BEESTON FIELDS FLYING HIGH ACADEMY

Attendance Policy

2026–2027

Policy owner	Headteacher and Attendance Champion
Approved by	Governing Body
Date approved	September 2026
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Linked policies	Child Protection and Safeguarding Policy; SEND Policy; Behaviour Policy; Supporting Pupils with Medical Conditions Policy; Admissions arrangements; Children Missing Education procedures; Data Protection Policy. Include links to other relevant policies.

Attendance - one page overview

Regular attendance in school is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care. The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments.

We monitor children's attendance in school weekly to identify patterns of poor attendance. We communicate quickly with parents/carers to share any concerns. At this point, parents/carers would be informed about potential penalty notices if a child's absence persisted.

The threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks.
The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.
A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £160 if paid within 28 days.
In a case where the national threshold is met for a third time (or subsequent times) within 3 years, alternative action should be taken . This will often include considering prosecution, but may include other tools such as one of the other attendance legal interventions.

We work closely with parents/carers and children to identify any problems affecting attendance.

We offer appropriate support in the hope of raising a child's attendance and avoiding penalty notices. All partners involved agree on the ongoing actions. If school support is not enough, this might include an early help or whole family plan where absence is a symptom of wider issues.

If absence persists and voluntary support is not working or not being engaged with, it may be necessary to formalise support through an attendance contract or education supervision order.

Where all other avenues have been exhausted and formal support is not working or not being engaged with, attendance may be enforced through statutory intervention e.g., a penalty notice in line with the National Framework.

For further details, please read the attendance policy.

Introduction and purpose

At Beeston Fields Flying High Academy, excellent attendance is everyone's responsibility. Regular attendance is fundamental to children's academic achievement, wellbeing, sense of belonging and future life chances. Attendance is promoted through high expectations, strong relationships, proactive early identification, timely support and collaborative partnership with families.

This policy reflects the statutory expectations for schools, trusts, parents/carers and local authorities to work together to improve school attendance. It is aligned with Department for Education attendance guidance, safeguarding expectations, Children Missing Education duties and the school's graduated response. Parents/carers have a legal duty to make sure their child receives a suitable full-time education. For most children, this means attending school regularly and on time.

Aims and principles

Beeston Fields Flying High Academy aims to secure strong attendance and punctuality for all children by building a culture where children feel safe, valued, included and motivated to attend. We recognise that attendance is closely linked to belonging, safeguarding, SEND, behaviour, wellbeing, curriculum access and family circumstances. We therefore use a support-first graduated response, while also fulfilling our statutory duties where attendance does not improve or where parents/carers do not engage with support.

Our ambition is for every child to attend school every day, on time, unless there is a valid reason for absence. We recognise that each day missed is a day of learning, belonging, routine, friendship and support that cannot be fully replaced. Attendance information will therefore be considered not only as a percentage, but also in terms of the number of sessions and days lost and the impact this may have on each child's education, wellbeing and safety.

- Promote excellent attendance and punctuality as essential to learning, wellbeing and belonging.
- Establish clear attendance expectations for children, families, staff, governors and external partners.
- Identify emerging attendance concerns early through daily, weekly and strategic monitoring.
- Listen to and understand child and family barriers to attendance before deciding next steps.
- Provide timely, proportionate and personalised support through Universal, Targeted and Bespoke approaches.
- Ensure safeguarding, SEND, medical needs, mental health, disadvantage and other vulnerabilities are considered when analysing attendance.
- Work collaboratively with parents/carers and, where appropriate, local authority and multi-agency partners.
- Use statutory attendance processes only where appropriate, proportionate and in line with local authority procedures.

Published attendance expectations and communication

Beeston Fields Flying High Academy communicates attendance expectations clearly to children, parents/carers, staff and governors. This includes communication through the school website, admissions and induction information, transition activity, newsletters, meetings with families and regular reminders during the school year. Our communication explains the legal duty for children to attend school regularly and why good attendance matters for learning, safeguarding, wellbeing and belonging. Class Dojo is used to send messages to parents/carers and celebrate attendance successes.

Legal framework and guidance

This policy should be read alongside the latest statutory and national guidance, including: Working Together to Improve School Attendance, July 2026; Keeping Children Safe in Education 2026; Children Missing Education statutory guidance; the School Attendance (Pupil Registration) (England) Regulations 2024; the Education Act 1996; the Children Act 1989 and 2004; Working Together to Safeguard Children; the SEND Code of Practice; the Equality Act 2010; Supporting Children with Medical Conditions at School; Alternative Provision guidance; Elective Home Education guidance; the DfE Attendance Toolkit for Schools; RISE attendance improvement guidance; DfE resources for communicating with families about attendance; and the Ofsted education inspection framework, state-funded schools inspection toolkit and inspection operating guide in force from September 2026.

Beeston Fields FHA follow the Nottinghamshire County Council policy for school attendance and absences. Nottinghamshire SAM online referral process and associated forms are used for leave of absence, exclusion seen in a public place and unauthorised absence. Beeston Fields FHA check the Nottinghamshire local code of conduct before requesting any penalty notice. Nottinghamshire CME and EHE procedures are followed and the relevant local authority team is notified before removing a children from roll where required. The school follows all local safeguarding procedures where attendance concerns indicate a welfare risk.

Roles and responsibilities

The Attendance Champion, Mrs Gosling (Deputy Headteacher), leads attendance across the school, alongside Cathy Jackson (Family Support Worker) and the Office Administration team. They make sure this policy is followed, monitor attendance for all children and vulnerable groups, oversee the graduated response, ensure safeguarding oversight, report to governors and work with the Flying High Partnership and local authority where appropriate.

Governors recognise attendance as a safeguarding, inclusion and educational priority. Governors review attendance information regularly, including overall attendance, persistent absence, severe absence, vulnerable groups, attendance patterns, days lost, punctuality, part-time timetables, Elective Home Education (EHE) requests, Children Missing Education (CME) indicators and the impact of support. Governors provide support and challenge by asking whether leaders know which children are at risk, whether barriers have been understood, whether support is timely and effective, whether statutory duties are being met

and whether the school is reducing avoidable absence over time.

The Flying High Partnership supports and challenges schools through attendance analysis and targeted professional support. Partnership attendance review may include school-level and trust-level analysis of attendance trends, persistent absence, severe absence, attendance bands, vulnerable groups, number of sessions and days lost, EHE/CME themes, use of support plans and the impact of graduated support. Where concerns or patterns are identified, the Partnership works with school leaders to strengthen systems, remove barriers, share effective practice, support statutory compliance and consider attendance as part of the wider inclusion and safeguarding picture.

All staff are responsible for promoting strong attendance, noticing and reporting changes in attendance or punctuality, following absence procedures, recording concerns accurately and sharing information with the Designated Safeguarding Lead and attendance team where absence may indicate safeguarding, welfare or inclusion need.

Parents/carers are responsible for ensuring their child attends school regularly and punctually, informing the school of absence in line with school procedures, engaging with support where attendance concerns arise, attending meetings where requested and working with the school and relevant partners to remove barriers to attendance.

Children are supported to understand the importance of regular attendance, punctuality, routines and belonging. This will be reinforced through the curriculum, assemblies and wider school life so that children understand how attendance supports learning, friendships, wellbeing, safety and future opportunities. Their views will be listened to as part of the school's graduated response, particularly where attendance concerns suggest there may be barriers linked to learning, relationships, wellbeing, SEND, safeguarding, bullying, medical need or family circumstances. Where appropriate, children will be involved in identifying what helps them attend, what makes attendance difficult and what support will enable them to feel safe, included and ready to learn.

External agencies and partners may be involved where attendance barriers require targeted or bespoke support beyond the school's universal offer. This may include the local authority attendance service, Early Help, children's social care, health professionals, mental health services, SEND services, alternative provision providers, education welfare services and other relevant professionals. They work with the school, parents/carers and the child to understand barriers, coordinate support, reduce risk, review impact and agree proportionate next steps as part of the graduated response to attendance. Team Around the Child / Team Around the Family meetings are used where appropriate to help everyone work together, understand agreed actions, be clear about responsibilities and keep support coordinated in line with the school's support-first principle.

Beeston Fields Flying High Academy Graduated Response to Attendance

The Beeston Fields FHA Graduated Response to Attendance (Appendix 1) is structured around the DfE attendance principles of Expect, Monitor, Listen and Understand, Facilitate Support, Formalise Support and Enforce only where necessary. It also aligns with the FHP Inclusion Model of Universal, Targeted and Bespoke support. The graduated response helps the school identify concerns early, understand barriers, provide the right support at the right

time, review impact and avoid unnecessary escalation wherever possible.

Attendance procedures

The school maintains accurate admission and attendance registers, completes first-day contact where no reason for absence has been received, records absence using the correct statutory attendance codes, reviews attendance data regularly and takes timely action where concerns emerge. Registers are taken at the same time for all registered children in each morning and afternoon session. The school analyses attendance by individual child, cohort and vulnerable group, including children with SEND, disadvantaged children, young carers, children with a social worker, children looked after, previously looked after children and children with medical or mental health needs. The school does not wait until a child reaches persistent or severe absence before offering support.

- School doors open at 8.45am
- School doors close at 8.55am, school starts at 8:55am
- Registers are taken at 8.55am
- All class registers must be completed by 9:05am
- Children who arrive between 9.05am and 9.25am will be marked as L (late)
- Children who arrive after 9.25am will be marked as U (Unauthorised)
- Registers will be taken again in the afternoon depending on lunch sitting times
- School finishes at 3:30pm
- A full day counts as 2 sessions

Day-to-day absence response

Day 1 Procedure

School have a rigorous and robust system in place for first day absences of our pupils:

Parents/carers must inform the school by 8:50am if their child is going to be absent through one of the following methods:

- Phoning the school office and leaving a message on 0115 8440100
- Emailing the school office on officeteam@beestonfields.notts.sch.uk

Once the register is closed, the office staff will identify any children whereby they have received no reason for their absence, and a first text message will be sent to parents/carers to remind them that they need to contact the school office. For pupils who walk to school, a phone call will be made immediately to parents/carers.

1st Text Message
“Your child has been recorded as absent today. Please contact the school office to let us know why. Thank you.”

If no contact is made by 10.30am, because of the first text message, school will make a phone call to the parent/carer of the pupil. If contact cannot be made to the parent/carer, school will call all available contacts of the pupil.

If no contact can be made through calling the parent/carer and all other available contacts, a second text message will be sent out.

2nd Text Message
"We have tried unsuccessfully today to contact you regarding your child's absence. If we do not hear from you before 1:30pm, we will conduct a safe and well home visit. Thank you"

If contact has still not been made, the office will inform all DSLs and SLT. A home visit will be conducted.

If no contact can be made from a home visit:
A safe and well home visit letter will be left at the house requesting contact by end of the school day.

If the child has a social worker, they will be informed that the child has not been in school today and that they have not been seen when a home visit was carried out.

If contact is not made by the end of the day, social services may be contacted for advice and to request a safe and wellbeing check. The police may also be contacted if required. Professional advice to be followed.

<u>After Day 1</u>

We expect parents/carers to contact school by 8:50am every day their child is going to be absent. This can be done through one of the following methods, enabling registers to be updated accordingly:

- Phoning the school office and leaving a message on 0115 8440100
- Emailing the school office on officeteam@beestonfields.notts.sch.uk

Day 1 procedure will be followed for children whereby no reason has been received for their absence. The only time when this would not be necessary would be if a child was off with something where Government statutory guidelines are in place e.g. sickness and diarrhoea, chicken pox.

<u>Known Pupil Absence – Day 4 Procedure</u>

Where there has been contact with the parent/carer but a child has been absent for 4 days, a welfare visit will be undertaken on the 4th day to check on the wellbeing of the child and to see whether there is anything school needs to be aware of.

Where parents/carers ring in on day 4, we will make them aware that a welfare visit will be conducted later that day.

Where parents/carers do not ring in on day 4, we will call them to make them aware that a welfare visit will be conducted later that day.

Where parents/carers do not answer a phone call from school on day 4, we will send a text message to let them know that a welfare visit will be conducted later that day.

If the child is not seen, the HT/SLT will undertake a dynamic risk assessment to decide on level of concern.

School may contact social services or police for advice and to request a safe and wellbeing check. Professional advice to be followed.

School will do all it can to contact the pupil each day and continue to follow professional advice. On day 10 of no contact, school will contact CME (Children Missing in Education).

Breakfast and After School Club Procedures (Appendix 4)

Parents/carers book Breakfast Club sessions in advance and are contacted by Lime Trees if a child has not arrived by 8:00am, as late arrivals are not permitted. Children are registered on arrival between 7:30am and 8:20am, with the register uploaded to the system at 8:20am. If a booked child does not attend, the school office immediately contacts parents/carers in line with attendance procedures. If parents/carers cannot be reached, priority emergency contacts are called. Where no contact can be made, two members of staff carry out a safe and well home visit. If the child's whereabouts remain unknown, the police are contacted immediately.

Authorising absence

School, not parents/carers, decides whether an absence is authorised. Decisions are made in line with statutory attendance coding, the information available to the school and the child's individual circumstances. The school considers illness, medical and dental appointments, religious observance, exceptional circumstances, approved educational activity and other absence reasons in line with statutory guidance. Where there is uncertainty, the school may ask for further information but avoids unreasonable or blanket requests for medical evidence. Where absence is linked to physical or mental ill health, disability or SEND, the school is mindful of its duties to make reasonable adjustments, avoid blanket approaches and work with parents/carers and professionals to identify suitable support. Medical evidence is only requested where it is reasonable and necessary, such as where absence is complex, prolonged, frequently recurring or where evidence would help the school understand and support the child's needs. The school will make every reasonable effort to establish the reason for a pupil's absence on the first day of absence. Any unexplained absence or emerging attendance concerns will be recorded and shared with the DSL team, who will assess any potential safeguarding risks and ensure appropriate follow-up action is taken.

Part-time timetables, phased returns and remote education

Any part-time timetable phased return or temporary use of remote education is exceptional, short term and in the child's best interests. It is agreed with the local authority where required, discussed with parents/carers, recorded in a written plan, reviewed regularly as part of a Team Around the Child/Family approach and designed to increase attendance towards full-time education as quickly and safely as possible. The plan includes safeguarding oversight, attendance coding, provision during the reduced timetable, review dates, reintegration steps and the expected end date. Where the child has SEND, medical

needs, a social worker or an EHCP, relevant professionals are involved.

In line with Nottinghamshire County Council guidance, reduced timetables should be in place for the shortest time necessary and would normally not exceed half a term without exceptional justification. The timetable will be reviewed regularly, at least every two to four weeks, with parents/carers and relevant professionals to evaluate progress against agreed outcomes and plan a timely reintegration to full-time education. Where a reduced timetable is not proving effective, alternative support strategies will be considered.

The school will maintain accurate records of all part-time timetable arrangements and will notify Nottinghamshire County Council in accordance with local authority requirements. Pupils on an agreed part-time timetable will be recorded using the appropriate attendance code as set out in current Department for Education guidance.

Persistent and severe absence

A child is persistently absent when they miss 10% or more of possible school sessions. A child is severely absent when they miss 50% or more of possible school sessions. Persistent or severe absence triggers senior leader oversight and proportionate targeted or bespoke support in line with the school's graduated response (see Appendix 1). Severe absence is treated as a high-priority safeguarding and inclusion concern requiring intensive, coordinated support and, where appropriate, local authority and multi-agency involvement.

For the purpose of early identification, the school will consider children in three broad attendance groups: risk to excellent attendance, where attendance remains above 95% but early patterns, broken weeks, lateness or repeated absence may indicate emerging concern; risk of persistent absence, where attendance falls below 95% or patterns suggest the child may move towards missing 10% or more of sessions; and severe absence, where attendance is at or below 50%, requiring urgent senior leadership, safeguarding and multi-agency support. These definitions support early action and do not replace statutory definitions or local authority thresholds

Formalising support

Where voluntary support is not leading to improvement, where barriers are complex or where absence is persistent or severe, the school will formalise support. This may include an Attendance Support Plan, regular review meetings, TAC/TAF or Early Help involvement, a parenting contract, local authority attendance involvement or other multi-agency support. Formalised support will be recorded clearly, with agreed actions, named responsibilities, timescales, review dates and escalation points.

Enhanced transitions into school

The school recognises that transition points can be particularly important for children whose attendance is vulnerable, including children with SEND, children with medical or mental health needs, children experiencing anxiety-related non-attendance (ARNA), emotionally based school avoidance (EBSA), previous absence patterns, safeguarding concerns or significant changes in family circumstances. The school considers enhanced transition support when a child joins the school, moves year group, returns after absence,

reintegrates following a part-time timetable or alternative provision, or when attendance information suggests that additional planning is needed to help the child feel safe, known, prepared and connected.

Enhanced transition planning may include early information gathering, liaison with parents/carers and previous settings, opportunities for the child to visit or revisit key areas of school, identification of trusted adults, visual information, social stories, personalised timetables, meet-and-greet arrangements, regulation plans, safe spaces, reasonable adjustments, SEND support planning and agreed communication routines. Where attendance concerns are linked to ARNA or EBSA, planning focuses on understanding the child's barriers, reducing anxiety, rebuilding trust and belonging, and increasing attendance gradually and safely through small, reviewed steps as part of the school's graduated response.

Enhanced transitions are planned with the child, parents/carers, the SENDCo, attendance lead, Designated Safeguarding Lead, pastoral staff and relevant external professionals where appropriate. Plans identify agreed actions, named responsibilities, review dates and measures of impact. Where barriers are complex or multi-agency involvement is needed, TAC/TAF meetings may be used to make sure support is coordinated, proportionate and aligned with the school's support-first approach before any consideration of formal or statutory escalation.

Attendance, safeguarding and inclusion

Beeston Fields FHA recognise that attendance is a safeguarding matter. Patterns of absence, repeated lateness, sudden changes in attendance, unexplained absence, partial attendance, persistent absence or severe absence may indicate unmet need, anxiety, bullying, family stress, SEND, medical need, neglect, exploitation or other safeguarding concerns. Staff report attendance concerns through the school's safeguarding systems in line with the Child Protection and Safeguarding Policy.
The school recognises the strong relationship between attendance, wellbeing, belonging, behaviour and safeguarding. Attendance concerns will be considered alongside safeguarding, SEND, behaviour, medical needs, mental health, disadvantage, previous education history, children missing education indicators and family context. Support will be strengths-based, relational, proportionate and child-centred.

In line with safeguarding guidance, all staff must be alert to children who are absent from education, repeatedly absent, missing from education or whose attendance patterns change suddenly. Such patterns may increase vulnerability to harm and must be shared promptly with the Designated Safeguarding Lead. The school will maintain a clear chronology of attendance concerns, family contact, professional discussions, support offered, referrals made and decisions reached.

The school will consider whether absence is connected to bullying, harassment, discrimination, child-on-child abuse, online harms, exploitation, family stress, unmet SEND, medical need or other welfare concerns. Where safeguarding thresholds are met, the school will follow child protection procedures immediately and will not rely solely on attendance processes.

Leave of absence, penalty notices and statutory action

Parents/carers should not take children out of school during term time unless there are exceptional circumstances. Requests for leave of absence must be made in advance, see details below. The Headteacher will consider each request individually, taking account of statutory guidance and the circumstances presented. Leave of absence will not be authorised for family holidays or routine reasons that are not exceptional.

Absence from school is likely to be recorded as an unauthorised absence when:
- there is no parental explanation.
- the school is not satisfied with the explanation for an absence.

In either of these situations, you could face a penalty fine of prosecution. The Law states that for your child to be considered to be attending school regularly, they must be at school every day they are required to be there by the Head Teacher. This was confirmed in a Supreme Court ruling in 2017.

- The threshold in 10 sessions of unauthorised absence in a rolling period of 10 weeks.
- The penalty is £160 if paid within 28 days, and is reduced to £80 if paid within 21 days. It is issued to each parent/carer for each child who was absent without authorisation.
- All fines must be paid within 28 days of issue otherwise you may be prosecuted in court.
- If you are prosecuted at court, you could get a fine of up to £2,500, a community order or a jail sentence of up to three months. The court also gives you a Parenting Order.
- Parents who decide not to pay a fine and contest the matter in court should seek legal advice before doing so.

Therefore, you have to get permission from the Head Teacher if you want to take your child out of school during term time. You can only do this if you make an application to the Head Teacher in advance (as a parent/carer the child normally lives with). This must be with a minimum of 4 weeks' notice. The Head Teacher will consider the application and decide whether this is marked as authorised or unauthorised in the attendance register.

Head Teachers are no longer permitted to agree a Leave of Absence during term time unless in exceptional circumstances. This includes where parents decide to take their children out of school for a family holiday during term time. If a parent intends to take their child out of school for a leave of absence during term time, they must have requested this in advance and had their request agreed by the Head Teacher. Failure to do this could result in a fine or prosecution. It is at the discretion of the Head Teacher to determine how many days your child can be away from school if leave is granted.

<u>Holidays During School Term Time</u>

If the school has evidence that a parent has removed a child from school for the purposes of a holiday during term time without authorisation, and the level of absence is 5 consecutive days (10 sessions), then the school can, at the discretion of the Head Teacher, request the Local Authority to issue Penalty Notices to each parent for each child to whom unauthorised absence applies.

- The penalty is £160 if paid within 28 days, and is reduced to £80 if paid within 21 days. It is issued to each parent/carer for each child who was absent without authorisation.
- All fines must be paid within 28 days of issue otherwise you may be prosecuted in court.
- If you are prosecuted at court, you could get a fine of up to £2,500, a community order or a jail sentence of up to three months. The court also gives you a Parenting Order.
- Parents who decide not to pay a fine and contest the matter in court should seek legal advice before doing so.

If you decide that you wish to take your child for an unagreed Leave of Absence, please do complete a form informing us of this. This means we will not have to undertake daily phone calls to you, all your contacts, conduct home visits or refer to external agencies as we know where your child is.

If we believe that your child has been removed from school for the purpose of a holiday during term time without you as the parent/carer completing a form, school may conduct home visits before the usual standard of day 4. We will leave a safe and well letter asking you to get in touch.

Where a pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 days, schools should follow Nottinghamshire County Council's Attendance Flow chart.

Enforcement and statutory intervention

Where support has not been successful, has not been engaged with, or is not appropriate, the school will work with the local authority to consider statutory intervention. This may include a Notice to Improve where used locally, a penalty notice, a parenting contract, an education supervision order or prosecution. Enforcement will be used only where appropriate and proportionate, and decisions will take account of the child's circumstances, safeguarding information, SEND, medical needs, family context, support offered, engagement and local authority procedures.
The national threshold for considering a penalty notice is 10 sessions of unauthorised absence within a rolling period of 10 school weeks. This can include any combination of unauthorised absence, unauthorised leave in term time and late arrival after the register has closed. Penalty notices are issued per parent, per child. Under the National Framework, the first penalty notice is £160, reduced to £80 if paid within 21 days; a second penalty notice for the same parent and child within a three-year period is £160 with no reduced rate; a third penalty notice is not normally issued and alternative legal action should be considered. Decisions about penalty notices or other statutory action are made in line with Nottinghamshire County Council, and only where appropriate and proportionate.

Elective Home Education, Children Missing Education and roll removal

Where a parent/carer tells the school in writing that they wish to electively home educate, the school follows the FHP Elective Home Education Statutory School Process and Nottinghamshire County Council procedures for EHE. EHE must be a parent/carer-led decision; the school does not encourage, suggest or pressure a family to choose EHE as a response to attendance, behaviour, SEND, exclusion risk, safeguarding concerns, unmet need or parental dissatisfaction. The school offers an impartial discussion with the Headteacher without delaying the statutory process, makes sure parents/carers understand the implications of EHE, and signposts to local authority EHE guidance. Schools do not seek evidence of the suitability of the proposed home education, as this is a matter for the local authority.

Before deregistration, the school will complete same-day safeguarding, attendance and SEND checks. This includes reviewing whether the child is open to Early Help, Child in Need or Child Protection processes; whether there are contextual safeguarding risks; whether the child has SEND Support or an Education, Health and Care Plan; and whether any attendance, behaviour, suspension, managed move, alternative provision, inclusion support, fair access or exclusion processes are underway. Where an EHCP names a specialist setting, local authority consent is required before the child is removed from roll. Where mainstream provision is named, the local authority must still be notified promptly.

The child must remain on roll until the school's local authority notification process has been completed and the school has submitted all required information, including child and family details, date of deregistration, safeguarding information, SEND information and last school attended. Attendance must continue to be recorded using normal attendance codes until lawful roll removal. Once the child is removed from roll, safeguarding responsibility transfers to the local authority; however, the school must continue to share any historical or

emerging safeguarding information if new concerns become known. https://www.nottinghamshire.gov.uk/media/5drfmarc/ehepolicy.pdf

Where a child is not attending regularly, has stopped attending, has not returned from leave, has moved without a clear onward destination, or where education otherwise than at school may not be suitable, the school will work with the Nottinghamshire CME team and submit a referral to the Fair Access Team. The school will make and record reasonable enquiries, share information promptly and follow local authority CME procedures. Persistent or severe absence alone does not mean a child is CME while they remain on roll; however, it may indicate safeguarding, welfare or education risk requiring urgent action.

Monitoring, reporting and evaluation

alternative provision, EHE requests, CME indicators, attendance bands, number of sessions and days lost, and outcomes for key groups. Governors and the Flying High Partnership receive appropriate attendance analysis and provide support and challenge on the effectiveness, timeliness and impact of school actions. The school will use attendance information to identify patterns, remove barriers, evaluate whether support is improving attendance and ensure that children with barriers to learning or wellbeing are able to participate meaningfully in school life. This supports the school's inclusion strategy and the expectations of the Ofsted framework and school inspection toolkit from September 2026.
Attendance is monitored through daily operational systems, weekly pupil attendance tracking, a weekly attendance review meeting, fortnightly attendance discussions as a standing agenda item at Child Watch meetings, governor oversight and Partnership review. Leaders use the DfE Monitor Your School Attendance (MYSA) tool, View Your Education Data (VYED) and the school's attendance dashboard to review attendance patterns and undertake termly attendance analysis. Attendance data is evaluated at an individual, group and whole-school level, including overall attendance, persistent absence, severe absence, punctuality, unauthorised absence, reduced timetables, use of alternative provision, EHE requests, CME indicators, attendance bands, number of sessions and days lost, and outcomes for key groups.
Governors and the Flying High Partnership receive regular attendance analysis and provide support and challenge regarding the effectiveness, timeliness and impact of school actions. Attendance information is used to identify emerging concerns, monitor the impact of interventions, remove barriers to attendance and ensure that children with barriers to learning, wellbeing or safeguarding concerns are identified early and receive appropriate support. This systematic approach supports the school's inclusion strategy and the expectations of the Ofsted framework and school inspection toolkit from September 2026.

Attendance data, training and quality assurance

The school uses attendance data to inform action at child, cohort, group and whole-school level. Leaders will evaluate whether support according to the graduated response is improving attendance and reducing barriers for children and groups, including persistent absence, severe absence, SEND, disadvantaged children, young carers, children with a social worker and other vulnerable groups. Staff will receive appropriate training so they understand attendance expectations, safeguarding links, absence procedures, coding,

escalation and their role in promoting belonging and regular attendance.

Attendance analysis includes the number of sessions and days lost because percentages alone can understate the impact of absence. Leaders consider cumulative learning time missed, repeated broken weeks, absence before or after weekends and holidays, lateness, patterns linked to specific lessons or times of day, and whether absence is increasing despite support.

Attendance law and statutory framework

- Section 7 Education Act 1996: parents must ensure children of compulsory school age receive suitable full-time education, either by regular attendance at school or otherwise.
- Section 8 Education Act 1996: defines compulsory school age.
- Section 14 Education Act 1996: local authorities must secure sufficient schools for their area.
- Section 19 Education Act 1996: local authorities must arrange suitable education for children who, because of illness, exclusion or other reasons, would not otherwise receive suitable education.
- Section 436A Education Act 1996: local authorities must make arrangements to identify children of compulsory school age who are not registered at a school and are not receiving suitable education otherwise.
- Section 444 Education Act 1996: parents may commit an offence if a child of compulsory school age who is registered at school fails to attend regularly.
- Section 576 Education Act 1996: defines parent broadly to include natural parents, those with parental responsibility and those who have care of the child.
- Section 175 Education Act 2002: governing bodies and local authorities must make arrangements to safeguard and promote the welfare of children.
- School Attendance (Pupil Registration) (England) Regulations 2024: set out admission register and attendance register requirements, attendance codes, leave of absence, register amendments, retention and deletion from roll requirements.
- Education (Penalty Notices) (England) Regulations 2007, as amended, and the National Framework for Penalty Notices: set out arrangements for penalty notices, including national thresholds, payment amounts and limits.
- Children Act 1989 and Children Act 2004: provide the wider safeguarding and multi-agency framework for promoting children's welfare.
- Equality Act 2010: requires schools to avoid discrimination and make reasonable adjustments for disabled children.

Appendix 1	Graduated Response to Attendance
Appendix 2	Attendance Support Plan
Appendix 3	Elective Home Education Guidance
Appendix 4	Breakfast Club Attendance Flow Chart
Appendix 5	Children at Risk of Missing Education Guidance

Appendix 2

Beeston Fields Flying High Academy

Attendance Support Plan 2026 – 2027

Name of Child	DOB	Class and Teacher	Year Group	Other Specific Information	Current Attendance including any trends and patterns	Initial meeting & Date of Review
					Lates: Historic Attendance:	

What's going well with your child's attendance:	Pupil voice: (push and pull factors)	School/Teacher voice:	What could we improve:

Barrier to Attendance	Strategies	Person(s) Responsible	When (Daily/Weekly/Monthly)

Attendance Week 1	Attendance Week 2	Review
Date: Attendance:	Date: Attendance:	

Appendix 4

Breakfast Club - Procedures for Non-Attendance

Parents book on to sessions and, if a child has not arrived before 8:00am, parents/carers are contacted by Lime Trees. Lime Trees do not allow late arrivals.

↓

Families contact Lime Trees by phone on arrival. A member of the Lime Trees team opens the door to welcome children. Families are expected to walk children to the door (side door, Boundary Road side).

↓

7:30am - 8:20am: Register completed as children enter the club.

↓

8:20am: Register logged on the system.

↓

Office contacts parents/carers of non-attendees immediately, in line with school attendance procedures.

↓

Priority emergency contacts are contacted if parents/carers are unavailable.

↓

If contact cannot be made, an immediate home visit is carried out by two members of staff.

↓

If the child cannot be located, an immediate call to the police is made.

Appendix 5

GUIDANCE FOR HEAD TEACHERS AND BUSINESS MANAGERS WHERE CHILDREN ARE AT RISK OF MISSING EDUCATION

Child / young person is on roll but not attending

School/Academy to attempt to make contact with parent/carers no later than **day 3**, best practice **day 1**. Follow your internal school attendance procedures.

Days 0-10, School/Academy should continue to make efforts to engage the family; recording their contact: telephone conversations, texts, e-mails, letters, home visits. Liaising with professionals who may be involved. School/Academy should consider what action to take if attendance is 10% unauthorised.

Whereabouts confirmed to be known but not attending education or engaging with School/Academy.

Child and family meet the threshold for Early Help through the Family Service (level 3 Pathway to Provision). Make a referral to the **Early Help Unit** via an EHAF evidencing the actions you have taken.

Absence meets the threshold for **enforcement** action as outlined in the Nottinghamshire Code of Conduct, make a referral to the **Early Help Unit** via an EHAF

Child stays on roll.

Whereabouts unknown evidencing reasonable efforts to locate/make contact with the family.

Referral is made to:
Children Missing Officer (CMO)
No later than day 10 when there is no explanation for absence and above checks have been completed.

Details of how to refer are on page 2, please clearly state any safeguarding concerns you may have.

DO NOT remove from your roll until CMO has completed initial checks and confirmed that they can be removed.

Parent/Carers indicate they wish to Home Educate (EHE)

Request must be made in writing, following a conversation between school and parent/carer's, with a copy of the letter placed in the pupil file and a copy of the letter forwarded securely to EHE.

School/Academy to return the EHE 1A and 1B forms to the EHE Administrator.

Remove the learner from your roll. **DO NOT** remove from your roll if statemented without confirmation from the LA. School file to be sent to EHE at County Hall via secure mail.

Child not in full receipt of education (25hrs)

Information should be shared with the **Fair Access Team**. Levels of provision will be closely monitored and scrutinised.

Child moving out of county

Request from the family their **new address** and details of new School/Academy.
If obtained please share with:
admissions.ed@nottscc.gov.uk

Hopefully the new school will make contact with you, if not, make contact with them to confirm on roll.

If without a new school within **10 days**, a referral should be made to:
Children Missing Officer (CMO)
providing the families new address, contact details and a summary of efforts made by school to engage the family.

Child is of statutory school age but not applied or on roll of a School/Academy

Direct referral to:

Children Missing Education (CMO)

Providing child's name / DOB / address and details of parent / carers.

Child permanently excluded

LA to be notified on the day of exclusion via e-mail.

The LA will respond and continue to work with you through the process.

DO NOT remove from your roll until advised.

Family indicate they are moving abroad

School must request and record details of the new **family address** and **school**. You can't remove from roll without this.
If obtained please share with:
admissions.ed@nottscc.gov.uk

http://www.languageshop.org/ (translation support)

If school does not receive the above a referral should be made to:

Children Missing Officer (CMO)

Looked After Children (LAC)

If a LAC is moving placement and no longer attending, school should liaise with the Virtual School and the child's Social Worker. DO NOT remove from roll.

Independent / Residential Schools

The same procedures should be followed as those in School's / Academies

Gypsy/Roma/Traveller

If a Traveller family indicate they are to travel for work purposes School/Academy should request details of where they will be travelling and when they aim to return.

If they do not return within 4 weeks of the expected return date please follow attendance procedures.

School Allocations
intake or in-year admissions rounds

If allocated and there is not an acceptance/agreed start date best practice is for school to make attempts to engage (telephone, text, e-mail, welcome letter, home visit (where appropriate).

If a child/young person has been allocated a place at your school/academy and they do not arrive you must inform the **CMO** within **10 days** evidencing efforts to engage.

If an application to transfer school during the year (outside of the normal intake process), the leaving school should keep them on roll until it has been confirmed by the new school that they have arrived and have been taken on roll.

Places must be taken up by the start of the next half term after the place has been allocated. For places allocated in the summer term 2018, the place must be taken up before the end of the summer term.
For children admitted through first admissions round please refer to your summer born guidance.

A child should be placed **on roll** at the point of acceptance by parent or arriving on the first day.

If allocated children do not arrive PLEASE FOLLOW UP, DO NOT ASSUME they will have gone elsewhere or remained at their previous School/Academy!!

Own admission authorities must inform the admissions team of any **enquiry/application** and **outcome**. This helps identify any vulnerable child requiring a place and avoids a child being out of education for an undue length of time. All academies must notify the local authority via admissions.ed@nottscc.gov.uk **within five days** of adding a pupil's name to the admission register.

Family indicate they are returning home for family, cultural or health reasons

School/Academy need to consider the circumstances of the absence in deciding which code to use. Parents should provide school with a return date.
If the family do not return on this date attendance procedures should be followed.

Health Related Education

If a child has been out of school for 15 days or more due to illness please liaise with the School Nurse and then a referral can be made to:

Health Related Education Team (please contact the Health Related Education Team to discuss a request for their involvement)

Truancy – School/Academy to inform parent/carers that their child/young person is not in school. School/Academy risk assess before considering a Police response. (prior checks to be completed and evidenced upon calling the police, unless immediate risk evident). Please be mindful of missing and hidden missing where young people's whereabouts are not known to parent/carers. This can be discussed with the CMO.

SAFEGUARDING - Every child should be accounted for, their whereabouts should be known or a referral made to the appropriate service. Please be mindful that the **MASH** is for level 4 safeguarding concerns with children believed to be **at risk of or actual harm**. The Early Help Unit will support with early intervention/attendance. It is important that concerns are risk assessed by school. All referrals should indicate the level of concern and previous actions taken. A referral made to the correct service will help for support to be in place in a timely fashion. If unsure please seek guidance prior to referring.

Useful links:
http://www.nottinghamshire.gov.uk/schoolsportal/local-authority/attendance (Nottinghamshire Schools Portal)
http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision (P2P)
http://www.nottinghamshire.gov.uk/media/109754/factsheet-summer-born-final-2.pdf (Summer Born)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf (CME)
http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision/early-help-assessment-form (EHAF

GUIDANCE FOR REMOVING A CHILD FROM THE SCHOOL ROLL

PLEASE DO NOT REMOVE A CHILD FROM YOUR ROLL UNLESS YOU HAVE RECORDED AND SHARED THE FOLLOWING WITH THE LA:

- the full name of the pupil,
- the full name and address of any parent with whom the pupil normally resides,
- at least one telephone number of the parent,
- the pupil's future address and destination school, if applicable, and
- **the ground in regulation 8 under which the pupil's name is to be removed from the admission register (see Annex A).** This will need to be clearly recorded when updating your systems as you will need to inform the LA.

All other deletions breach statutory guidance