Ditcham Park School

Attendance Policy including Child Missing Education (CME)

Approved by:	**Board of Governors**
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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 Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024), through our whole-school culture and ethos that values good attendance, including:

- 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 Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) 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 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006

- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The School Attendance (Pupil Registration) (England) Regulations 2024
- https://www.legislation.gov.uk/uksi/2006/1751/contentsThe Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

https://www.legislation.gov.uk/uksi/2013/757/regulation/2/madeIt also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

3.1 The Governing Board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations and statutory duties, including:
    - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
    - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's 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 school 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
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school 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 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 school'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

  Holding the Headmaster to account for the implementation of this policy

Attendance data and strategies will be reviewed at pastoral meeting in Junior and Seniors and overseen by the Safeguarding Committee

3.2 The Head

The Head~~master~~ 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
- Working with the parents/carers 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/carers 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

3.3 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/carers 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

The designated senior leader responsible for attendance is Pippa Probert (Juniors) and Rich Howard (Seniors) and can be contacted via 01730825659 or via email (pippa.probert@ditchampark.com or richard.howard@ditchampark.com)

3.4 Class teachers/form tutor

Class teachers/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 via Schoolbase

3.5 Admin staff

Admin staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the Head of Juniors/Deputy Head of Seniors (Pastoral) where appropriate, in order to provide them with more detailed support on attendance

3.6 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 every day on time
- Call the school to report their child's absence and provide a reason for the absence before 8.40 am 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
- Seek support, where necessary, for maintaining good attendance, by contacting the class teacher or the form tutor who will inform the Heads of Year and/or the Head of Seniors/Head of Juniors

3.7 Pupils

Pupils are expected to:

- Attend school every day, on time

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register and place all pupils onto 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
- 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:

- 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.

The school day starts at 8.40am and ends at 3.45pm.

Pupils must arrive in school by 8.40am on each school day.

The register for the first session will be taken at 8.40am and will be kept open until 8.55am. The register for the second session will be taken at 1.10pm in Juniors and at the start of lesson 5 in Seniors and will be kept open for 15 minutes.

4.2 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 9.00am, or as soon as practically possible, by calling the school office, who can be contacted via [telephone number 01730825659 and/or email address parents@ditchampark.com

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

Where the absence is longer than 3 days, or 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.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

4.3 Planned absence

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

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. Go to section 5 to find out which term-time absences the school can authorise.

4.4 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

Where a pupil in consistently late to school, the class teacher or form tutor will contact the parents in the first instance to discuss this. If the situation does not improve, the class teacher/form tutor will escalate to the Head of Seniors or the Head of Juniors.

4.5 Following up unexplained absence

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may make a referral to children's services or contact the police if there is reason to believe the child is at risk of harm.
- 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. If absence continues, the school will consider involving an education welfare officer

- 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
- Where support is not appropriate, not successful, or not engaged with the school will refer to children's services.

4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels termly written reports in the Juniors school and every six week in Seniors via the grade card. Parents can also access attendance percentages through the SchoolBase App.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The Head~~master~~ will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The Head 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 Head'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, considering 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 3 weeks before the absence. Leave of absence requests should be submitted in writing to the Head~~master~~. The Head~~master~~ may require evidence to support any request for leave of 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 – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school 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

5.2 Notices 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 timeframe of between 3 and 6 weeks for the improvement period

6. Strategies for promoting attendance

Positive School Culture and Environment

- Build a welcoming atmosphere: Create an environment where students feel safe, supported, and valued. This includes promoting inclusivity, reducing bullying, and fostering positive relationships between students and teachers.

- Promote school pride: Encourage a sense of belonging by highlighting school achievements, student accomplishments, and unique aspects of the school culture.

Engaging Curriculum and Teaching

- Make learning relevant: Connect lessons to students' real-life interests and future goals to keep them engaged.

- Varied teaching methods: Use interactive, hands-on, and collaborative learning strategies to maintain student interest and accommodate diverse learning styles.

Family Engagement

- **Parental involvement: Keep families informed and engaged in their children's attendance through regular communication, parent-teacher meetings, and accessible resources.

Tracking and Intervention Systems

- Early identification: Use attendance tracking systems to identify patterns or early signs of chronic absenteeism.
- Responsive interventions: Develop support plans for students with frequent absences, which may include counselling, mentorship, or attendance contracts.

Addressing Barriers to Attendance

- Support for health needs: Ensure access to a school nurse or health support for students with chronic health issues and provide resources for students experiencing mental health challenges.
- Mentorship programs: Pair students with mentors who can provide guidance, motivation, and accountability.
- Counselling support: Provide access to counsellors who can help students navigate personal issues that may be impacting attendance, such as family issues or academic struggles.

Setting and Communicating Expectations

- Clear policies: Clearly communicate the importance of attendance, as well as the consequences of absences, to both students and families.
- Frequent reminders: Use regular reminders via newsletters, school apps, and class discussions to reinforce the value of good attendance

By combining these strategies, schools can create a supportive environment that prioritises attendance and actively engages both students and families in the process.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

We will support pupils who face complex barriers to attendance and require a comprehensive, compassionate, and individualised approach. Here are some effective strategies to help these students reintegrate successfully into school:

Understanding the Root Causes

- Identify Barriers: Work with the student, family, and possibly healthcare providers to understand underlying causes of absence, such as mental health challenges, family issues, or health problems.

Individualised Reintegration Plans

- Gradual Reintegration: Develop a phased return plan that starts with manageable attendance goals. Some students benefit from starting with a few hours or days per week and gradually increasing as they become comfortable.
- Part-time timetable: Allow for a modified timetable to ease the student back into full-time school.

Academic Support

- Clear Communication: Provide a summary of missed work and prioritise essential learning to avoid overwhelming them.
- Accessible Materials Ensure online resources, recorded lessons, and notes are available so students can access content at their own pace.

Emotional and Well Being Support

- Wellbeing Support: Offer regular check-ins with a member of the pastoral team to help students process any anxiety or social challenges associated with their absence.
- Designated Spaces: Provide a designated space where students can take breaks if they feel overwhelmed, ensuring they feel safe and supported at school.

Building Relationships and Trust

- Supportive Relationships: Teachers and support staff should check in regularly, showing that they care and are available for support without pressuring the student.
- Parental Engagement: Maintain close communication with families, providing updates and seeking feedback to ensure consistent support between home and school.
- Involve Students in Decisions: Empower students by involving them in decisions about their return and accommodations, fostering a sense of ownership and control.

Monitoring and Adjusting the Plan

- Regular Review Meetings: Schedule meetings with the student, family, and relevant staff to assess progress, address concerns, and adjust as needed.
- Data-Driven Insights: Track attendance, academic performance, and emotional well-being, adjusting based on data and feedback to ensure the support remains effective.

These steps aim to create a supportive, flexible environment that prioritises the student's well-being and helps them transition back into school life at a comfortable pace.

7.2 Pupils absent due to mental or physical ill health or SEND

Supporting pupils who are absent or returning to school due to mental or physical ill health or special educational needs and disabilities (SEND) requires a thoughtful, holistic approach. The goal is to ensure that they feel welcomed, understood, and equipped for a smooth transition back into the classroom environment. Here are some of the strategies used:

Individualis~~z~~ed Support Plans

- Flexibility in academic workload: Provide a gradual re-entry, easing the student back into full-time attendance, assignments, and exams.

- Reasonable adjustments: Implement modifications like adjusted seating arrangements, access to quiet spaces, or use of assistive technology to support students' needs.

Emotional and Social Support

- Designated staff members: we will assign to trusted adult such as a teaching assistant, wellbeing lead, or mentor, whom the student can approach when feeling overwhelmed.

- Regular check-ins: Schedule brief daily or weekly check-ins to monitor the student's comfort, progress, and any additional needs that arise.

Collaborating with External Professionals

- Work with healthcare providers: Communicate regularly with healthcare or mental health professionals who understand the student's condition to gain insight into how best to support them academically and socially.
- Incorporate recommendations: Follow accommodations or strategies suggested by therapists, counsellors, or occupational therapists for physical or mental health issues.
- Training for Staff
- Staff training: Educate teachers and staff on supporting students with SEND or those returning from illness, including techniques for managing anxiety, supporting executive function, and fostering inclusive classroom dynamics.
- Maintaining Open Communication with Families
- Regular updates and meetings: Schedule ongoing communication with families to keep them informed of their child's progress, address concerns, and adjust plans as needed.
- Support resources for parents: Offer resources or connect families with community support networks that can help them support their child's reintegration into school life.
- Building Confidence and Self-Esteem
- -Recognise progress: Celebrate small milestones to help build the student's confidence and encourage their sense of achievement.
- Encourage participation in extracurricular activities: When appropriate, support the student in joining clubs or activities that match their interests, fostering a sense of belonging and engagement with the school community.

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

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

Supporting pupils who have been absent and are returning to school requires a comprehensive approach to ease their transition and address any academic, social, or emotional needs they may have. Here are some effective strategies and best practices for supporting pupils in this situation:

Establish a Supportive Environment

- Welcome Back Meeting: Arrange a one-on-one meeting between the student and a familiar staff member to welcome them back, discuss any concerns, and create a sense of safety and belonging.
- Regular Check-ins: Schedule regular check-ins with a member of the pastoral team, a teacher, or support staff to discuss how the student is coping, both academically and emotionally.

Develop a Tailored Reintegration Plan

- Gradual Reintegration: For some students, a phased return might be helpful. Start with part-time attendance, if necessary, gradually building up to a full schedule.
- Flexible Expectations: Allow flexibility with homework, class participation, and assessments. Giving students time to readjust will help reduce stress and support their well-being.

Academic Support

- Identify Knowledge Gaps: Assess what key learning areas they missed and create a catch-up plan focused on those specific gaps rather than reviewing entire subjects.
- Access to Resources: Provide access to notes, recordings, and any online resources that can help them learn missed content. Encourage them to use these resources independently or with minimal supervision.

- One-on-One Support: individual tutoring sessions through the Learning Support Department focusing on areas where they need the most help.

Promote Social Reconnection

- Re-engage with Friends: Help the student reconnect with friends by facilitating group work or lunchtime gatherings. Social reintegration is critical for building their confidence and comfort.

Address Emotional and Mental Health Needs

- Wellb-Being Support If the student's absence was due to illness, grief, or trauma, they may benefit from ongoing emotional support from the Well-being Coordinator
- Encourage Open Communication: Make sure the student knows that they can talk to someone about any worries or stresses they may be feeling. Keep communication open and supportive.

Maintain Communication with Parents or Guardians

- Collaborative Planning: Work with parents to plan the student's return and ensure they feel supported at home. This collaboration can make the transition smoother and more consistent.
- Regular Updates: Keep parents informed about their child's progress and any challenges, as they may notice areas of concern at home that school staff can address.

Monitor Progress and Adjust as Needed

- Set Short-Term Goals: Create manageable milestones and celebrate achievements to keep the student motivated and prevent them from feeling overwhelmed.

Supporting pupils returning to school after an absence is about balancing their academic needs with their emotional well-being. This holistic approach not only helps them catch up academically but also makes them feel valued and supported as part of the school community.

8. Attendance monitoring

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) 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.

The school 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 and share this with the governing board.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- 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

8.3 Using data to improve attendance

The school 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 8.4 below)
- Provide regular attendance reports to class teachers/form tutors, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators and designated safeguarding 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 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

8.4 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

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Designated Safeguarding Lead. At every review, the policy will be approved by the full governing board.

10. Child Missing Education (CME)

The government defines a Child Missing Education as:

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

This does not include:

- Children who are receiving tuition provided by the local authority.
- Children who are registered at an education provision but not attending regularly.
- Children who are being electively home educated i.e. parents have taken responsibility for education provision.

These 'missing' children can be vulnerable; it is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible. It is important to establish, at the earliest possible stage, the reasons for the child being missing. Possible reasons that should be considered include:

- Failure to start appropriate provision and never enter the system;
- Stopped attending, due to illegal exclusion or withdrawal by parent/carers;
- Failure to complete a transition between schools;
- Children from refugee and asylum -seeking families;
- Children from families who are highly mobile;
- Children at risk of a forced marriage;
- Children experiencing abuse and neglect.
- Children supervised by the Youth Justice System

Children who remain disengaged from education are potentially exposed to higher degrees of risk such as anti-social behaviour and/or sexual exploitation.

If there is reason to believe that a child is missing from education, the DSL will contact the Hampshire Safeguarding Partnership to make a referral. Additionally, the DSL will notify Hampshire SGP of any student who is going to be deleted from the admissions register where the student:

- has been taken out of school by his/her parents and is being educated outside the school system e.g. elective home education; has ceased to attend Ditcham Park School
- has been permanently excluded
- has been removed from the admissions register at non-standard transitions.

11. Links with other policies

This policy links to the following policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment

J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available

Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		

Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays