



The best *for* everyone, the best *from* everyone

BRIGHT FUTURES PUPIL ATTENDANCE POLICY

(to be read in conjunction with Individual Academy Attendance and Punctuality Guidance)

This is an overarching Trust policy and the individual guidance and procedures for each of our schools can be found in the School Policies section of each school website.

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Owner of Policy:

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Executive Team

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BRIGHT FUTURES PUPIL ATTENDANCE POLICY

Bright Futures Educational Trust's (the Trust) Strategy underpins all aspects of this policy and the way in which it will be applied. These elements are:

- Our vision, the best **for** everyone and the best **from** everyone;
- All three of our values; **Community**: We work together for a common purpose acknowledging our diversity as strength; **Integrity**: We do the right things for the right reasons and **Passion**: We take responsibility, work hard and have high aspirations;
- Six of our commitments: **Collaboration and strong relationships, Supportive, challenging and fair, Effective communication, Strong governance and accountability, United behind decisions and Equality, diversity and inclusion.**

What is the policy for?

At the heart of Bright Futures Educational Trust is a fundamental belief in community. This must be core to our delivery of this policy. We recognise that one approach does not fit all, and each school has a slightly different context, set of challenges and circumstances that require a bespoke approach to our Pupil Attendance Policy however, the fundamental ideologies and belief that through our actions we can enable all of our community to participate and achieve stands strong. Throughout every school within the Trust, we have the highest of expectations for attendance and punctuality as we believe this is vital in ensuring that our children are safe and given the best possible opportunities to achieve their potential.

The Trust has a robust, clear strategy in place for:

- Promoting good attendance and reducing absence, including persistent absence
- Ensuring every pupil has access to full-time education to which they are entitled
- Acting early to address patterns of absence

Bright Futures Educational Trust aims to ensure that the attendance of pupils, both in the primary and secondary phase, is at least in line with the national average. It is clear that, for students and young people to reach their full potential, they should rarely miss a day at school. Attendance is also a safeguarding matter. Poor attendance may be an indicator that a pupils' welfare is at risk. Weak attendance practice can risk pupils' well-being. Academies must ensure that effective attendance practice is understood by all staff and is closely linked with effective safeguarding practice.

Who is the Policy for?

This is an overarching Trust policy and the individual guidance and procedures for each of our schools can be found in the School Policies section of each school website.

The policy applies to all staff employed by Bright Futures Educational Trust, as well as members of the Local Governing Bodies of those establishments, central operations staff, Members and Trustees and any consultants undertaking work on behalf of the Trust.

We will also support parents/carers to perform their legal duty to ensure their children of compulsory school age attend regularly and promote and support punctuality in attending lessons.

Legislation and statutory responsibilities

This policy meets the requirements of the school attendance guidance from the Department for Education (DfE) and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

This policy complies with the Trust's funding agreement and articles of association.

Roles and responsibilities

Bright Futures will:

- Devise and review the Pupil Attendance Policy.
- Set and review the level targets for Attendance and Punctuality as part of the Academy target setting process.
- Devise and review whole-Trust attendance strategies.

Local Governance will:

- Gain assurance that strategies are in place to promote and implement the Pupil Attendance Policy throughout the School and are known by parents/carers and all Academy staff.
- Evaluate the effectiveness of the implementation of the policy in light of the Academy's termly and annual reports.
- Receive an analysis of attendance figures for the whole Academy on a regular basis but termly as a minimum.
- Hold the Principal to account for the implementation of this policy.

The Principal will:

- Ensure the Academy ethos promotes and celebrates good attendance and punctuality.
- Ensure strategies are in place to promote and implement the Pupil Attendance Policy throughout the Academy.
- Monitor the Academy offer to ensure a delivery of a curriculum which is engaging and personalised to the needs of the pupils.
- Monitor data on attendance and punctuality from the Senior Leader responsible for attendance.
- Determine, in collaboration with the Senior Leader responsible for attendance, whether to authorise any proposed absences requested on the Academy's official request form, or absences which have taken place for which no request was made/approved.
- Provide the Bright Futures Executive Team and the Local Governing Body with half-termly update data on attendance and punctuality, including data about pupils who are persistent absentees and review practice in relation to attendance and punctuality
- Provide an Annual Report on attendance and punctuality.

- Principals must ensure that all attendance codes being used in registers are legal and follow Bright Futures Educational Trust policies.
- Principals and Senior Leaders in academies will need to ensure that attendance remains a priority and that the varying needs of the children in each community are met through clear support programmes.

The Senior Leader responsible for attendance will:

- Set a clear vision for improving and maintaining good attendance.
- Lead initiatives to promote the profile of attendance throughout the Academy.
- Establish and maintain effective systems for tackling absence.
- Have a strong grasp of absence data.
- Regularly monitor and evaluate progress.
- With the support of the Pastoral Team, interrogate and analyse data on attendance and punctuality on a weekly, half-termly, termly and annual basis and prepare reports, as required, for the Pastoral Team, Senior Leadership Team and RD.
- Oversee the arrangements for 'Pastoral Review Meetings' and quality assure the action plans devised.
- Comply with the DfE Statutory Guidance on Children Missing Education by informing the local authority of the details of children who are regularly absent, missing from Academy following a leave of absence and prior to removing a child from the roll of the Academy.
- Comply with the requirement set out in the local authority's Code of Conduct when requesting issuance of penalty notices.
- Ensure that pupils are given the support that they need including support networks to attend the Academy.

The Attendance Officer (or Pastoral staff/Head of Year/Phase Lead/ Progress Leader etc.) will:

- Monitor attendance on daily, weekly, half-termly, termly and annual basis, contacting parents/carers of pupils who have been identified as at-risk, to challenge absences and encourage early return to school.
- Ensure data on attendance and punctuality is displayed in prominent places visible to pupils.
- Where appropriate, visit the home and/or make a referral to the local authority's education welfare service.
- Issue appropriate sanctions to pupils for whom attendance and punctuality is a cause for concern.
- Manage the arrangements for pupils who need to attend appointments during school time.
- Work with the Senior Leader responsible for attendance to maintain an up-to-date Attendance Risk Register and Punctuality Risk Register of high-risk pupils in designated Year groups.
- Lead 'Pastoral Review Meetings' and develop an action plan involving the child, parent/carer and, where appropriate, other agencies for pupils whose attendance and/or punctuality falls below the expected level.
- Co-ordinate the support plan for pupils returning to school after a prolonged absence.
- Co-ordinate the collation of all the documentary evidence required by the local authority for issuing a penalty notice or prosecution by the local authority for unauthorised absence.

Registration Tutor/Mentors/Form Tutors/Class Teachers responsible for registering morning and afternoon sessions will:

- Provide regular advice, encouragement, challenge and support to the class as a whole and individually to pupils about the importance of regular attendance and punctuality using the data provided by the Administrative Team.
- Ensure that the attendance register is taken at the start of the first 10 minutes of the session of the school day and during every lesson.
- Ensure pupils' absence notes or verbal messages related to attendance and punctuality are provided to the Administration Team/Pastoral Team.

Administrative staff will:

- Monitor/update registration and lesson registers on lesson-by-lesson approach and escalate to Senior Leaders where appropriate.
- Be the first point of contact for parents/carers and relevant Academy staff regarding pupil absence and appointments.
- Collate and issue all attendance and punctuality data on a daily, weekly, half-termly, termly and annual basis to the Attendance Officer/Head of Year and Senior Leader responsible for attendance.
- Maintain a record of all applications for leave of absence during term time and requests for issuing a penalty notice.
- Maintaining CME/EHE and off rolling administration.

Parents/carers will:

- Be aware that it is an offence for their child to be absent from school without a valid reason.
- Be aware that only the Academy can determine if an absence from school is 'authorised'.
- Ensure their child arrives at the Academy on time (before the attendance register is closed for the session), dressed in full uniform and ready and equipped to learn.
- Inform the Academy if their child is unable to attend, including the reason for absence and the expected date of return.
- Ensure that all appointments, where possible, are arranged after school.
- Avoid arranging holidays/leave during term time except in exceptional circumstances.
- Ensure that all requests for leave during term time are made by completing the 'Leave of Absence During Term Time Request Form', where possible at least one month in advance.
- Be aware that for unauthorised absences, the Academy reserves the right to apply to the local authority to issue a penalty notice (fine) or remove a child from the roll of the school.
- Ensure their child attends all intervention programmes agreed by the Academy.
- Attends meetings about their child when necessary.

Pupils will:

- Aim to achieve 100% attendance and punctuality by arriving to school on time every day.
- Come to school well prepared and with the right attitude; to enjoy and achieve.
- Be proud of achieving excellent attendance and punctuality.
- Be punctual to all lessons.

- Ensure they are registered for all timetabled lessons and inform the relevant member of staff if they are not able to be registered.
- Ensure all notes/appointment cards are passed to the relevant member of staff.
- Speak to the appropriate member of staff if there are any problems that may affect attendance, punctuality and/or learning.

Academy procedures

Attendance register

By law, all academies are required to keep an attendance register, and all students must be placed on this register. Since August 2024, these records now must be kept electronically. Each Academy will have the register session times for morning/afternoon detailed in Academy Policies (PM register has to be taken during the lesson closest to lunch time - i.e. If lunch is over a split period, it must be counted in this time and not before to truly reflect the afternoon session.

Each register will mark whether every student 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

Every entry in the attendance **or admission** register will be preserved for six years after the date on which the entry was made.

Sharing daily attendance with the DfE

Sharing school attendance data is a statutory requirement on schools under the following legislation:

- Section 537A of the Education Act 1996 (as amended)
- Education (Information About Individual Pupils) (England) Regulations 2013 (as amended, including by the Education (Information About Individual Pupils) (England) (Amendment) Regulations 2024)
 - A statutory requirement means that schools do not need to obtain parental or pupil consent to the provision of information
 - Ensures schools are protected from legal challenge that they are breaching a duty of confidence to pupils
 - Helps to ensure that returns are completed by schools
 - Means that all pupil data collection elements are mandatory unless specifically stated to be voluntary

Reporting to the Department for Education

Every state school in England will share their daily attendance registers across the education sector - including with the DfE, councils, and trusts in the next stage of the government's drive to reduce pupil absence in school. The sharing of daily school registers forms a new world-leading attendance data set that will help schools spot and support children displaying worrying trends of persistent absence or those in danger of becoming missing in education.

Schools, trusts and councils will be able to access this data via an interactive secure data dashboard maintained by the DfE. This will allow them easy use of the data to not only spot pupils in need of support but also to understand how their attendance position compares locally and nationally so they can look at where they might need to drive improvements. The Attendance Lead, *Rob Barlow*, must ensure that this data is uploaded to the portal daily.

Data items included in the regulations

Following the publication of this guidance, all relevant schools should ensure they share and continue to share the required data items.

Required data items for each pupil:

- Forename
- Middle name
- Surname
- Date of birth
- Sex
- Ethnicity
- First language
- Unique pupil number (and former number, where necessary)
- Attendance code
- Admission date
- Leaving date (where available)
- Postcode
- National curriculum year group
- Looked after child
- Previously looked after child
- Special educational needs (SEN) type and rank
- Education health and care plan (EHCP)
- Free school meals (FSM)

We're collecting each of these data items for:

- Pupils in reception
- All compulsory school-age pupils
- Pupils in Years 12 and 13, if this is recorded in your management information system (MIS)

The data items listed below are not included in the regulations but will be collected on a voluntary basis:

- Child in need
- Child protection plan

Requirements for data sharing

The easiest way to share attendance data is via [Wonde](#).

Wonde has asked schools to agree to share attendance data via its portal. Once a school agrees, it will connect with the MIS to extract and securely transfer the data to the DfE automatically each day. This will include any changes to the data from previous days.

To share data:

1. Go to your [Wonde portal](#) and select DfE
2. Review the request to share data
3. Accept the request

If you have any problems using Wonde's secure portal, email support@wonde.com

There are no costs involved in sharing data via Wonde.

Continuous data sharing

A school is compliant with the duty to share information under the regulations when:

- The school has and continues to have all the required information in its MIS
- Wonde has continued permission to access that information at any time

Our Trust MIS systems are compatible with Wonde and the data sharing platforms.

Improving attendance and the wider school culture

Strategies for improving attendance are relevant at all levels from the Academy Trust board, governing bodies and the school directly. The school culture must be focused on prioritising attendance and setting whole school attendance structures (See P74 *Working Together to Improve Attendance, 2024*).

Academy procedures

Attendance register

In line with DfE guidance, *Melland High School* will take the attendance register 9:20am The morning register will close at 9:45am, meaning any subsequent student arrival will be coded as an unauthorised absence unless there is sufficient reason for this to be authorised.

Unplanned absence

Parents and carers must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by a time set out by each Academy or as soon as practically possible.

Local Academy attendance policies will make reporting systems and procedures clear to parents. These will be available on Academy websites. <https://melland.bright-futures.co.uk/wp-content/uploads/2024/11/MHS-Student-Attendance-Guidance-2024.pdf>

Absence due to illness will usually be authorized, unless the school has a genuine concern about the authenticity of the illness.

The Academy may ask parents to provide medical evidence, such as a doctor's note or appointment card. We will not ask for medical evidence unnecessarily. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents will be notified of this.

If a student is absent from the Academy, it is vital that a parent contacts the Academy at the earliest opportunity to provide a reason for absence, and no later than *9:45am*. Primarily, student absence should be communicated via *telephone*. In the event that absence cannot be communicated via *telephone*, please email admin@mhs.bright-futures.co.uk or contact *0161 223 9915*

Absence can only be authorised where there is good cause. If no adequate reason for absence is provided, attendance will be recorded as unauthorised.

Medical or dental appointments

Missing registration for a medical or dental appointment is counted as an authorised absence; advance notice is required for authorising these absences.

We encourage parents and carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary. We also encourage parents and carers to ensure that pupils are in the Academy to be marked as attending before they leave for a medical or dental appointment.

Students are expected to catch up with any work missed through absence. Teachers will help students achieve this.

Each Academy will have its own processes and systems detailing how parents and carers can notify the Academy in advance of a medical or dental appointment.

These will be available on the Academy website.

Applications for other types of absence in term time must also be made in advance.

Lateness and punctuality

A student who arrives late but before the register has closed will be marked as late, using the appropriate code.

A student who arrives after the register has closed will be marked as absent, using the appropriate code.

Academies will have systems in place for improving student punctuality. Please see individual Academy Attendance Guidance.

Following up absence

Academies will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use.

Vulnerable students

For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study).

In addition to the benefits for all pupils, good attendance at school also provides an additional safeguard for vulnerable pupils. Absence for pupils with a social worker, however, has been historically higher, with a quarter of children who have ever needed a social worker persistently absent compared to less than 10% of those who had never been in need. Therefore, our academies have clear processes to inform the families or social worker of those students who are vulnerable or at risk, immediately, if a student is absent or attendance is causing concern. A plan will be in place if there are regular barriers to attending. *Melland High School will undertake home visits and inform the allocated social worker where necessary.*

If a pupil has an Education, Health & Care plan, the Academy will communicate with the LA EHCP Team at an early stage once they become aware of barriers to attendance that relate to the child's needs and arrange a clear plan of action to support the child's attendance.

Supporting pupils with physical or mental ill health

The Working Together to Improve School Attendance, 2024 guidance sets expectations including regular meetings between schools and local authorities to agree plans for the most at-risk absent children.

Paragraphs 53-68 outline where the role of the school starts and ends in terms of supporting those students with physical and/or mental ill health. It also provides information about medical evidence, support for pupils with special educational needs and disabilities (SEND) and part-time timetables.

Emotionally based school non-attendance

Emotionally based school non-attendance (EBSNA) differs from other forms of school non-attendance as it specifically pertains to emotional distress that students feel about attending school due to anxiety-inducing factors.

EBSNA does not occur suddenly; rather, it develops over time as anxiety-inducing factors progressively overwhelm a student, leading to a state where stress exceeds available support. Consequently, EBSNA is best understood as a continuum of needs, encompassing students who show early signs of anxiety and non-attendance, to those whose non-attendance has become entrenched.

Non-attendance due to anxiety-inducing factors should not be considered to be a challenge situated solely 'within the student'. While anxiety and distress are internal psychological states, the factors causing the anxiety are typically environmental. They are factors that act upon the individual. Targeted support is therefore needed at both the individual level to build resilience and capacity to manage stressors, and, at the environmental and systemic levels to reduce and remove anxiety-inducing factors. Effective communication and collaboration between students, their parents/carers, and academies is crucial to operationalising holistic support of this kind.

The importance of positive mental health in relation to regular school attendance is increasingly recognised e.g., *Working together to improve school attendance guidance* (DfE, 2022). Academies are encouraged to consider whether early signs and patterns of non-attendance might be emotionally based in nature.

To support schools in exploring and addressing EBSNA, a range of resources have been made available from the Educational Psychology and Specialist Outreach (EPSO) Team and can be found on SharePoint: [EBSNA](#).

Resources produced include CPD pre-recorded webinars which explore psychological theory and research relating to EBSNA, guidance and documentation to support the identification of anxiety-inducing factors, and support plan templates to facilitate a reduction in any anxiety-inducing factors that have been identified.

Children unexpectedly absent

If a child is unexpectedly absent, all efforts must be made to assure their whereabouts and welfare as quickly as possible. Often this will be achieved via a call home but sometimes this may require a home visit. Where a child is vulnerable, we should always make a first day home visit and follow the Child Protection and Safeguarding Policy that confirms the child's whereabouts. Principals must not accept anything short of a definitive confirmation of the child's whereabouts. The DfE guidance, 'Keeping Children Safe in Education' has been updated from September 2023 as follows: Where reasonably possible, academies should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Reporting to parents and carers

Academies will report student attendance to parents and carers at least once each academic year. This is typically included with the students' annual report.

Authorised and unauthorised absence

Granting approval for term-time absence

Principals may not grant any leave of absence to students during term time unless they consider there to be 'exceptional circumstances'.

Granting leaves of absence

All schools can grant a leave of absence when a pupil needs to be absent from school with permission. All schools are expected to restrict leaves of absence to the specific circumstances set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024 and schools maintained by a local authority and special schools not maintained by a local authority must do so. These circumstances are:

- Taking part in a regulated performance or employment abroad: in line with a licence issued by a local authority or Justice of the Peace or a body of persons approval (BOPA). (For full details please see Code C1).
- Attending an interview: for entry into another educational institution or for future employment where requested in advance by a parent/carer the pupil normally lives with.
- Study leave: for public examinations, as agreed in advance with a parent the pupil normally lives with. Please note this does not include any internal examinations such as mocks as study leave should not be granted in such cases.
- A temporary, time-limited part-time timetable: where the pupil is of compulsory school age, both the parent who the pupil normally lives with, and school agree the pupil should temporarily be educated on a part-time basis for exceptional reasons and have agreed the times and dates when the pupil will be expected to attend school as part of that timetable. (For full details please see part-time timetable).
- Exceptional circumstances: All schools can grant a leave of absence for other exceptional circumstances at their discretion. In the case of schools maintained by local authorities and special schools not maintained by local authorities, it must be requested in advance by a parent/carer who the pupil normally lives with. Schools are then expected to consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, it is for the school to determine the length of the time the pupil can be away from school.

Generally, the DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance. Leave of absence should not be granted for a pupil to take part in protest activity during school hours.

All schools are also able to allow pupils of non-compulsory school age to be absent for sessions they are not timetabled to attend.

If a pupil is over compulsory school age (e.g. in sixth form) leave can be requested or agreed by the pupil or a parent/carer they normally live with.

All schools can grant absence for Education Off Site.

Where applicable, unexplained absence must be reported to a pupil's Youth Offending Team.

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

A leave of absence is granted entirely at the Principal's discretion.

Valid reasons for **authorised absence** may include:

- Illness and medical/dental appointments – as explained in medical or dental appointments.
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parents/carers belong. If necessary, the school will seek advice from the parents'/carers' religious body to confirm whether the day is set apart.
- Traveller students travelling for occupational purposes – this covers Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers. Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with the school but it is not known whether the student is attending educational provision.

Fines for unauthorised absence

Academies will raise the fine for parents/carers, with the local authority, for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a penalty notice, parents/carers must pay the fine, as per the letter, directly to the local authority.

The decision on whether or not to issue a penalty notice ultimately rests with the Principal, guided by the local authority's code of conduct for issuing penalty notices and the *Working Together to Improve Attendance 2024* document.

The new national framework for issuing penalty notices will replace the local codes of conduct to ensure consistency across the country. Fines are now:

- £80 to be paid within 21 days, or
- £160 to be paid after 21 days but within 28 days

Two penalty limit

Only two penalty notices can be issued to the same parent/carer in respect of the same child within a three-year rolling period.

Threshold

The threshold of 10 sessions of unauthorised absence in a rolling period of 10 school week school weeks (this does not have to be consecutive and can be over two consecutive years)

Prosecution

Prosecution could lead to further fines or imprisonment.

Students leaving the Academy and removal from roll

We are keen to ensure that we track the destinations of pupils who leave each Academy. Academy leaders must ensure that detailed records are kept for students who stop attending the Academy and are removed from the roll/admissions register.

Details must include (but not exclusive to):

- The student's reason for leaving
- Their destination and the destination's educational provision (e.g. name of school, home- schooling arrangements).
- Group (disadvantaged, SEND, EAL, gender)
- Ethnicity

Where a student moves abroad, leaders must take all reasonable steps to assure themselves that the student is moving to another school. This is to ensure that all students are safe and in full-time education as necessary.

The Principal must meet with the student and their family, if removal from role is likely to take place. This is to ensure that an effective level of support has been offered to the student and family as well as ensuring that the destination of the student is known.

Leaders must ensure that students are only removed from the Academy's roll/admissions register if one or more of the criteria (defined by The Education (Pupil Registration) (England) Regulations 2006; paragraph 8) are met and as described in the DfE's guidance: <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

A school cannot retrospectively delete a pupil's name from the admission register or attendance register. The admission register and the attendance register must be an accurate record of who is a registered pupil and their attendance at any given time. A pupil's attendance must be recorded up until the date that the pupil is deleted from the admission register. Specifically, this is from when they are removed from roll, not from when they ceased attending.

Leaders should inform their Principal and follow their local authority's procedures for removal from roll of a student, which will always involve officially notifying the local authority of the reasoning and intention to do so.

On receipt of written notification to home educate, academies must inform the Principal and the student's local authority that the pupil is to be deleted from the admission register.

Parents and carers have a duty to ensure their child of compulsory school age receives suitable full-time education, but this does not have to be at a school.

When elective home educating, parents and carers are expected to comply with the most up to date DfE guidance, a link to which is provided below: https://assets.publishing.service.gov.uk/media/66bf6d2bdcb0757928e5bd47/Elective_home_education_departmental_guidance_for_local_authorities.pdf

Monitoring of this policy

This policy will be reviewed regularly by the Deputy Chief Executive Officer.

Training requirements

This policy is linked to our Child Protection and Safeguarding Policy. We have CPD sessions to support leaders to enact this in each Academy.