



HEADINGTON RYE

OXFORD

Whole School Attendance Policy **Senior and Prep School**

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Reviewed by:	Head of Prep and Deputy Head Pupil Experience
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1. Aims

- 1.1. This is the attendance policy of Headington Rye Oxford (the **School**).
- 1.2. The School aspires to high levels of attendance from all pupils. Good attendance is essential for all pupils to get the most out of their school experience, including their attainment, well-being and wider life chances.
- 1.3. The aims of this policy are as follows:
 - 1.3.1. to develop and maintain a whole school culture that promotes the benefits of good attendance;
 - 1.3.2. to ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School;
 - 1.3.3. to prioritise and where possible improve attendance and punctuality across the School, reduce absence and set out the School's approach to the management of absence / non-attendance;
 - 1.3.4. to recognise the linkages between attendance / absence and pupil wellbeing, specifically ensuring a consistent whole school approach to safeguarding; and
 - 1.3.5. to help to promote a whole school culture of safety, equality and protection.

2. Scope and application

- 2.1. This policy applies to Headington Rye Oxford. This policy is designed to address the specific statutory obligations on the School to record attendance and absence.

3. Regulatory framework

- 3.1. This policy has been prepared to meet the School's responsibilities under:
 - 3.1.1. Education (Independent School Standards) Regulations 2014;
 - 3.1.2. *National minimum standards for boarding schools* (Department for Education (**DfE**), September 2022);
 - 3.1.3. Education and Skills Act 2008;
 - 3.1.4. Children Act 1989;
 - 3.1.5. Childcare Act 2006;
 - 3.1.6. Sponsorship Duties (UKVI, July 2023);
 - 3.1.7. The School Attendance (Pupil Registration) (England) Regulations 2024;
 - 3.1.8. Equality Act 2010; and
 - 3.1.9. Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**)
- 3.2. This policy has regard to the following guidance and advice:

- 3.2.1. Working together to improve school attendance (DfE, applies from 19 August 2024);
 - 3.2.2. Summary table of responsibilities for school attendance (DfE, applies from 19 August 2024);
 - 3.2.3. Toolkit for schools: communicating with families to support attendance (DfE, September 2023);
 - 3.2.4. Guidance for parents on school attendance (Office of the Children's Commissioner, September 2023);
 - 3.2.5. 'Is my child too ill for school?' guidance (NHS, April 2024);
 - 3.2.6. Keeping children safe in education (DfE, September 2024);
 - 3.2.7. School behaviour and attendance: parental responsibility measures (DfE, May 2020);
 - 3.2.8. Children missing education (DfE, September 2016);
 - 3.2.9. Supporting pupils with medical conditions at school (DfE, August 2017);
 - 3.2.10. Behaviour in schools: advice for headteachers and school staff (DfE, February 2024);
 - 3.2.11. Mental health and behaviour in schools (DfE, November 2018);
 - 3.2.12. Mental health issues affecting a pupil's attendance: guidance for schools (DfE, February 2023);
 - 3.2.13. Support for pupils where a mental health issue is affecting attendance (DfE, February 2023);
 - 3.2.14. Remote education guidance (DfE, updated February 2023); and
 - 3.2.15. SEND Code of practice: 0 to 25 years (DfE and Department of Health, May 2015).
- 3.3. The following School policies, procedures and resource materials are relevant to this policy:
- 3.3.1. Safeguarding and child protection policy and procedures;
 - 3.3.2. Risk assessment policy for pupil welfare;
 - 3.3.3. Missing child policy and procedures
 - 3.3.4. Policy on special educational needs and learning difficulties
 - 3.3.5. Disability policy;
 - 3.3.6. Behaviour policy;

4. Publication and availability

- 4.1. This policy is published on the School website.
- 4.2. This policy is available in hard copy on request.
- 4.3. This policy can be made available in large print or other accessible format if required.

5. Definitions and interpretation

- 5.1. Where the following words or phrases are used in this policy:
 - 5.1.1. references to **attendance** include references to attendance for all or part of the timetabled school day.
 - 5.1.2. references to the **Proprietor** are references to the board of Governors.
 - 5.1.3. references to a **Parent** means:
 - 5.1.3.1. all natural parents, whether they are married or not;
 - 5.1.3.2. any person who has parental responsibility for a pupil; and
 - 5.1.3.3. any person who has day to day responsibility for a pupil (i.e. lives with and looks after a pupil).
 - 5.1.4. References to a **pupil** includes anyone who is receiving an education at the school except a person who is 19 or over for whom further education is being provided, or a person for whom part-time education suitable for people over compulsory school age is being provided.
 - 5.1.5. **SAC** means the School's attendance champion

6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 The Proprietor recognises that improving attendance is a school leadership issue and has appointed a designated senior leader to have overall responsibility for championing and improving attendance in School, referred to in this policy as the SAC.
- 6.3 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	SAC	As required, and at least termly
Monitoring the implementation of the policy	SAC	As required, and at least termly

Task	Allocated to	When / frequency of review
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	SAC	As required, and at least annually
Formal annual review	Proprietor	Annually

7. The importance of good attendance

- 7.1. The School recognises the importance of developing good patterns of attendance from the outset. This is an integral part of the School's ethos and culture. In building a culture of good school attendance it recognises:
- 7.1.1. the importance of good attendance, alongside good behaviour, as a central part of the school's vision, values, ethos, and day to day life;
 - 7.1.2. the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions and / or disabilities, mental health issues, safeguarding wellbeing, and support for disadvantaged pupils;
 - 7.1.3. the importance of setting high expectations for the attendance and punctuality of all pupils and communicating these regularly and effectively to pupils and parents;
 - 7.1.4. that attendance is never "solved" and is a continuous process requiring revision and updating of messages, processes and strategies; and
 - 7.1.5. 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.

8. School responsibilities

- 8.1. The School acknowledges that attendance is the essential foundation to securing positive outcomes for all pupils and that everyone has a responsibility to take proactive steps to manage and improve attendance across the School community.
- 8.2. The School will consistently promote the benefits of good attendance, setting high expectations for every pupil and consistently communicating those expectations to pupils and parents.
- 8.3. Where there are challenges to attendance, the School will work effectively and respectfully with pupils, their families and, where appropriate, local authorities to address them.
- 8.4. The School will respond to non-attendance and / or lateness proactively, firmly, consistently and with care, with appropriate reference to this policy, its

safeguarding and behaviour policies and the School's terms and conditions. It will act in a proportionate and targeted way in response to data or intelligence and ensure intervention is regularly reviewed.

- 8.5. The School will have robust systems in place to track and record attendance, reasons for absence and patterns at an individual level and by cohorts or groups in order to identify pupils at risk of non-attendance and those who are persistently absent and it will monitor and analyse this data regularly to facilitate early intervention to address issues.
- 8.6. The School will carry out regular spot checks of the attendance registers and recording processes to ensure compliance with the systems set out in this policy.

9 Staff responsibilities

The SAC

9.1 The Proprietor has appointed Jo Creber, Deputy Head Pupil Experience, a member of the School's leadership team, as SAC to have overall responsibility for championing and improving attendance in school. Her details are at the front of this policy and are widely publicised within School. She will liaise with Jane Crouch, Head of Prep.

9.1.1 The SAC's responsibilities are:

9.1.1.1 to set a clear vision for improving attendance in school;

9.1.1.2 to establish and maintain effective systems for tackling absence and make sure the systems are followed by all staff;

9.1.1.3 to regularly monitor and evaluate progress, including the efficacy of the school's strategies and processes;

9.1.1.4 to have oversight of and analyse attendance data; and

9.1.1.5 to communicate clear messages on the importance of attendance to pupils and parents.

9.2 Staff with specific responsibilities for attendance:

The staff identified in Appendix 1 of this policy have day to day responsibility for monitoring and promoting good attendance and punctuality. They should:

9.2.1 have a formal routine for registers being taken accurately each morning and afternoon;

9.2.2 seek explanations of absences required from pupils on their return to School; In the Prep School, parents will be required to provide explanations of their child's absence;

9.2.3 make enquiries about unexplained absences, including those within the school day, and follow up to ensure that an explanation has been formally given to the School;

9.2.4 look out for trends or patterns in a pupil's attendance and inform the SAC of any specific concerns;

- 9.2.5 deal with lateness to lessons consistently and promptly;
- 9.2.6 consider appropriate sanctions for pupils who arrive late to a lesson in line with the School's behaviour and discipline policies; and
- 9.2.7 discuss non-attendance and / or lateness with pupils and parents (where possible) and emphasise the importance of punctuality and attendance.

9.3 All staff

- 9.3.1 The School ensures that all teaching and non-teaching staff know the importance of good attendance and are consistent in their communication with pupils and parents about it.
- 9.3.2 The School provides appropriate training and professional development for staff consistent with their roles and responsibilities.

10. School arrangements

The School will accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence. These registers must be kept electronically. Contact details of relevant staff can be found at the front of the policy and other details about the School's arrangements can be found in Appendices 1-3.

11. Monitoring attendance

- 11.1. The School will undertake regular data analysis to identify and provide additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the School and develop strategies to address them. Such analysis may include:
 - 11.1.1. monitoring and analysing weekly attendance patterns and trends and provide support in a targeted way to pupils and families;
 - 11.1.2. using this analysis to provide regular attendance reports to class teachers to facilitate discussions with pupils and to leaders (including the special educational needs coordinator and designated safeguarding lead);
 - 11.1.3. conducting thorough analysis of half-termly, termly, and full year data to identify patterns and trends;
 - 11.1.4. benchmarking attendance data at whole school, year group and cohort level to identify areas of focus for improvement;
 - 11.1.5. devising specific strategies to address areas of poor attendance identified through data;
 - 11.1.6. monitoring the impact of school-wide attendance efforts, including any specific strategies implemented; and
 - 11.1.7. providing data and reports to the Proprietor to support its work.

12. Pupil responsibilities

- 12.1. School attendance is important to pupil attainment, wellbeing and development. The School therefore has high expectations of pupils as to their

attendance and has systems in place to reward good attendance and manage poor attendance.

12.2. Pupils should be aware that:

12.2.1. they are expected to be present in-person for the duration of each School day, noting that start of day times are flexible for 6th formers;

12.2.2. they are expected to arrive on time and attend all timetabled lessons;

12.2.3. they should not leave a lesson or the School site without permission or otherwise in accordance with School rules;

12.2.4. they should engage with the School's arrangements for recording and managing attendance as set out in this policy;

12.2.5. any unexplained absence will be followed up;

12.2.6. persistent lateness or non-attendance will result in action being taken by the School. This may take the form of:

12.2.6.1. offers of support to seek to identify and address any barriers to attendance;

12.2.6.2. communication with parents;

12.2.6.3. reporting to other agencies such as children's social care; and

12.2.6.4. sanctions against them or their parents in line with the School's behaviour policies.

12.2.7. If pupils are having difficulties that might discourage or prevent them from attending School or specific lessons regularly, they may speak to any member of staff, although the School encourages them to speak to their Form Tutor or those staff identified in Appendix 1 in the first instance. Pupils are entitled to expect this information to be managed sensitively.

13. Additional needs

13.1. The School recognises some pupils may find it harder than others to attend School, and will work with those pupils and parents to try to remove barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

13.2. The School will make reasonable adjustments where a pupil has a disability that puts them at a substantial disadvantage, in comparison with pupils without a disability, in relation to school attendance.

13.3. It will also work with parents, and where appropriate with the local authority, to develop specific support approaches for attendance for pupils with special educational needs and disabilities e.g. ensuring the provision outlined in a pupils education, health and care plan is accessed.

13.4. Suitable strategies will also be considered for pupils with any social, emotional or mental health issue that is affecting their attendance.

- 13.5. Where barriers are outside of the School's control, the School will work with parents and pupils to identify alternative sources of support or consider, where appropriate, making a referral for early help.
- 13.6. The School will make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using the national absence code I (unable to attend because of sickness) and there are reasonable grounds to believe that 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.

14. Parent / carer responsibilities

- 14.1. The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education.
- 14.2. This means pupils must attend every day that the School is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the School.
- 14.3. The School will help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development and provide clarity on the short and long term consequences of poor attendance.
- 14.4. Expectations the School places on parents can be found in Appendix 1 of this policy
- 14.5. Parents are bound by the terms relating to conduct and attendance in the parent contract and failure to ensure a child's attendance or engage with the School about it could amount to a breach of contract or a finding that the parent is treating the School unreasonably.

15. Training

- 15.1. **Staff:** The School ensures that regular guidance and training on attendance is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. As a minimum this will include all staff understanding:
 - 15.1.1. the importance of good attendance and that absence is almost always a symptom of wider circumstances; and
 - 15.1.2. the School's strategies and procedures for tracking, following up and improving attendance.
- 15.2. Dedicated attendance training is provided to any member of staff with a specified attendance function in their role, including administrative, pastoral or family support staff and senior leaders. This should include:
 - 15.2.1. the law and requirements of schools including on the keeping of registers;

15.2.2. the process for working with other partners to provide more intensive support to pupils who need it;

15.2.3. the necessary skills to interpret and analyse attendance data; and

15.2.4. any additional training that would be beneficial to support pupils and pupil cohorts overcome commonly seen barriers to attendance.

15.3. The School maintains written records of all staff training.

16. Information sharing

16.1. Personal information on attendance will only be shared in line with legal obligations and having regard to government guidance on attendance, safeguarding and children missing education.

16.2. The School, local authorities and other local partners should work jointly and share data on individual cases where it is of benefit to a pupil (e.g. health services where there are medical conditions or the police where there are extra-familial harms).

16.3. Where appropriate the schools will attend regular targeting support meetings.

16.4. The School is legally required to share information from the registers with the local authority. As a minimum this includes:

16.4.1. New pupil and deletion returns;

16.4.2. Attendance returns;

16.4.3. Sickness returns.

16.5. The law allows local authority officers access to the attendance and admission registers of all types of schools to carry out their functions under the Education Acts to support joint working between schools and local authorities. These officers are also permitted to take digital or physical extracts of the School's registers.

16.6. The School must provide specific pupil information on request to the Secretary of State. The School meets this requirement by having an electronic management information system containing the required information that can be accessed by the DfE. The School also uses this tool to monitor pupil level attendance and understand trends in attendance patterns.

16.7. Where appropriate, the School is expected to inform a pupil's social worker and/or youth offending team worker if there are unexplained absences.

17. Record keeping and confidentiality

17.1. All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

17.2. The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

Appendix 1 School arrangements

1. Managing attendance

- 1.1. The School monitors, records and shares data about pupil attendance and as part of its duty to safeguard and protect pupils and promote attendance. It accurately completes admission and attendance registers as required by law and set out in Appendix 2 and Appendix 3 respectively. The admission and attendance registers must be kept electronically and retained by the School for the relevant time period as stated by law.
- 1.2. The School expects all pupils to be present at School for the whole of the School day, usually from the start of period 1 at 8.30am to close at 4pm, In the Prep School, all pupils should be in school usually from 8.30am to close at 3.20 (EYFS), 3.30 (KS1) 3.45 (KS2). These periods may be extended, for example for out of school clubs, sports fixtures or school trips.

The role of parents / carers

- 1.3. The School expects all Parents to:
 - 1.3.1. make any application for an authorised leave of absence at the earliest opportunity;
 - 1.3.2. notify the School of any absence or delay as soon as reasonably possible in accordance with this policy and when doing so, give an accurate explanation for this; and
 - 1.3.3. cooperate with the School to explore possible barriers to attendance and to improve it where attendance has been raised as an issue.
2. Parents of day pupils should ensure their child attends School by 8.30am for morning registration;

3. Registration and attendance checks

- 3.1. Morning registration is in period 1 at 8.30am. In the Prep School morning registration is in Form Time at 8.30am. The registers will remain open for 15 minutes after the start of morning registration.
- 3.2. Afternoon registration will be at 2.10pm during period 5. In the Prep School afternoon registration takes place in the first lesson after lunch.
- 3.3. Registers will also be called at the beginning of each lesson in order to identify and follow-up on absences from lessons that might occur after morning or afternoon registration.
- 3.4. the School uses iSams for registration and record keeping
- 3.5. Boarders are registered using in-house registration systems for evening and weekend attendance

4. Reporting absence

If a pupil is to be absent from School for any reason, the parent / carer should contact the school by emailing absences@headington.org (Year 7- Year 11) or sfc@headingtonschool.com (Year 12- Year 13) before the start of the school day or at the earliest opportunity. In the Prep School, parents should email reception@headingtonschool.com as well as their child's form teacher. Where a pupil is ill, the School should be notified of the nature of the illness.

5. Arrangements for reporting subsequent absence

Absence will be recorded on the Attendance Register as set out in Appendix 3

6. Managing absence

6.1. Long-term Absences

Where sporadic absence is causing concern the Head of Section or appropriate member of the Pastoral team (or Form Teacher/appropriate member of SMT in the Prep School) will always contact the family to discuss how best to support the child concerned. Headington Rye tries to have multiple emergency contacts for each pupil to assist us in following up any absences. Long-term absence will require that the school notify Oxfordshire County Council (OCC) according to OCC requirements. Any pupil who is absent without explanation for ten consecutive days after an authorised absence will be referred by the School to Oxfordshire County Council's Attendance and Engagement Team. Where that child is also a boarder studying here on a visa, the School will follow the appropriate reporting procedures, working with Newland Chase to notify UKVI. Such absence may lead to withdrawal of sponsorship by the School.

Pupils who suffer long term health or medical conditions, or who have special educational needs and/or disabilities may face greater barriers to attendance than their peers. Heads of Section, Heads of Year, the Deputy Head Pastoral (and the Lead Nurse or SENCO if appropriate) will have sensitive conversations to develop the right support for pupils with physical or mental health conditions, making reasonable adjustments and creating individual care plans as required. In the Prep School, Senior staff and/or members of the Learning Development team will work with the parents and their children. Where necessary we will consider whether referrals to specialist services (e.g. Oxford Hospital School) might be appropriate. Sometimes a planned and managed phased return may be necessary, possibly with a reduction to the curriculum, or a part-time timetable. In every case we recognise the value of an individualised approach that meets the pupil's specific needs.

6.2. Persistent and Severe Absenteeism

A pupil becomes a persistent absentee when they miss 10% or more schooling across the school year for whatever reason. Persistent absence is flagged with the DSL. This degree of absence is likely to have a damaging effect on the pupils' ability to achieve, thrive and reach their true potential at school. The School will work closely with parents to support the pupil and encourage a return to more regular attendance. Persistent absenteeism cases are referred to the Attendance and Engagement Team at Oxfordshire County Council. Where a boarder's attendance drops below this threshold consideration will need to be given as to whether they remain a pupil at the school. For boarders studying at Headington Rye on a visa, attendance rates must remain at over 80% - anything less than this requires us to

remove our sponsorship of the student and notify UKVI through the appropriate channels.

Severely absent pupils are those young people who are absent from school more than they are present (those missing more than 50% of school). This level of absence is likely to require more intensive support, often involving multiple services. If support has been provided but unauthorised absence continues the DSL may need to consider a referral on the grounds of neglect. The procedures outlined in the safeguarding Policy will be followed.

6.3. Pupils Missing during the School Day

When a pupil is deemed to be missing from lessons the following procedures should be followed:

- 6.3.1. The member of staff noticing the absence should raise an alert – this can be done either through ISAMS (generating an automated alert to designated staff – Deputy Head Pastoral, Pastoral PA, Head of Section, Head of Year, Reception, Absences) or by the staff member contacting a member of the Pastoral Team, Absences or Reception to inform them that the pupil is missing.
- 6.3.2. Once a pupil has been flagged as ‘missing’ those receiving the alert will respond and attempt to locate the pupil.
- 6.3.3. The HOS and/or the Deputy Head Pastoral will check on iSAMS register to see when the pupil was last registered. A check will be made to identify if the pupil has:
 - 6.3.3.1. Signed out for a legitimate appointment
 - 6.3.3.2. Been sent home (unwell)
 - 6.3.3.3. Gone to the Health Centre (and been admitted or treated)
 - 6.3.3.4. Gone to the Wellbeing Hub
 - 6.3.3.5. Gone to the Music Department for a lesson
 - 6.3.3.6. Gone to Learning Development for additional support
 - 6.3.3.7. Gone somewhere in the Sixth Form Centre
 - 6.3.3.8. Gone back to their boarding house/bedroom (if a boarder)
 - 6.3.3.9. Gone on a trip or onsite organised activity
- 6.3.4. If the missing pupil has not been accounted for after such checks have been made a search will be undertaken focusing on classroom areas and toilets in the first instance.
- 6.3.5. If the missing pupil is in U3-U5 IT Support will be asked to check the last known location of the pupil’s ipad device and the area identified can be checked
- 6.3.6. Peers of the pupil will be questioned to see if they know where the pupil might be.

- 6.3.7. All teaching and support staff will be alerted by email or telephone to look out for the missing pupil.
- 6.3.8. A search of the entire School buildings and grounds will be organised by the HOS/Deputy Head Pastoral/Deputy Head Pupil Experience. If the pupil cannot be found, consider a fire drill to ensure not on site. It may be possible to check CCTV footage to determine where the pupil may have gone after their last sighting.
- 6.3.9. If this initial investigation fails to reveal the whereabouts of the missing pupil, the Deputy Head Pastoral will inform the Headmistress and then contact the parents and the Police.
- 6.3.10. The School will then act in accordance with Police advice.
- 6.3.11. Once a missing pupil has been located this will be communicated to her parents and the Police, as well as all teaching and support staff by email or telephone.
- 6.3.12. When the pupil has been found their HOS, HOY, Deputy Head Pupil Experience or the Deputy Head Pastoral will discuss with them the incident and determine whether further support may need to be put in place or whether any sanctions are appropriate. The following should be considered in this discussion:
- 6.3.12.1. What led to the pupil absenting themselves from lessons/an activity?
- 6.3.12.2. Was the absence deliberate and did the pupil realise they were breaking school rules and that therefore sanctions may apply?
- 6.3.12.3. Was/is the pupil distressed about some element of school life, and if so, what action might be needed to resolve or alleviate the situation?
- 6.3.12.4. Are there safeguarding concerns, in which case the matter should be referred to the Deputy Head Pastoral or one of the DSLs.

A separate procedure exists for Missing Boarders, and a separate policy document exists for the Prep School.

7. Authorised absences

Authorised absence means that the School has either given approval in advance for a pupil to be away (granted an authorised leave of absence) or has accepted an explanation offered afterwards as justification for absence.

8. Applications for an authorised leave of absence

- 8.1. Applications for authorised leaves of absence during the School day will only be granted in exceptional circumstances and will only be permitted if made in writing to the Headteacher at ea2head@headington.org. In the Prep School parents should write to the Head via her PA: clitten@headingtonschool.com. The School will consider each application for an authorised leave of absence individually,

taking into account the specific facts and circumstances, the pupil's past attendance record and the relevant background context behind the request.

- 8.2. Apart from illness, no pupil should be away from School without prior permission from the Head.
- 8.3. Dental or medical appointments should be made during School holidays except in cases of emergency when absences@headington.org (Year 7- Year 11) or sfc@headingtonschool.com (Year 12- Year 13) should be informed. In the Prep School, parents should contact the Head's PA clitten@headingtonschool.com, as well as their child's Form Teacher.
- 8.4. If a leave of absence is granted, it is for the Head to determine the length of the time the pupil is permitted to be away from School. It will be recorded as an authorised absence. See section 3 of Appendix 3 for more details.
- 8.5. A leave of absence will usually be authorised for religious observance if the day concerned is exclusively set apart for religious observance by the religious body to which parents and pupils belong. Parents are expected to make a request for this type of leave of absence in advance.

9. Reporting Duties

- 9.1. The School has statutory reporting obligations if a pupil fails to regularly attend their absence is unauthorised. The School must report unauthorised absences for a continuous period of 10 days or more to the local authority.
- 9.2. In the event that a pupil holding a Student or Child Student visa sponsored by the School under the Points Based System goes missing, the School will report to UKVI if the pupil misses ten consecutive expected contact points.
- 9.3. Each time the School's attendance register is completed it is treated as a contact point for these purposes.
- 9.4. The report will be made by the School's Level 1 user via the Sponsor Management and in accordance with prevailing UKVI guidance
- 9.5. Action will also be taken in accordance with the Missing child policy and safeguarding and child protection policy if any absence of a pupil from the School gives rise to a concern about their welfare.

Appendix 2 Admission register

1. Admission register

- 1.1. In accordance with the requirements of the School Attendance (Pupil Registration) (England) Regulations 2024 the School will:
 - 1.1.1. maintain an admission register of all pupils (of both compulsory and non-compulsory school age) admitted to the School (also known as the school roll); and
 - 1.1.2. inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points.
- 1.2. The admission register must be kept electronically and a back-up copy of the register is made at least once a month in the form of an electronic or printed copy.
- 1.3. The school must ensure that every entry in the School's admission register is preserved for six years beginning with the day on which the entry was made; and every back-up copy of the register is preserved for six years after the end of the school year that it relates to.
- 1.4. The admissions register contains specific personal details of every pupil in the School, including their date of admission, information regarding parents and carers and details of the school they last attended and in the case of boarding schools whether each pupil of compulsory school age is a boarder or day pupil.
- 1.5. A pupil's name can only be deleted from the admission register for a reason set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024. When any of the situations set out in regulation 9 occurs, the pupil's name must be deleted.
- 1.6. Where the School notifies the local authority that the pupil's name is to be deleted from the admission register, the School must provide it with the following information:
 - 1.6.1. the full name of the pupil;
 - 1.6.2. the address of the pupil;
 - 1.6.3. the full name and address of any parent the pupil normally lives with;
 - 1.6.4. at least one telephone number of any parent with whom the pupil lives or can be contacted in an emergency;
 - 1.6.5. the pupil's future address, the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;
 - 1.6.6. name of the pupil's other or future school and pupil's start date or expected start date there, if applicable;
 - 1.6.7. the ground (prescribed in regulation 9) under which the pupil's name is to be deleted from the admission register.

Appendix 3 Attendance register

1. Attendance register

- 1.1. The School records and monitors the attendance of all pupils (both of compulsory and non-compulsory school age) [including boarders] in accordance with the School Attendance (Pupil Registration) (England) (Regulations) 2024
- 1.2. The School uses the appropriate national attendance and absence codes system to enable it to record and monitor attendance and absence in a consistent way which complies with regulation 10 of the Attendance Regulations.
- 1.3. The attendance register is kept electronically and a back-up copy of the register is made at least once a month in the form of an electronic or printed copy.
- 1.4. The School will also use these records to identify patterns of poor attendance (at individual and cohort level) and work with pupils and parents to resolve any issues before they become entrenched.
- 1.5. The School is required by law to take attendance registers twice daily - once at the start of the morning session and once during the afternoon session.
- 1.6. On each occasion it will be recorded whether every pupils:
 - 1.6.1. physically present in school when the attendance register begins to be taken; or
 - 1.6.2. absent from the school when the attendance register begins to be taken but attends before the taking of the register has ended; or
 - 1.6.3. attending a place other than the school; or
 - 1.6.4. absent.
- 1.7. The circumstances in which a pupil may be recorded as attending a place, other than the school, can include:
 - 1.7.1. Attending educational provision arranged by a local authority;
 - 1.7.2. For an educational visit or trip arranged by or on behalf of the school and supervised by a member of school staff;
 - 1.7.3. Attending a place for an approved educational activity that is a sporting activity;
 - 1.7.4. Attending an approved educational activity that is work experience provided under arrangements made by the school as part of the pupil's education;
 - 1.7.5. Attending a place for any other approved educational activity.

2. Recording absence

- 2.1. Absence will be recorded in accordance with the national absence codes set out in regulation 10 of the School Attendance (Pupil Registration) (England) (Regulations) 2024 and statutory guidance Working together to improve school attendance relating to:
 - 2.1.1. leaves of absence;

- 2.1.2. other authorised reasons;
- 2.1.3. unable to attend school because of unavoidable cause;
- 2.1.4. unauthorised absence.

3. Remote education

- 3.1. The School is required to record all absence from in-person lessons.
- 3.2. The Senior School may, in exceptional circumstances, provide remote education to enable pupils, who are well enough to learn but unable to attend the School site, to keep pace with their education.
- 3.3. In the exceptional circumstances when the School decides to use remote education for individual pupils when they are absent, the following will be considered:
 - 3.3.1. ensuring mutual agreement of remote education by the School, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an Education, Health and Care plan or has a social worker, the local authority should also be involved in the decision;
 - 3.3.2. if remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity;
 - 3.3.3. setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.
- 3.4. Pupils who are absent from school and receiving remote education still need to be recorded as absent using the most appropriate absence code. The School will keep a record of, and monitor pupil's engagement with remote education, but this is not formally tracked in the attendance register. Where appropriate, this information may be used to make plans for a pupil's reintegration to school.
- 3.5. The School will utilise a digital education platform (Google Classroom) that will be kept up-to-date and keep pupils safe. Staff will remain trained and confident in its use.

4. Unauthorised absence

- 4.1. The "unauthorised absence" code will be used when prior permission for absence has not been given and where the School is not satisfied with the explanation given for absence or delayed attendance meaning that the code for "unable to attend due to an exceptional circumstance" is not appropriate. Examples include:
 - 4.1.1. holiday has not been authorised by the School or is in excess of the period determined by the Head;
 - 4.1.2. the reason for absence has not been provided;
 - 4.1.3. a pupil is absent from school without authorisation;

4.1.4.a pupil has arrived in school after registration has closed and without reasonable explanation.

Appendix 4

Absence Codes

Present Codes	
/\	present during registration
B	educated off site and taster days and do not fit K, V, P or W codes
K	attending provision arranged by the local authority
L	arrived after the register has started but before it has closed
P	Sporting activity with prior agreement from school
V	educational visit or trip
W	work experience
Absent Codes	
Authorised Absences	
C	exceptional circumstances

C1	in a regulated performance/undertaking regulated employment abroad
C2	absent due to part-time timetable
D	dual registered
E	suspended or permanently excluded
I	illness (not medical or dental appointments)
J1	job/school/college interview
M	medical or dental appointment
Q	unable to attend because of a lack of access arrangements
R	religious observance (only 1 day allowed, any more coded as C if agreed)
S	study leave
T	parent travelling for occupational purposes
X	non-compulsory school age pupil not required to attend school
Y1	unable to attend due to transport provided not being available

Y2	unable to attend due to widespread transport disruption
Y3	unable to attend due to part of the school premises being closed
Y4	unable to attend due to whole school closure
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 due to other avoidable cause (must affect the pupil NOT the parent)
Unauthorised Absence	
G	holiday (not agreed)
N	reason for absence not yet established (must be corrected within 5 days)
O	absent in other or unknown circumstances
U	late after register has closed
Z	pupil not yet on register

#	planned whole school closure (eg holidays, insets and polling station days)
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