whose attendance is below **50% for two consecutive terms**. The referral must demonstrate that the Academy has worked through Tiers 1–3 of supportive measures outlined in the Attendance Flowchart (Appendix 1).

Appendix 3 – Guidance on Lost, Absent, and No Communication with Parents/Carers

This guidance details the required actions when a pupil is unexpectedly absent, communication fails, or a pupil's whereabouts are unknown, ensuring the safety and welfare of all pupils who are on the school roll.

1. Daily Procedures for Unexplained Absence and Lateness

The Academy must enforce **robust day-to-day processes** to track and follow up absence and poor punctuality.

Procedure	Action Required
Absence Notification	Parents/carers must notify the school of any absence before 9:00 am on the first day of absence . Notification can be made by phone, email, or text.

First Day Follow-Up	Where a reason for absence has not been provided , the school is expected to contact parents on the first day of absence .
Continuing Absence	If absence continues without explanation, further contact should be made to ensure safeguarding .
Register Closing Time	The register will be open for a set time, which must be the same for every session and not longer than 30 minutes after the start of the session. The school should proactively manage lateness .
Late Arrival	If a pupil arrives after the register has closed (e.g., after 9:30 am for the morning session), they must be recorded as absent using code U (Arrived in school after registration closed) .
Recording Absence	When the reason for absence has not yet been established before the register closes, the absence must be recorded with code N .
Amending the Register	Code N must be changed to the correct code (authorised or unauthorised) as soon as the reason is ascertained, but no more than 5 school days after the session . If a reason cannot be established within 5 school days, the record must be amended to Code O (Absent in other or unknown circumstances).
Vulnerable Pupils	Schools are expected to inform a pupil's social worker and/or youth offending team worker if there are unexplained absences from school.

2. Safeguarding and Unexplained Absence

All staff must be aware that **children going missing and children who are absent from education can be a vital warning sign of various safeguarding issues**.

- **Professional Curiosity:** All staff are encouraged to have **professional curiosity around school absence and emerging attendance patterns** and trends, raising concerns with key staff within the school.
- **DSL Oversight:** The **Designated Safeguarding Lead (DSL)** has oversight of attendance.
- **Neglect:** Poor attendance could be an indicator of possible **neglect**, and staff are reminded to consider the **Neglect Matrix**.
- **Record Keeping:** Accurate and timely records of reasons for absence are required as part of the school's **accountability** to children and their families, helping the local authority respond appropriately to welfare concerns.

3. Procedures for Lost Pupils and Deletion from the Register

A pupil's name **can only lawfully be deleted from the admission register** for a reason set out in regulation 9. Unlawful removal constitutes "off-rolling".

A. Initial Failure to Attend: If a pupil fails to attend school on the agreed starting day, the school must follow this up and try to establish the reason for absence. If they are **unable to locate the pupil**, the school must **notify the local authority**.

B. Deletion Criteria for Missing Pupils (Requiring Joint Action): The two primary grounds for deleting a compulsory school age pupil due to being lost or absent with no contact require **joint reasonable efforts** between the school and the local authority. This ensures welfare checks have been maximized before deeming a child missing education.

Ground for Deletion	Circumstance & Procedure
Ground H: No Return After Leave	Applies where a pupil was granted leave but has not attended school within the ten school days immediately after the end of the leave .
Ground I: Continuous Absence	Applies where a pupil has been continuously absent from the school for a period of 20 school days or more .
Mandatory Joint Action	For both Ground H and I, deletion is permitted only if: (1) The school and the local authority have jointly made reasonable efforts to find out the pupil's location and circumstances ; and (2) They agree that they have either not succeeded in locating the pupil, OR, if located, they agree there are no reasonable grounds to believe the pupil will attend the school again .
Exclusions	These grounds cannot be used in any case where the pupil is absent because of a health reason , or where attendance legal action (prosecution/ESO) could reasonably be taken instead.
Transferring Pupils	If parents relocate and withdraw a child but have not secured a place at a new school in advance, the school must delete the pupil's name once they have moved out of the area, and the pupil's information must be transferred to the Lost Pupil Database via the S2S system .

This appendix ensures that the school has a clear, mandatory process for escalating unexplained absences, treating them first and foremost as a safeguarding concern, and complying with statutory obligations regarding pupils who are missing education.