



**THE  
WHITE  
HOUSE  
SCHOOL**

# Attendance Policy

|                                                                                     |                                               |
|-------------------------------------------------------------------------------------|-----------------------------------------------|
| <b>Author of Policy and Position of Responsibility:</b><br>Elle Vinall, Headteacher | <b>Date policy finalised:</b><br>18 July 2025 |
| <b>Approved by:</b><br>Sarah Moorcroft, Director of Education                       | <b>Date of approval:</b><br>18 August 2025    |
| <b>Due to be reviewed:</b><br>August 2026                                           |                                               |

| <b>Page</b> | <b>Contents</b>                                    |
|-------------|----------------------------------------------------|
| 3           | 1. Context                                         |
| 4           | 2. Aims                                            |
| 4           | 3. Legislation and Guidance                        |
| 4           | 4. Definitions                                     |
| 5           | 5. Roles and Responsibilities                      |
| 6           | 6. Encouraging Expected Attendance and Punctuality |
| 7           | 7. Safeguarding                                    |
| 7           | 8. Attendance Register                             |
| 8           | 9. Unplanned Absence                               |
| 8           | 10. Planned Absence                                |
| 9           | 11. Lateness                                       |
| 9           | 12. Following up Absence                           |
| 9           | 13. Authorised Absence                             |
| 11          | 14. Unauthorised Absence                           |
| 11          | 15. Medical Evidence                               |
| 11          | 16. Attendance Monitoring                          |
| 12          | 17. The Graduated Response                         |
| 13          | 18. Reporting to Parents                           |
| 13          | 19. Reducing Persistent and Severe Absence         |
| 13          | 20. Sanctions                                      |
| 15          | 21. Monitoring Arrangements                        |
| 15          | 22. Links with Other Policies                      |
| 15          | 23. Contact Details                                |
| 16          | Appendix 1 – Attendance Codes                      |
| 18          | Appendix 2 – Request for Leave of Absence Form     |
| 19          | Appendix 3 – Graduated Response to Attendance      |

## 1. Context

The White House School is an Independent Specialist school. We are part of an ethical and progressive organisation that believes it can achieve real change for pupils and their families.

The White House School is situated within BCP local authority and offers a specialist learning provision which emphasises the development of core academic understanding, encourages creativity, celebrates outdoor learning and promotes the growth of essential life skills. We aim to establish a safe, creative and vibrant environment where children feel challenged and supported in their learning, achieving high levels of wellbeing and academic success. We aim to nurture and develop mutual respect, tolerance, teamwork, perseverance, kindness and good manners.

We adhere to the values of ARC:

- Ambition
- Resilience
- Community

The White House School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

**SPELL** stands for Structure, Positive approaches and expectations, Empathy, Low arousal, Links:

|                                               |                                                                                                                                                                                                                    |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Structure</b>                              | Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.                               |
| <b>Positive (approaches and expectations)</b> | We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.                                                                                  |
| <b>Empathy</b>                                | We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them. |
| <b>Low arousal</b>                            | Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.                                                                                            |
| <b>Links</b>                                  | Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.      |

## 2. Aims

This policy aims to:

- Set out the school's approach to attendance at, and absence from, school
- Gives examples of how the school encourages regular and punctual attendance
- Explain how attendance is recorded and monitored
- Give examples of the ways in which the school seeks to support pupils and their families if attendance is a concern
- Sets out the sanctions that the school could use if attendance does not improve after support has been offered

## 3. Legislation and Guidance

This policy meets the requirements of the from the Department for Education (DfE) and refers to statutory and other guidance:

- [Working together to improve school attendance \(applies from 19 August 2024\)](#)
- [Parental responsibility measures for behaviour and 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](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- [The Independent School standards Regulations 2014](#)
- [Children missing education: statutory guidance for local authorities](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- [Keeping Children Safe in Education](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024.](#)

## 4. Definitions

**Expected attendance** is where a pupil is present for 96% or above in the academic year to date.

**Persistent absence** is where a pupil misses 10% or more of school in the academic year to date.

**Severe absence** is where a pupil misses 50% or more of school in the academic year to date.

**EBSA** is emotionally based school avoidance. It can sometimes be referred to as EBSNA, emotionally based school non-attendance.

**Exceptional circumstances** are defined as rare, significant, unavoidable and short.

**Unavoidable** should be taken to mean an event that could not reasonably be scheduled at another time.

## 5. Roles and Responsibilities

The Headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring of school-level absence data and reporting to the school board.
- Supporting all staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Liaising where necessary with parents to discuss attendance issues including where transport is regularly missed, and where pupils face in school barriers.
- Implementing supportive attendance strategies as detailed in the graduated response (see appendix 3), based on individual need as far as practically and reasonably possible
- Liaising with and informing placing authorities of strategies in place to support attendance when relevant
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
- As a very last resort, and in consultation with the School Board and Placing Authorities and only when all other strategies have been put in place to support and promote attendance have been exhausted, issuing fixed penalty notices

The Deputy and Assistant Headteachers:

- Support the Headteacher in facilitating all of the above responsibilities
- Ensure the swift, effective implementation, monitoring, oversight and quality assurance of all remote learning provision
- Ensure that attendance data is shared with parents and families through the reporting system
- Establish contact with the relevant agencies for high levels of concern around attendance for additional advice, guidance and support

The Attendance Team:

- Records and monitors attendance data across the school and at an individual pupil level on Arbor
- Reports on attendance to the Headteacher on a weekly basis
- Closely tracks and reports on all pupils who are persistent absentees alongside the Outreach Mentor
- Implements the graduated response support and procedures as detailed in appendix 3

- Coordinates the sending of attendance letters in line with the graduated response
- Lead all attendance meetings
- Create and implement support and re-integration plans with families and the pupil.

The Administration Team:

- Oversees the accurate recording of attendance daily and submitting this information on Arbor
- Ensure the storage of attendance letters and/or medical evidence on Arbor
- Send out Absence Request forms to parents requesting leave

Teachers:

- Ensure that good attendance and punctuality are promoted at all times
- Offer pastoral support to their pupils, and extend this to their families as well
- Monitor the attendance of their tutor group and follow up on concerns
- Make phone calls, send letters and meet with families as detailed in the graduated response

Parents and carers are expected to:

- Make sure their child attends every day, on time.
- Liaise directly with the school to inform them on the day of any absence or expected absence and give the reason
- Promote and encourage school attendance and punctuality with their child
- Provide the school with **three** emergency contact numbers for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance plans that they make with the school and/or local authority
- Ask for help with attendance if they feel they need additional support
- Work with the school in supporting short-term alternative strategies to raise attendance
- To provide medical evidence of absences if requested by the school

## 6. Encouraging Expected Attendance and Punctuality

The White House School are committed to high expectations of all our pupils in relation to attendance and are proactive in supporting children who are absent from education, whilst recognising that many of our pupils have experienced extended periods of time out of school before joining us. The reasons for this are complex and varied, but the relationship between anxiety, EBSA and a diagnosis of ASD are well documented.

To achieve this aim, the school provides a safe and nurturing environment for pupils to feel supported and able to learn. The school has an experienced team who provide a trusted adult role in school to facilitate an emotionally contained environment for a 'safe arrival' at school and throughout the school day. The school works collaboratively with parents and carers utilising our

Attendance Team, outreach and external agencies such as CAMHS to source additional and external support when necessary.

Our aim is always to be innovative and creative in our approach to reduce anxiety-related absence or lateness and establish effective relationships built on trust and mutual respect with our pupils, their families and our external partners.

The school is also very mindful of the new research on EBSA on national websites such as:

- [www.beyondautism.org.uk](http://www.beyondautism.org.uk)
- [www.autism.org.uk](http://www.autism.org.uk))
- [Addressing EBSA](#)
- [Tackling Emotionally Based School Avoidance programme](#)

A close partnership working will enable the school to fulfil statutory responsibilities, safeguard pupils and support parents to perform their legal duty of ensuring that every pupil at compulsory school age attends school regularly. We will always seek to support our parents with their legal obligations to ensure their child attends school. We do not want to instigate punitive judgements and will do all we can to reduce absenteeism wherever possible and increase attendance using a range of supportive means.

## **7. Safeguarding**

The school is mindful of guidance within [Keeping Children Safe in Education](#) and the importance of having a structured and proactive approach to this. All staff should be aware that children being absent from school, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage.

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's unauthorised absence procedures and children missing education procedures.

## **8. Attendance Register**

The school keeps an attendance register and places all pupils onto this register. This is done through Arbor. Tutors take the attendance register at the start of the first session of each school day and once during the second session. The register records, using the appropriate national attendance and absence codes, 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 attendance codes.

The school keeps every entry on the attendance register for six years after the date on which the entry was made.

Pupils are expected to arrive in school between 08:45 and 09:15 each school day. As our pupils mostly arrive by taxis, there will be times that they might be late through extenuating circumstances. If this happens regularly then the Administrator must contact the taxi company and the Transport Team to try to resolve this issue.

The register for the first session will close at 09:15. The register for the second session will be taken at 12:30 and will be kept open until 12:45.

## 9. Unplanned Absence

Parents/carers must notify the school on the first day of an unplanned absence by 09:00 or as soon as practically possible. Parents/carers should either phone the school on 01202 985215 or send an email to [reception@thewhitehouseschool.org](mailto:reception@thewhitehouseschool.org) stating their child's name, the reason for the absence and the expected length of the absence.

## 10. Planned Absence

Parents/carers should endeavour to make medical and dental appointments out of school hours. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary. Attending a medical or dental appointment will be counted as authorised **if the pupil's parent/carer notifies the school in advance of the appointment.**

To notify the school of a planned absence, parents/carers should phone the school office on 01202 985215 or send an email to [reception@thewhitehouseschool.org](mailto:reception@thewhitehouseschool.org) stating their child's name, the reason for the absence and the date, time and expected length of the appointment.

## 11. Lateness

The White House School believes that punctuality is an important life skill. A pupil who arrives late (unless this is related to circumstances beyond their control) will be recorded as such on the register:

- **U** – Pupil arrives later **after** the register has closed

The Attendance Team monitors all late codes and if a pupil is late on several occasions, parents/carers will be contacted and a plan may be put in place to help the pupil to arrive on time, based on individual need.

## 12. Following Up Absence

Where any child expected to attend school does not attend, or stops attending, the school will:

- Follow up on their absence with their parent/carer to ascertain the reason, by phoning the parent/carer on the first day of the absence
- Ensure proper safeguarding action is taken where necessary in line with statutory guidance
- Identify whether the absence is approved or not in discussion with the Headteacher and Attendance Team
- Identify the correct attendance code to use in discussion with the Headteacher and Attendance Team
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary
- Consider involving the Inclusion Team if the absence continues
- Offer support to the pupil and/or parents to improve attendance
- Identify whether the pupil needs support from wider professionals and make appropriate referrals
- Where support is not appropriate, not successful, or not engaged with, a Notice to Improve, penalty or other legal intervention may be issued

## 13. Authorised Absence

The school will mark absence due to physical or mental illness as authorised if parents/carers give valid reasons for the absence.

The Headteacher will also authorise absence from the school site for certain educational activities, or for pupils to attend other schools or settings.

The Headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#). These circumstances are:

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

The school defines 'exceptional circumstances' as rare, significant, unavoidable and short; 'unavoidable' should be taken to mean an event that could not reasonably be scheduled at another time.

'Learning opportunities exceeding the school offer at the given time' reflects the needs of our pupils and the importance of achieving opportunities that may not be available on account of our small school size and limited social opportunities compared with a larger maintained setting.

The school considers each application for leave of absence during term-time individually, considering the specific facts, circumstances and relevant context behind the request. 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 very unlikely a leave of absence will be granted for the purposes of a family holiday.**

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence. See appendix 2 for the Request for Leave of Absence form. Parent/carers can phone the school office on 01202 985215 or send an email to [reception@thewhitehouseschool.org](mailto:reception@thewhitehouseschool.org) to request a form.

Valid reasons for **authorised absence** include:

- Illness (physical and mental)
- Medical or dental appointments
- Religious observance, where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong (if necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart)
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Fairground 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 a pupil is currently suspended or excluded from school (and no alternative provision has been made)

The Headteacher will consider requests and will reply within 5 school days, stating whether the absence has been agreed or not.

#### 14. Unauthorised Absence

Where a pupil has an absence that has not been authorised by the headteacher or where a valid reason for absence has not been given, this will be marked as unauthorised. These circumstances include:

- Pupil is absent for an unknown reason
- School is not satisfied with reason for pupil's absence
- Pupil arrived at school after the register closed
- Pupil is on a holiday that was not approved by the school

Parents/carers must ask permission for their child to be absent during term time, and it is at the Headteacher's discretion to decide if the absence will be authorised. The Headteacher may authorise absence for leave **only in exceptional circumstances**.

#### 15. Medical Evidence

The school will mark absence due to physical or mental illness as authorised unless the school has a genuine and reasonable concern about the authenticity of the illness. These concerns may be related to safeguarding, persistent absenteeism, or conditions that are unsubstantiated by a medical professional. If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical or additional 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 an absence extends beyond a continuous period of 5 days, the school may request a medical note from a GP or similar medical evidence. This will also continue for each month of persistent absence following the initial request. If the school is not satisfied with the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this.

#### 16. Attendance Monitoring

The Attendance Team monitors attendance and punctuality on a weekly basis. Data is monitored at an individual pupil, year group, whole school and group level. Specific pupil attendance data will be shared with the DfE on request. The school considers expected attendance to be where a pupil is present for **96% or above** in the academic year to date.

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- 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 severe absence, and their families
- Provide regular attendance data to tutors, to facilitate discussions with pupils and families, and to the School Board
- Use data to monitor and evaluate the impact of any interventions put in place to modify them and inform future strategies
- Share information and work collaboratively with families, professionals and where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

## 17. The Graduated Response

The school has developed a graduated response of support of procedures where attendance drops below the expected level of 96%. See appendix 3 for the full graduated response.

The school has designed this response to ensure attendance needs are met through effective implementation of support, increasing in detail and frequency. Although the school uses attendance percentages as guidance, support can be put in at any stage if necessary. Examples of support:

| Support for Pupil                                                                                                                                                                                                                                                                                                      | Support for Families                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Support from an Independence Assistant in class</li><li>• Meetings with a key adult</li><li>• Personalised 'meet &amp; greet'</li><li>• EBSA assessment to elicit function of absence</li><li>• CAMHS referral</li><li>• EP referral</li><li>• Therapeutic provision</li></ul> | <ul style="list-style-type: none"><li>• Support from Attendance Team via phone or email</li><li>• Outreach from Attendance Team</li><li>• Parents signposted to support they may need</li><li>• Re-Engagement Plans</li><li>• Early help referral</li><li>• Outreach home visits</li><li>• Involvement of LA Attendance Officer</li><li>• Fast Track to Attendance</li><li>• Interim Annual Reviews</li></ul> |

Although it is important to note that support and sanctions can be implemented at any stage of absence, the school always wishes to work in a supportive partnership with parents/carers and would only proceed with legal measures as a last resort.

## **18. Reporting to Parents**

Pupils' attendance is tracked and monitored weekly. Attendance percentages for all pupils for every half-term will be sent to parents/carers at the end of the year through our reporting system. However, as soon as an attendance concern is identified, we will contact parents/carers to offer appropriate support.

## **19. Reducing Persistent and Severe Absence**

Reducing persistent and severe absence is central to the school's strategy for improving attendance. The school monitors attendance and punctuality weekly and uses attendance data to find patterns and trends of absence and to put in early intervention to prevent pupils becoming persistently or severely absent. In these cases, the school must consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education

The school will hold regular meetings with the parents/carers 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 and assess 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
- Implement sanctions, where necessary.

## **20. Sanctions**

The school may make a request to the local authority in order to make use of a range of potential sanctions – including those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis. The school will always seek to work with families in a supportive way and will only use sanctions as a very last resort.

### Prosecution

Under Section 7 of the Education Act 1996 parents and carers have a duty to ensure that their children attend school regularly. If a child does not attend school regularly and punctually, the school will consider requesting BCP Council bring proceedings under Section 444(1) or 444(1A) of the Education Act 1996, for their parents/carers' failure to secure their regular attendance at the school. Consideration will be given to requesting an Education Supervision Order under s.36 of The Children Act 1989.

There would be a monitoring period of usually 15 – 20 school days in which the parent/carer is given an opportunity to improve their child's attendance and avoid subsequent legal action. However, should the child have unauthorised absence during the monitoring period, the school would pass the matter to BCP Council for consideration of prosecution proceedings as explained above.

If convicted of the offence, sanctions can include a fine of up to £2,500 and a prison sentence of up to 3 months; the parent/carer would have a criminal record.

### Education Supervision Order

When a child is not attending school regularly and the parents are not co-operating with school to improve the situation, prosecution will be considered under Section 444 Education Act 1996. If the school, in consultation with BCP Council's Attendance Support Team, believe that a more structured plan, backed by the Family Court, would assist parents to achieve the required improvement in attendance, then an application for an Education Supervision Order under Section 36 Children Act 1989, can be considered.

An ESO is a court order that formalises a plan drawn up by BCP Council's Attendance Support Team in partnership with the child, parents and school as well as other agencies if appropriate, to bring about a return to regular school attendance. The Attendance Support Team will identify a Local Authority Supervising Officer (LASO) to oversee the case, and the application is heard in the Family Law Court where Magistrates have the power to grant the order.

An ESO is granted for twelve months initially but extensions can be applied for annually for up to a period of three years until the end of compulsory education. If BCP Council's Attendance Support Team is considering an application for an ESO the situation has become very serious. Should regular school attendance not be achieved by the granting of an ESO, the matter may then be referred to Social Care for them to make an assessment of the home situation.

### Parenting Order

At the point of prosecution, school should consider whether a Parenting Order would be beneficial. Parenting Orders are an ancillary order that can be imposed by the court following conviction for non-attendance alongside a fine and/or community order. **Parental agreement is not required before a Parenting Order is made.** They may be appropriate where the parent has not engaged in support to improve their child's attendance and where compulsion to do so would help change parental behaviour.

The Parenting Order requires a parent to comply with the arrangements specified by the court, which can include a requirement for parents to attend counselling or guidance sessions (e.g. parenting education or parenting support classes) where they will receive help and support to enable them to improve their child's attendance for up to 3 months.

All Parenting Orders must specify a 'responsible officer' who will be named on the order. This should be the most appropriate lead practitioner working with the family. Any breach of the Parenting Order could lead to a fine of up to level 3 (£1,000).

### **School Attendance Order**

A School Attendance Order (SAO) can be issued if it appears to the Local Authority that a child of compulsory school age is not receiving a suitable education either by regular attendance at school or otherwise.

Such arrangements are set out in legislation under sections 437 to 444 of the Education Act 1996. A School Attendance Order ensures the Local Authority fulfils its statutory duty regarding safeguarding and promoting the welfare of children in accordance with Section 175 of the Education Act 2002. Failure to comply with a School Attendance Order can result in prosecution.

The School Attendance Order requires the parents to register the child at a named school. A School Attendance Order continues in force until the child ceases to be of compulsory school age, unless it is revoked by the Local Authority, or a court directs it to cease.

## **21. Monitoring Arrangements**

This policy will be reviewed as guidance from the local authority or DfE is updated and as a minimum every 3 years by the Headteacher. The policy will be approved by an Executive Director before being published.

## **22. Links with Other Policies**

This policy links to the following policies:

- Child Protection and Safeguarding Policy
- Positive Behaviour Support Policy
- Children with Health Needs Who Cannot Attend School Policy

## **23. Contact Details**

The White House School Attendance Team: 01202 985215 or [reception@thewhitehouseschool.org](mailto:reception@thewhitehouseschool.org)  
BCP Council Attendance Team: 01202 093123 or [schoolinclusion@bcpcouncil.gov.uk](mailto:schoolinclusion@bcpcouncil.gov.uk)

## Appendix 1 – Attendance Codes

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

| Code                        | Definition                                                     | Scenario                                                                                                                                                                                            |
|-----------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| /                           | Present (am)                                                   | Student is present at morning registration                                                                                                                                                          |
| \                           | Present (pm)                                                   | Student is present at afternoon registration                                                                                                                                                        |
| L                           | Late arrival                                                   | Student arrives late before register has closed                                                                                                                                                     |
| B                           | Off-site educational activity<br>Approved educational activity | Student is at a supervised off-site educational activity that is not a sporting activity or work experience approved by the school                                                                  |
| D                           | Dual registered                                                | Student is attending a session at another setting where they are also registered                                                                                                                    |
| J1                          | Interview                                                      | Student has an interview with a prospective employer/ educational establishment                                                                                                                     |
| P                           | Sporting activity                                              | Student is participating in a supervised sporting activity approved by the school                                                                                                                   |
| V                           | Educational trip or visit                                      | Student is on an educational visit/trip organised, or approved, by the school                                                                                                                       |
| W                           | Work experience                                                | Student is on a work experience placement                                                                                                                                                           |
| <b>Authorised Absence</b>   |                                                                |                                                                                                                                                                                                     |
| C                           | Authorised absence                                             | Student has been granted a leave of absence due to exceptional circumstances                                                                                                                        |
| C1                          | Authorised absence                                             | Student is participating in a regulated performance or undertaking regulated employment abroad                                                                                                      |
| C2                          | Authorised absence                                             | Leave of absence for a compulsory school age pupil subject to a part – time timetable                                                                                                               |
| E                           | Excluded                                                       | Student has been excluded but no alternative provision has been made                                                                                                                                |
| I                           | Illness                                                        | School has been notified that a student will be absent due to illness                                                                                                                               |
| K                           | Present mark                                                   | Student is attending education provision arranged by the local authority                                                                                                                            |
| M                           | Medical/dental appointment                                     | Student is at a medical or dental appointment                                                                                                                                                       |
| R                           | Religious observance                                           | Student is taking part in a day of religious observance                                                                                                                                             |
| S                           | Study leave                                                    | Year 11 student is on study leave during their public examinations                                                                                                                                  |
| T                           | Authorised absence                                             | Parent travelling for occupational purposes, and pupil has attended for at least 200 sessions in preceding 12 months                                                                                |
| <b>Unauthorised Absence</b> |                                                                |                                                                                                                                                                                                     |
| G                           | Unauthorised holiday                                           | Student is on a holiday that was not approved by the school                                                                                                                                         |
| N                           | Reason not provided                                            | Student is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time) |
| O                           | Unauthorised absence                                           | School is not satisfied with reason for student's absence                                                                                                                                           |

|             |                                   |                                                                                                                                                                                                   |
|-------------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Q</b>    | Not expected to attend            | Student is unable to attend school because of lack of access arrangements                                                                                                                         |
| <b>U</b>    | Arrival after registration        | Student arrived at school after the register closed                                                                                                                                               |
| <b>Code</b> | <b>Definition</b>                 | <b>Scenario</b>                                                                                                                                                                                   |
| <b>X</b>    | Not expected to attend            | Non-compulsory school age is not required to attend                                                                                                                                               |
| <b>Y1</b>   | Not expected to attend            | Unable to attend due to transport normally provided not being available                                                                                                                           |
| <b>Y2</b>   | Not expected to attend            | Unable to attend due to widespread disruption to travel                                                                                                                                           |
| <b>Y3</b>   | Not expected to attend            | Unable to attend due to part of the school premises being closed                                                                                                                                  |
| <b>Y4</b>   | Not expected to attend            | Unable to attend due to whole school being closed                                                                                                                                                 |
| <b>Y5</b>   | Not expected to attend            | Unable to attend due to pupil is in criminal justice detention. Pupil is in police detention, remanded to youth detention, awaiting trial or sentencing or detained under a sentence of detention |
| <b>Y6</b>   | Not expected to attend            | Absent in accordance with public health guidance or law. Contrary to or prohibited by any guidance relating to the incidence or transmission of infection or disease.                             |
| <b>Y7</b>   | Not expected to attend            | Unable to attend because of other unavoidable cause                                                                                                                                               |
| <b>Z</b>    | Student not on admission register | Register set up but student has not yet joined the school                                                                                                                                         |
| <b>#</b>    | Planned school closure            | Whole or partial school closure due to half-term/bank holiday/INSET day                                                                                                                           |

## Appendix 2 – Request for Leave of Absence Form

| Request for Leave of Absence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                           |                                 |                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------|
| <b>Parent/Carer Section</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                           |                                 |                      |
| <p>Parents/carers must ask permission for their child to be absent during term time, and it is at the Headteacher's discretion to decide if the absence will be authorised. The Headteacher may authorise absence for leave <b>only in exceptional circumstances</b>. If leave is taken without permission, or no application is made, parent/carers risk being prosecuted on their return. Parent/carers wishing to apply for their child to have leave from school should complete this form and return it to <a href="mailto:hello@thelionworksschool.org">hello@thelionworksschool.org</a> for consideration by the Headteacher.</p> |                                                                                                                           |                                 |                      |
| <b>Child's Name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                           |                                 | <b>Date of Birth</b> |
| <b>Child's Address</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                           |                                 |                      |
| <b>Name of Parent(s) Requesting Leave</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                           |                                 |                      |
| <b>Address of Parent(s)<br/>(if different from child's)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                           |                                 |                      |
| <b>Phone Number</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                           | <b>Email Address</b>            |                      |
| <b>Reason for Request for Leave of Absence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                           |                                 |                      |
| <b>Date of First Day of Absence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                           | <b>Date of Return to School</b> |                      |
| <b>Parent/Carer Signature(s)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                           |                                 |                      |
| <b>School Section</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                           |                                 |                      |
| <b>Outcome after Consideration</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Your request for a leave of absence for your child during term time is <b>approved / not approved</b> for XX school days. |                                 |                      |
| <b>Reason</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                           |                                 |                      |
| <p>Should the request not be approved, but the leave still taken, the Headteacher will decide whether grounds are met to refer to BCP for prosecution under s.444(1) or 444(1A) Education Act 1996. If convicted, sanctions can include a fine of up to £2,500 and a prison sentence of up to 3 months, and you will have a criminal record.</p>                                                                                                                                                                                                                                                                                         |                                                                                                                           |                                 |                      |
| <b>Headteacher Signature</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                           |                                 | <b>Date</b>          |

### Appendix 3 – Graduated Response to Attendance

| No Stage                                                                                                                                             | Stage 1                                                                                                                           | Stage 2                                                                                                                                                                                                                                                                                                                                                                                                            | Stage 3                                                                                                                                                                                                                                                                                                                                                                                                    | Stage 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Stage 5                                                                                                                                                                                                                                                                                                          | Stage 6                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 100%                                                                                                                                                 | 99% - 96%                                                                                                                         | 95% - 92%                                                                                                                                                                                                                                                                                                                                                                                                          | 91% - 88%                                                                                                                                                                                                                                                                                                                                                                                                  | 87% - 80%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 79% - 50%                                                                                                                                                                                                                                                                                                        | 49 - 0%                                                                                                                            |
|                                                                                                                                                      | Universal Support                                                                                                                 | Early Intervention Support                                                                                                                                                                                                                                                                                                                                                                                         | Targeted Additional Support                                                                                                                                                                                                                                                                                                                                                                                | Targeted Intensive Support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Specialist Support                                                                                                                                                                                                                                                                                               | Highly Specialist Support                                                                                                          |
| <ul style="list-style-type: none"> <li>No support needed</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>IA support in class</li> <li>Key adult</li> </ul>                                          | <ul style="list-style-type: none"> <li>Outreach support from Attendance Team via phone or email</li> <li>Personalised 'meet &amp; greet'</li> </ul>                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>6-week Re-Engagement Plan</li> <li>Outreach from Attendance Team</li> <li>Early help referral</li> <li>SDQ to elicit SEMH needs</li> <li>Annual Review to request funding from LA for therapeutic provision</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>12-week Re-Engagement Plan</li> <li>Outreach home visits</li> <li>Involvement of LA Attendance Officer</li> <li>Medical evidence for absences requested from GP</li> <li>EBSA assessment to elicit function of absence</li> <li>Parents signposted to support they may need</li> </ul>                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>CAMHS referral</li> <li>EP referral</li> <li>Engagement Coach support</li> </ul>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>EBSA Pathway</li> </ul>                                                                     |
| Procedure                                                                                                                                            | Procedure                                                                                                                         | Procedure                                                                                                                                                                                                                                                                                                                                                                                                          | Procedure                                                                                                                                                                                                                                                                                                                                                                                                  | Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Procedure                                                                                                                                                                                                                                                                                                        | Procedure                                                                                                                          |
| <ul style="list-style-type: none"> <li>Attendance monitored weekly</li> <li>Attendance shared on reports</li> <li>Attendance awards given</li> </ul> | <ol style="list-style-type: none"> <li>Tutor calls parent then sends <b>Letter 0 – Introduction to Attendance Team</b></li> </ol> | <ol style="list-style-type: none"> <li>Tutor calls parent then sends <b>Letter 1 – Raising Concern About Attendance</b></li> <li>Tutor and Attendance Team meet parent and child to discuss any support needed and next steps if attendance does not improve</li> <li>Tutor calls parent then sends <b>Letter 1a – Improvement Following Concern about Attendance</b> when attendance moves back to 96%</li> </ol> | <ol style="list-style-type: none"> <li>Attendance Team calls parent then sends <b>Letter 3 – Invitation to Attendance Surgery</b></li> <li>Attendance Team and Tutor meet parent and child and agree a 6-week Re-Engagement Plan</li> <li>Attendance Team calls parent then sends <b>Letter 1a – Improvement Following Concern about Attendance</b> when attendance moves back to agreed target</li> </ol> | <ol style="list-style-type: none"> <li>Attendance Team calls parents then sends <b>Letter 4 – Fast Track to Attendance</b></li> <li>LA Attendance Officer notified and invited to meeting</li> <li>Attendance Team and Tutor hold initial meeting with parent and child and agree a 12-week Re-Engagement Plan</li> <li>Medical evidence requested for all absences</li> <li>Review and final Fast Track meetings with parent and child held at correct intervals</li> <li>Attendance Team calls parent then sends <b>Letter 4a/4b – Un/Successful Fast Track to Attendance</b> depending on outcome</li> </ol> | <ol style="list-style-type: none"> <li>Attendance Team calls parents then sends <b>Letter 5 – Warning of Prosecution</b></li> <li>Attendance is monitored</li> <li>Attendance Team calls parent then sends <b>Letter 5a/6b – Un/Successful Outcome to Warning of Prosecution</b> depending on outcome</li> </ol> | <ol style="list-style-type: none"> <li>Emergency Annual Review held to request funding for student to join EBSA Pathway</li> </ol> |

Please note: Percentages of attendance are for guidance purposes only. Support and procedures may take place at any stage, depending on needs.