the beckmead trust

Attendance Policy

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Approved by:	Andy Millard
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1. Aims

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

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

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the DfE's statutory guidance on Working together to improve school attendance and School attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 7 of the Education and Inspections Act 2006
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Equality Act 2010

It also refers to:

- School census guidance

- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools
- Ofsted's 2025 framework toolkit

This policy also complies with our trust's funding agreement and articles of association.

3. Roles and responsibilities

3.1 The board of trustees

The board of trustees is responsible for:

- Setting high expectations of all trust and school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
- Making sure all schools in the trust record attendance accurately in the register, and share the required information with the DfE and local authorities
- Making sure all schools in the trust work effectively with local partners to help remove barriers to attendance, and keep them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the trust's & schools'
- policies and ethos
- Making sure the schools' attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the trust has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most, through termly attendance review meetings with each individual school

- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole trust and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance, including with teachers from across the trust, as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance
  - That absence is almost always a symptom of wider issues
  - The school's legal requirements for keeping registers
  - The trust's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Sharing effective practice on attendance management and improvement across the trust and providing regular opportunities for staff from different schools to come together, learn from each other and share resources
- Holding the headteachers to account for the implementation of this policy
- Board of trustee's Education and Care Committee: Identifying and monitoring attendance patterns across the trust's schools to identify common issues and barriers, and share effective practice between schools

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school

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

3.3 The trust Education and Care Team

The trust's Education and Care Team is responsible for:

- Driving attendance improvement across the trust

- Working more intensively with schools who require support to improve attendance
- Acting as a central contact point for schools with attendance queries
- Liaising with the DfE's regional teams for advice about wider support programmes

The trust's Education and Care Team with responsibility for attendance is Andy Millard (Director) and Liam Collins (Associate Headteacher) and can be contacted via amillard6@beckmeadtrust.org and lcollins78@beckmeadtrust.org

3.4 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

Each school within your trust has adapted the roles and responsibilities and they are found in the appendix of each schools' attendance policy.

4. Recording attendance

4.1 Attendance register

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

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

- Present
- Attending an approved off-site educational activity
- Absent
- Absent – unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

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

See Appendix 1 for the DfE attendance codes.

We will also record:

- For pupils of compulsory school age whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

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

For local context please see Appendix 2

Students with poor attendance may be required to provide medical evidence to support their absences. These may also be referred to the Education Welfare Officer (EWO) for further support and intervention.

5. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Liam Collins, Associate Headteacher.. At every review, the policy will be approved by the full board of trustees.

6. Links with other policies

This policy links to the following policies:

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

Most commonly used Codes
/ - Present AM **(Between 8.35-8.45am)**
\ - Present PM **(Between 12.10-12.40pm)**
L - Late **(Between 8.45-9.05am & 12.20-12.40pm)**
U - Late after 9:05am
V - Educational trip
P - Sporting Activity (**Approved**)
I - Illness **(add the reason for absence on the register)**
M - Medical Appointment **(add the reason for absence on the register)**
C - Other Authorised Absence **(add the reason for absence on the register)**
O - Unauthorised Absence **(add the reason for absence on the register)**
N - Initial absence **(change by the end of the day)**

Appendix 2: Local Context

The school day starts at 8:00am and ends at 2:30pm.

Pupils must arrive in school by 8:35am on each school day.

1.1 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8:35am or as soon as practically possible, by calling the school office, who can be contacted via email or telephone: collegeoffice@beckmeadtrust.org or 02082894701.

We will mark absence due to physical or mental illness as authorised unless the has a genuine concern about the authenticity of the illness.

Where there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

1.2 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment.

Please complete a holiday proforma with a minimum of 14 days notice of any planned absence. This can be requested from the administration team.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. See section 5 to find out which term-time absences the school can authorise.

1.3 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code

After the register has closed will be marked as absent, using the appropriate code and could escalate to more formal intervention and if persistent could result in a fixed penalty fine being issued The Education (Penalty Notices) (England) (Amendment) Regulations 2013

1.4 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, Beckmead College will:

- Text the pupil's parent by 0915 on the morning of the first day of unexplained absence to ascertain the reason. If we do not receive a response by 1000 we will call any of the pupil's emergency contacts, Beckmead College may do a welfare check or contact the police if necessary.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Measures I suggest a welfare check at the student's home. If the student is not seen this could be referred to the police for a welfare check and/or referred to the local authority as a Child Missing in Education (CME).
- Where support is unsuccessful, I would share that this will be referred to the EWO for consideration of intervention and may result in a fixed penalty notice to the local authority

1.5 Reporting to parents

Beckmead College will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.8 above) about their child's attendance and absence levels [e.g. via half-termly written reports].

2. Authorised absence

2.1 Approval for term-time absence

The headteacher or head of school will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

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

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

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4weeks before the absence, and in accordance with any leave of absence request form, accessible via Holiday Request Form. The headteacher/head of school may require evidence to support any request for leave of absence.

2.2 Other reasons for authorised absence

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong (s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart

- Parent(s) travelling for occupational purposes – a pupil is a mobile child if their parent is travelling in the course of their trade or business and the pupil is travelling with them. In these circumstances a pupil will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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

Other reasons Beckmead College may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

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

3. Strategies for promoting attendance

We want our pupils to succeed and develop their skills. To do this, pupils need to avoid missing lessons and days of school as much as possible. As a school, we want to reward high attendance and not just penalise pupils for poor attendance.

To improve and reward attendance, the college uses a tiered incentive system where pupils accumulate Bonus Points redeemable for One4all Gift Vouchers, while those maintaining over 95% attendance qualify for exclusive celebratory outings, all supported locally by schools through assembly awards, visual tracking displays, positive home communications, and targeted interventions and pastoral support to address underlying barriers to consistent school presence.

4. Supporting pupils with poor attendance

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

4.1 Attendance contract

We use attendance contracts as a form of attendance support.

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

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

Where an attendance contract would be an appropriate form of support, the school will arrange a meeting with the parent (and pupil if they are old enough to understand) to discuss how we can work in partnership to improve the pupil's attendance.

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

4.2 Penalty notices

The headteacher/head of school (or a deputy or assistant headteacher, authorised by the headteacher/head of school), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

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

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

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

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

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

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

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

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

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

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

4.3 Notice to improve

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

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

They will include:

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

4.4 Education supervision order

In cases where voluntary early help plans and attendance contracts have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but **not** criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

5. Supporting pupils who are absent or returning to school

5.1 Pupils absent due to complex barriers to attendance

If the school becomes aware of barriers that relate to the pupil's needs, we will inform the local authority.

5.2 Pupils absent due to mental or physical ill health

We maintain clear, open communication from the first day of absence, ensuring families feel supported rather than pressured. Designate points of contact (such as a pastoral lead or attendance officer) conduct regular, non-confrontational check-ins and lead collaborative meetings to establish tailored support plans that reflect the pupil's medical guidance and the family's input.

5.3 Pupils absent due to other barriers to attendance

- Having SEND
- Being disadvantaged
- Being known (or previously known) to children's social care
- Having other barriers to attendance (e.g. young carers)

Part of Ofsted's criteria for 'expected standard' for behaviour and attendance says that any reasonable adjustments and/or interventions timely and appropriate, well-chosen and targeted.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

5.4 Pupils returning to school after a lengthy or unavoidable period of absence

We facilitate the return of pupils after lengthy or unavoidable absence through structured, collaborative reintegration that balances emotional health with educational needs. Before the pupil returns, we conduct a joint planning session with parents and professionals to create a bespoke

Reintegration Plan, assigning a designated pastoral lead for consistent check-ins. To support a successful transition, we utilize temporary adapted timetables and focus on key learning to manage academic pressure, while ensuring access to quiet areas and emotional support; these arrangements are reviewed regularly with families to safely restore the pupil's confidence and school stamina.

6. Attendance monitoring

To monitor and analyze attendance, punctuality, and absence data, the college and Trust follow a structured three-part process:

- **Daily & Weekly Tracking:** Schools record attendance and punctuality digitally every morning and afternoon. Attendance officers and pastoral leads review this data daily to flag immediate absences, unexcused lateness, and emerging patterns (such as regular Monday or Friday absences).
- **Centralised Data Analysis:** The Trust uses central management software to aggregate attendance and punctuality data across all its schools. This allows central teams to analyze attendance trends across specific pupil groups (e.g., year groups, disadvantaged pupils, SEN), evaluate punctuality patterns, and compare individual school performance against Trust benchmarks.
- **Regular Multi-Tiered Reviews:** Dedicated attendance audits take place weekly at the school level and monthly or half-termly at the Trust level. Senior leadership and Trust directors regularly review these reports to identify systemic issues early, deploy targeted pastoral support where needed, and share effective attendance strategies across all schools.

6.1 Monitoring attendance

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

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

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases.

The underlying school-level absence data is published alongside the national statistics.

Beckmead College will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement.

6.2 Analysing attendance

Beckmead College will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Identify attendance patterns across the trust to identify common issues and barriers and share effective practice between schools

6.3 Using data to improve attendance

Beckmead College will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 6.4 below)
- Provide regular attendance reports to form tutors, to facilitate discussions with pupils and families, and to the and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

- Share information and work collaboratively with other trusts and schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

6.4 Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 7, above)

The designated senior leader responsible for attendance is Qudus Popoola and can be contacted via qpopoola@beckmeadtrust.org

7.1 The school attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 9)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher/head of school
- Working with education welfare officers to tackle persistent absence

7.2 Form tutors

All form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office.

7.3 School admin office staff

The School admin office staff will:

- Take calls from parents/carers and pupils about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers and pupils to SLT where appropriate, in order to provide them with more detailed support on attendance

7.4 Parents

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

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

Parents are expected to:

- Make sure their child attends school everyday.

- Call the school to report their child's absence before 8:35am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the admin office, who can be contacted via 02082894701.

Beckmead College: Post-16 Attendance Policy Addendum

We want all our students to succeed, develop their skills, and access the full-time education to which they are entitled. We maintain high expectations for attendance and punctuality; however, we also recognise that for students with Special Educational Needs and Disabilities (SEND), absence can sometimes be a symptom of wider issues. This policy outlines our expectations and the support we provide to ensure every Post-16 student can thrive.

Daily Expectations and Procedures

- Attendance: Students are expected to attend all timetabled sessions. There is no "home study" unless special circumstances have been explicitly agreed upon with the student, parents/carers, and the school team.
- Reporting Absence: If a student is unable to attend, the student or parent/carer must notify the school as soon as practically possible on the first day of an unplanned absence.
- Planned Absences: Medical or dental appointments should be scheduled outside of school hours where possible. If unavoidable, they must be communicated in advance.

Understanding Types of Absence

Every half-day absence is classified by the school as either Authorised or Unauthorised.

- Authorised Absences: Genuine reasons such as illness (medical evidence may be requested), unavoidable medical appointments, or emergencies.
- Unauthorised Absences: Absences the school does not consider reasonable. These include, but are not limited to:
    - Unexplained absences or arriving after the close of registration.
    - Non-infectious illnesses or injuries that do not hinder learning.
    - Shopping trips, day trips, or birthdays.
    - Looking after siblings or accompanying family to appointments.
    - Holidays taken during term time. Leave of absence is only granted in truly *exceptional circumstances* by the headteacher.

Supporting Students and Managing EHCPs

We are committed to adapting our processes to meet individual needs and removing barriers to attendance.

- Partnership: If a student with an Education, Health and Care Plan (EHCP) has falling attendance, we will communicate closely with the local authority and work with parents/carers to develop specific support strategies.
- Reduced Timetables: As a school, we have a statutory duty to deliver the provision specified in a student's EHCP. A reduced timetable is strictly limited to extreme circumstances and is *never* used simply because of a student's SEND. It requires consultation with the SEN Team, potential interim EHCP reviews, and regular monitoring by the Senior Leadership Team.

Persistent Absenteeism (PA) & Consequences

A student is considered a 'persistent absentee' (PA) when they miss 10% or more of school across the academic year. Absence at this level causes considerable damage to academic attainment.

We rigorously monitor attendance and academic tracking. While our primary goal is to support students through interventions (such as the Local

Attendance Adviser, Home School Liaison Worker, or targeted goal-setting), persistent absence must be addressed.

Academic Consequences: Failure to improve attendance to the expected standard has direct consequences for Post-16 students. It can result in the removal of exam entries and severely jeopardise the student's progression into the next academic year.

Promoting Regular Attendance

Creating a pattern of regular attendance is a shared responsibility between the student, parents/carers, and staff. To foster this, we will:

- Report annually on attendance in the school report.
- Contact parents/carers immediately if attendance falls below target.
- Celebrate and reward excellent or significantly improved attendance.
- Work collaboratively with families and outside agencies to understand root causes and provide support if a student is reluctant to attend.

Off-Rolling and Deletion from the Admission Register

While statutory Children Missing Education (CME) tracking primarily applies to compulsory school age, Beckmead College applies the DfE's rigorous safeguarding principles to all Post-16 students. We recognise that sudden or unexplained withdrawal from education is a critical safeguarding indicator.

We are committed to the principle that no student will ever be removed from the college roll simply because of their SEND, poor academic attainment, or to benefit the college's performance data.

Lawful Deletion from the Register In alignment with the spirit of the DfE's *Working Together to Improve School Attendance* and *Children Missing Education* guidance, we follow strict protocols before removing a Post-16 student from our admission register:

- Confirmed Destinations: A student will only be deleted from the roll when there is a confirmed, lawful reason (for example, we have written confirmation that they have formally enrolled at another institution, entered formal employment/apprenticeship, or officially concluded their studies with us).
- Reasonable Enquiries: If a student stops attending and we cannot

establish their whereabouts, we will not simply delete them from the register. We will conduct "reasonable enquiries" (including contacting all emergency numbers and conducting home visits).

- Local Authority Partnership: If a destination cannot be confirmed, we will not remove the student from the roll without first liaising directly with the Local Authority and our safeguarding partners to ensure the young person's safety and transition are supported.

Lawful Deletion from the Register

In alignment with the DfE's *Working Together to Improve School Attendance* guidance, the *Children's Wellbeing and Schools Bill*, and the *Croydon CME Policy 2026*, Beckmead College follows strict statutory protocols before removing a Post-16 student from our admission register. Keeping a student on roll when they are no longer attending is a severe compliance and safeguarding failure.

We will only delete a Key Stage 5 student from the admission register under specific lawful grounds, most notably:

- Ground L (Over Compulsory School Age): The student is past compulsory school age and the college no longer has reasonable grounds to believe that the student will attend the institution again.
- Ground I (20 Days Continuous Unauthorised Absence): The student has been continuously absent for a period of 20 school days or more without an unavoidable cause (such as sickness), and both the college and the Local Authority have jointly made intensive, reasonable efforts to locate the student and secure their attendance, but have been unsuccessful.
- Ground F (Written Notice of Alternative Provision/EHE): The parent/carer (or the student, if independent) has notified the school explicitly in writing that the student will cease attending to receive education otherwise than at school (e.g., Elective Home Education), triggering an immediate Local Authority review of their EHCP provision.

Persistent unauthorised absence in Year 12 risks immediate course withdrawal and the loss of college placement.

The Safeguarding Imperative for Timely Deletion

Beckmead College recognizes that failing to delete a student when a

statutory ground is fully met is not "supportive"—it is a critical safeguarding hazard. Retaining non-attending students on our register creates:

- A False Sense of Security: It falsely implies the student is being actively monitored, masking the reality that they are missing from education and potentially delaying critical multi-agency safeguarding interventions.
- A Gap in Statutory Oversight: If family engagement is minimal, the college cannot accurately assess the young person's wellbeing, allowing severe risks like neglect, abuse, or exploitation to go unnoticed.
- Data Distortion: It skews local authority Children Missing Education (CME) data, preventing external safeguarding partners from tracking effectively and launching early interventions.

Multi-Agency Escalation & Deletion Protocol

Before any deletion under Ground I or Ground L occurs, Beckmead College will execute an exhaustive joint-enquiry process with the Local Authority:

1. Exhausting Support: The college will implement all intervention strategies outlined in the *Working Together* guidance, escalating the case to multi-agency forums or local authority enforcement if necessary.
2. Evaluating Engagement: Deletion will be progressed if there is a prolonged absence with zero indication of return, if multiple promised return dates have passed without cause, or if the family ignores all communication and refuses to collaborate.
3. Formal CME Referral: Once joint enquiries confirm no reasonable steps remain to secure reintegration, and it is agreed the student will not return, the student will be deleted from the roll. The college will immediately submit a formal CME referral and a deletion return to the Local Authority to ensure the young person does not become "hidden" from statutory oversight.