Attendance Policy

Primary person responsible for updates to this policy: Compliance Manager
Senior attendance champion (SAC): Gareth Evans

Last review date: July 2026

Next review date: July 2027

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

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Key School Contacts

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1 Aims

1.1 The School aspires to high levels of attendance from all pupils. Good attendance is essential for all pupils to get the most out of their school experience, including their attainment, well-being and wider life chances.

1.2 The aims of this policy are as follows: 1.2.1 to develop and maintain a whole school culture that promotes the benefits of good attendance;

1.2.2 to ensure, so far as possible, that every pupil in the school is able to benefit from and make their full contribution to the life of the School;

1.2.3 to prioritise and where possible improve attendance and punctuality across the School, reduce absence and set out the School's approach to the management of absence / non-attendance;

1.2.4 to recognise the linkages between attendance / absence and pupil wellbeing, specifically ensuring a consistent whole school approach to safeguarding; and

1.2.5 to help to promote a whole school culture of safety, equality and protection.

2 Scope and application

2.1 This policy is designed to address the specific statutory obligations on the School to record attendance and absence.

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under: 3.1.1 Education (Independent School Standards) Regulations 2014;

3.1.2 National minimum standards for boarding schools (September 2022);

3.1.3 Education and Skills Act 2008;

3.1.4 Children Act 1989;

3.1.5 Childcare Act 2006;

3.1.6 Sponsorship Duties (UKVI, June 2026);

3.1.7 The School Attendance (Pupil Registration) (England) Regulations 2024;

3.1.8 Equality Act 2010; and

3.1.9 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**)

3.2 This policy has regard to the following guidance and advice:

3.2.1 Working together to improve school attendance (DfE, June 2026);

3.2.2 Summary table of responsibilities for school attendance (DfE, August 2024);

3.2.3 Toolkit for schools: communicating with families to support attendance (DfE, August 2025);

3.2.4 Guidance for parents on school attendance (Office of the Children's Commissioner, July 2024);
3.2.5 'Is my child too ill for school?' guidance (NHS, April 2024);
3.2.6 Keeping children safe in education (DfE, September 2025);
3.2.7 Children missing education (DfE, September 2025);
3.2.8 Summary table of responsibilities for children missing education (DfE, September 2025);
3.2.9 Supporting pupils with medical conditions at school (DfE, August 2017);
3.2.10 Behaviour in schools: advice for headteachers and school staff (DfE, February 2024);
3.2.11 Mental health and behaviour in schools (DfE, November 2018);
3.2.12 Mental health issues affecting a pupil's attendance: guidance for schools (DfE, February 2023);
3.2.13 Support for pupils where a mental health issue is affecting attendance (DfE, February 2023);
3.2.14 Providing remote education guidance (DfE, updated August 2024); and
3.2.15 SEND Code of practice: 0 to 25 years (DfE and Department of Health, May 2015).

3.3 The following School policies, procedures and resource materials are relevant to this policy:
3.3.1 Safeguarding and child protection policy;
3.3.2 Risk assessment policy;
3.3.3 Child Supervision and Child missing Policy
3.3.4 SEND policy;
3.3.5 Equal opportunities policy;
3.3.6 Behaviour, discipline and exclusion policy;

4 Publication and availability

This policy is published on the School website and school policy portal. This policy can be made available in hard copy on request.

5 Definitions and interpretations

5.1 Where the following words or phrases are used in this policy: 5.1.1 references to **attendance** include references to attendance for all or part of the timetabled school day.
5.1.2 references to the **Proprietor** are references to the Governing Body.
5.1.3 references to a **Parent** means:
(a) all natural parents, whether they are married or not;
(b) any person who has parental responsibility for a pupil; and
(c) any person who has day to day responsibility for a pupil (i.e. lives with and looks after a pupil).
5.1.4 References to a **pupil** includes anyone who is receiving an education at the school except a person who is 19 or over for whom further education is being provided.
5.1.5 Only pupils under the Act's definition are subject to statutory reporting but the schools guidelines are for anyone registered as studying at DLD College London.
5.1.6 **SAC** means the School's Attendance Champion

6 Responsibility statement and allocation of tasks

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

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	SAC and Compliance Manager	As required, and at least termly
Monitoring the implementation of the policy	SAC and Compliance Manager	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	SAC and Compliance Manager	As required, and at least annually
Formal annual review	SAC and Compliance Manager	Annually

7 The importance of good attendance

7.1 The School recognises the importance of developing good patterns of attendance from the outset. This is an integral part of the School's ethos and culture. In building a culture of good school attendance it recognises:

7.1.1 the importance of good attendance, alongside good behaviour, as a central part of the school's vision, values, ethos, and day to day life;

7.1.2 the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions and / or disabilities, mental health issues, safeguarding wellbeing, and support for disadvantaged pupils;

7.1.3 the importance of setting high expectations for the attendance and punctuality of all pupils and communicating these regularly and effectively to pupils and parents;

7.1.4 that attendance is never "solved" and is a continuous process requiring revision and updating of messages, processes and strategies; and

7.1.5 children missing education can act as a vital warning sign to a range of safeguarding issues, including neglect, sexual abuse and child sexual and criminal exploitation.

8 School responsibilities

8.1 The School acknowledges that attendance is the essential foundation to securing positive outcomes for all pupils and that everyone has a responsibility to take proactive steps to manage and improve attendance across the School community.

8.2 The School will consistently promote the benefits of good attendance, setting high expectations for every pupil and consistently communicating those expectations to pupils and parents.

8.3 Where there are challenges to attendance, the School will work effectively and respectfully with pupils, their families and, where appropriate, local authorities to address them.

8.4 The School will respond to non-attendance and / or lateness proactively, firmly, consistently and with care, with appropriate reference to this policy, its safeguarding and behaviour policies and the School's terms and conditions. It will act in a proportionate and targeted way in response to data or intelligence and ensure intervention is regularly reviewed.

8.5 The School will have robust systems in place to track and record attendance, reasons for absence and patterns at an individual level and by cohorts or groups in order to identify pupils at risk of non-attendance and those who are persistently absent and it will monitor and analyse this data regularly to facilitate early intervention to address issues.

9 Staff responsibilities

9.1 A senior member of staff of the School's leadership team is appointed as **SAC** to have overall responsibility for championing and improving attendance in school. Details of the individual appointed are at the front of this policy.

9.1.1 The SAC's responsibilities are:

(a) to set a clear vision for improving attendance in school;

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

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

(d) to have oversight of and analyse attendance data; and

(e) to communicate clear messages on the importance of attendance to pupils and parents.

9.2 Staff with specific responsibilities for attendance

The Attendance Officer has day to day responsibility for monitoring and promoting good attendance and punctuality. They should:

9.2.1 have a formal routine for registers being taken accurately each morning (Period 1 – 8.45am) and afternoon (Period 8 – 1.35pm); attendance officer monitors that all teachers complete registers for each lesson;

9.2.2 seek explanations of absences required from pupils on their return to School;

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

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

9.2.5 deal with lateness to lessons consistently and promptly;

9.2.6 consider appropriate sanctions for pupils who arrive late to a lesson in line with the School's behaviour and discipline policies; and

9.2.7 discuss non-attendance and / or lateness with pupils and parents (where possible) and emphasise the importance of punctuality and attendance.

9.3 **All staff**

9.3.1 The School ensures that all teaching and non-teaching staff know the importance of good attendance and are consistent in their communication about it.

9.3.2 The School provides appropriate training and professional development for staff consistent with their roles and responsibilities.

10 **School arrangements**

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

11 **Monitoring attendance**

11.1 The School will undertake regular data analysis to identify and provide additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the School and develop strategies to address them. Such analysis may include:

11.1.1 monitoring and analysing weekly attendance patterns and trends and provide support in a targeted way to pupils and families;

11.1.2 using this analysis to facilitate discussions with pupils and leaders

11.1.3 conducting thorough analysis of data to identify patterns and trends;

11.1.4 benchmarking attendance data at whole school, year group and cohort level to identify areas of focus for improvement;

11.1.5 devising specific strategies to address areas of poor attendance identified through data;

11.1.6 monitoring the impact of school-wide attendance efforts, including any specific strategies implemented; and

11.1.7 providing data and reports to the Governing Body to support its work.

12 Pupil responsibilities

12.1 School attendance is important to pupil attainment, wellbeing and development. The School therefore has high expectations of pupils as to their attendance and has systems in place to reward good attendance and manage poor attendance.

12.2 Pupils should be aware that:

12.2.1 they are expected to be present in-person for the duration of each School day;

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

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

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

12.2.5 any unexplained absence will be followed up;

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

(a) offers of support to seek to identify and address any barriers to attendance;

(b) communication with parents;

(c) reporting to other agencies such as children's social care; and

(d) sanctions against them in line with the School's expectations set out in the appendices.

13 Additional needs

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

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

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

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

13.5 Where barriers are outside of the School's control, the School will work with parents and pupils to identify alternative sources of support or consider, where appropriate, making a referral for early help.

14 Parent/carer responsibilities

14.1 The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education.

14.2 This means pupils must attend every day that the School is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the School.

14.3 The School will help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development and provide clarity on the short and long term consequences of poor attendance.

14.4 Parents are bound by the terms relating to conduct and attendance and failure to ensure a child's attendance or engage with the School about it could amount to a breach of contract or a finding that the parent is treating the School unreasonably.

15 Training

15.1 The School ensures that regular guidance and training on attendance for **staff** is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have

the necessary knowledge and skills to carry out their roles. As a minimum this will include all staff understanding:

15.1.1 the importance of good attendance and that absence is almost always a symptom of wider circumstances; and

15.1.2 the School's strategies and procedures for tracking, following up and improving attendance.

15.2 Dedicated attendance training is provided to any member of staff with a specified attendance function in their role, including administrative, pastoral or family support staff and senior leaders. This should include:

5.2.1 the law and requirements of schools including on the keeping of registers;

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

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

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

15.3 The School maintains written records of all staff training.

16 Information sharing

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

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

16.3 Where enquiries following the absence of a pupil lead the School to reasonably believe that the child will not return, and no alternative provision has been confirmed by the parent, the School will make a referral to the child's home local authority CME team without delay.

16.4 Where appropriate the School will attend regular targeting support meetings.

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

16.5.1 New pupil and deletion returns;

16.5.2 Attendance returns;

16.5.3 Sickness returns.

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

16.7 The School will provide specific pupil information to the Secretary of State where legally required or formally requested. The School is not required, as an independent school, to submit daily attendance data to the Department for Education but will keep this position under review and may participate in any relevant data-sharing arrangements where appropriate and lawful. The School meets this requirement by having an electronic management information system containing the required information that can be accessed by the DfE. The School also uses this tool to monitor pupil level attendance and understand trends in attendance patterns.

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

17 Record keeping and confidentiality

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

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

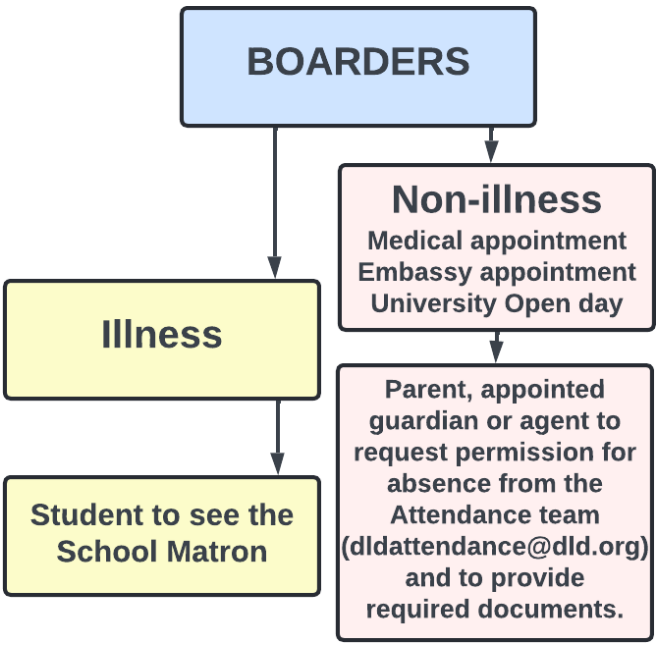
The registration windows:

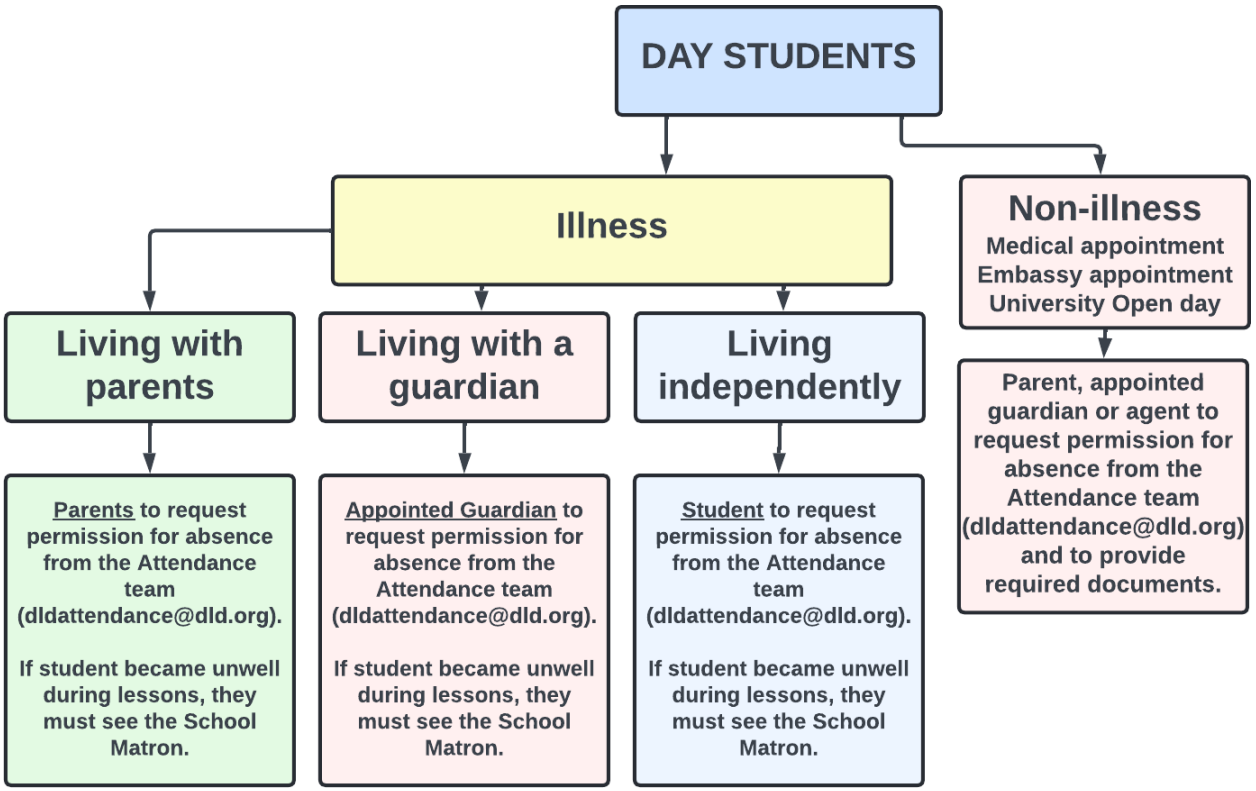
AM	**Period 1 – 8.45 - 8.55am**
PM	**Period 2 – 1.35 – 1.45pm**

Expectations: Roles & Responsibilities

Job title	Role
Principal	Has overall responsibility for the whole-school attendance. Cases of serious and persistent truancy are ultimately reported to and managed by the Principal in line with the college disciplinary policy.
Senior Vice Principal (Pastoral)	Tracks the strategic attendance information for the students to ensure that high levels of attendance and punctuality are met and any resulting sanctions are clearly communicated.
HMs	Disseminate attendance information to their Tutors and report persistent truancy issues to the Senior Vice Principal (Pastoral). Issue sanctions for poor attendance and review both general student attendance and individual student cases. In cases of poor attendance levels, HMs will issue a Weekly Report card specifically for attendance that must be completed by teachers. When attendance levels continue to fall further measures are applied.
Tutors	Meet with students daily and communicate attendance levels to the students directly and pass on relevant information to the Attendance Officer. Tutors discuss with students their attendance and express concerns where appropriate as instructed by the HMs; these include verbal interventions to focus on improving the current levels of the student. In cases of continued poor attendance levels Tutor verbal warning. Student spoken to by tutor, explaining issues & importance of punctuality, and placed in a detention.
Subject Teachers	Ensure that manual registration on ISAMS is complete within the first 10 minutes of the lesson and is accurate for each of their classes, including registering any students who arrive late. Any missing CSA students must be reported to the Behaviour team via email ASAP, as well as when they arrive to the lesson. Any issues with registering students an email should be sent to the Attendance Officer. Attendance issues should be addressed by the teacher with the student, logged on iSAMS and raised with the Tutor, HM and HoD.
Director of Boarding, Houseparents and School Matron	Boarders' attendance will be managed by the Director of Boarding for boarding evening registrations and activities. The School Matron is the first point of contact for student illness and would be expected to be the person authorising an illness (on iSAMS) of a boarding student, though on the rare occasion the Houseparents may authorise a boarder's absence due to illness, in the Matron's absence.
Attendance Officer (dldattendance@dld.org)	Manages the attendance recording system and records authorisation received from relevant people (see the next section). Prepares attendance reports for the relevant members of staff regarding student attendance. Follows up on initial absences, tracks the patterns of absences and lateness. Suggests the interventions and makes sure they've been done. The first point of contact and initial decision maker for all the absence requests.
Students	Students are expected to attend all lessons, tutor periods and all compulsory activities, arriving on time and ready to learn. Attendance is monitored closely, and any unexplained absence or lateness will be followed up with support and sanctions being put in place.

Relevant person who can request permission for student's absence from lessons





The College will require to receive medical evidence for absence due to illness in the following situations:

- If the level of their absences due to illness reaches 10% of overall attendance
- If the length of absence due to illness is more than 5 working days
- If the medical absences or illness have any patterns (e.g., certain days, parts of day or lessons)

Medical certificates must be written in English to be accepted from the college. The College reserves the right to check the authenticity of the letter.

Those students with high levels of authorised absence are also monitored and may be subjected to expectations such as being required to provide medical proof, where the authorised absences are all due to medical issues.

Records of intervention are addressed to the student but shared with parents/guardian.

Student Group	Tracking process
CSA (Day Students)	Attendance officer generates list at 9.00am, 11.45am, 2.00pm and 4.00pm. Attendance alert sent to parents and follow up calls by Attendance Officer, Assistant Principal (Pastoral) and Senior Vice Principal (Pastoral)
Boarders (All)	Attendance officer generates list at 9.00am, 11.30am, 2.00pm and 4.00pm. Houseparents follow up on missing students and attendance alert sent to parents at 4.00pm by Attendance Officer
Independent Livers and students who live with guardians	Attendance officer generates list at 9.00am, 11.45am, 2.00pm and 4.00pm. Compliance manager and Assistant Principal (Academic) follow up on missing students. Attendance alert sent to parents at 4.00pm
Domestic and International students living with parents	Attendance officer generates list at 9.00am, 11.45am, 2.00pm and 4.00pm. Attendance alert sent to parents and follow up calls by Attendance Officer, Assistant Principal (Pastoral) and Senior Vice Principal (Pastoral)

New students

The local authority is informed by of new students joining the school within 5 working days of the student joining the school.

Sponsored Students

Students sponsored by DLD College's visa are responsible for meeting the requirements of their visa including adhering to the college attendance policy. The college is responsible for accurately recording and reporting absences to the Home Office and students failing to meet the attendance requirements may be withdrawn from the college and their visa sponsorship withdrawn.

Early leaves and Late returns

No students should leave early or return late unless prior authorisation has been sought by the Principal and/or Senior Vice Principal. Any early leave / late return will be sanctioned in line with the Attendance Policy. Any early leaves at the end of the academic year will be followed up with the request to sign the Attendance agreement for the next academic year.

Punctuality

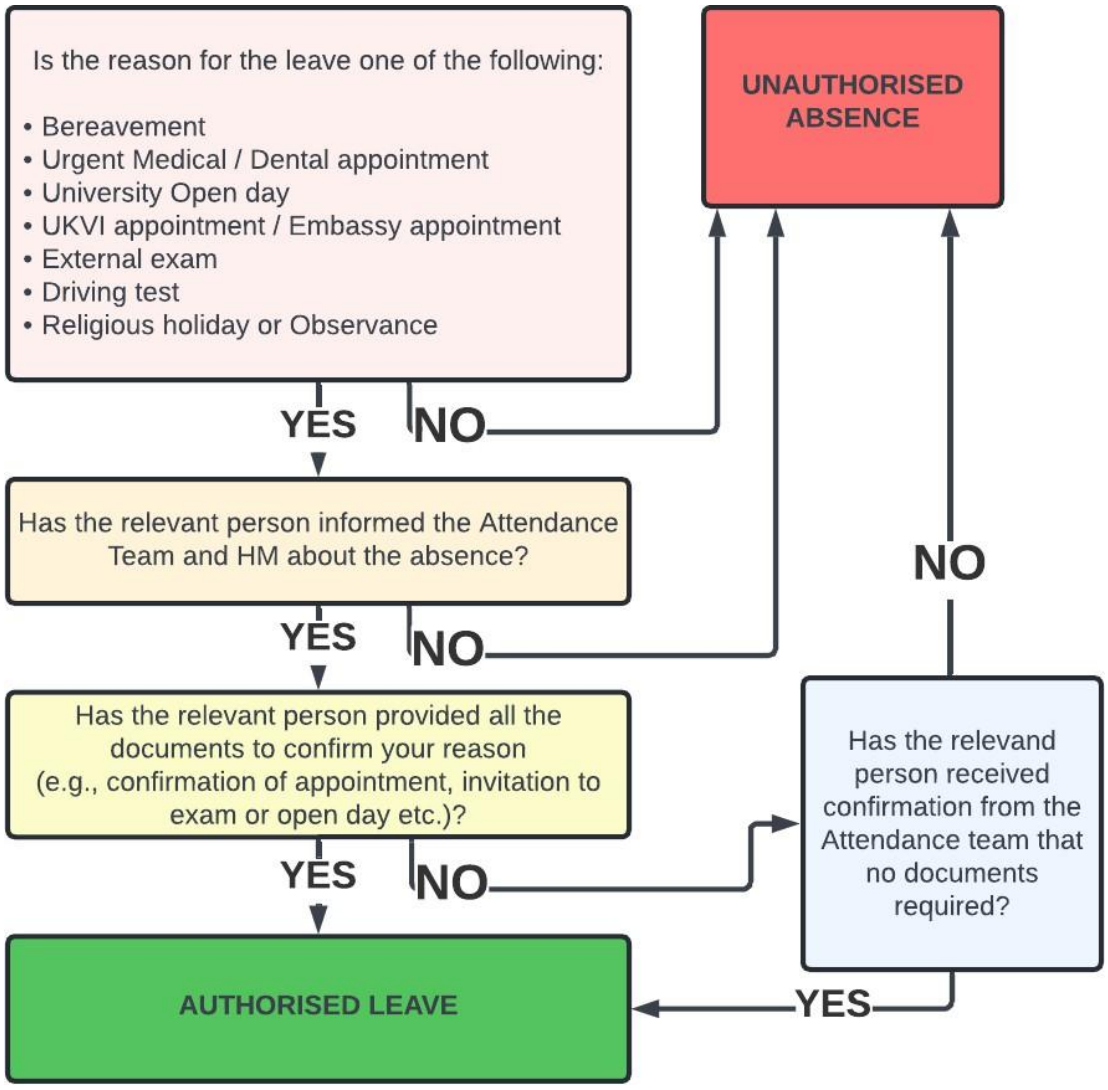
Punctuality is recorded alongside attendance. Sanctions will be imposed on those students who are persistently late for lessons, in line with the behavior policy. If a student arrives more than thirty minutes late into a single period, they will be classified as absent from that lesson.

For the boarding students:

- If a boarder is missing from lessons, and the boarding team must chase them three times within a week – **an evening gating** will be issued by the HPs
- Repeated instances of lateness will be referred to the student's HP and HM accordingly

Authorised and Unauthorised Leave

Students are expected to attend 100% of their lessons and other scheduled activities, such as registration sessions and activities, unless they are deemed to be too unwell to attend. We understand there are very rare occasions when this may not be the case – in such cases, prior approval in writing must be sought from the school, although please note that authorised absences are a rare exception, and that missing school inevitably has consequences for both the student and their parents.



Reporting CSA students' absences to the local authority

Absences of students at compulsory school age are tracked separately to report the following:

- Any consecutive unauthorised absence of ten days or more – according to the Regulation 12 of the Education (Pupil Registration) (England) Regulations 2006
- Any student with fifteen or more days missed due to the illness (I code) over the academic year – according to Section 19 of the Education Act 1996

Attendance codes

/	Present (AM)
\	Present (PM)
B	Attending any other Approved Educational Activity
C	Other authorised circumstances
C1	Leave of absence – regulated performance or regulated employment abroad
C2	Leave of absence – part-time timetable
D	Dual registration
E	Suspended or excluded without alternative provision
G	Family Holiday (not agreed)
I	Illness
J1	Leave of absence – interview for employment or admission to another educational institution
K	Attending alternative provision arranged by the local authorities
L	Late (before registers closed)
M	Medical/Dental appointment
N	No reason yet provided for absence
O	Absent in other or unknown circumstances
P	Participating in a sporting activity
Q	Unable to attend – lack of access arrangements
R	Religious observance
S	Study leave for public examination
T	Travelling with parents for occupational purposes
U	Late (after registration closed)
V	Attending an educational visit or trip
W	Attending work experience
X	Not required to attend – for students of non-compulsory school age
Y1	Unable to attend – normal transport not available
Y2	Unable to attend – widespread travel disruption
Y3	Unable to attend – part of school premises being closed
Y4	Unable to attend – whole school site being unexpectedly closed
Y5	Unable to attend – student is in criminal justice detention
Y6	Unable to attend – public health guidance or law not to attend
Y7	Unable to attend – unavoidable other than Y1-Y6
Z	Prospective pupil not on admission register
#	Planned whole-school closure (e.g., INSET day, planned closure)
-	All should attend / No mark recorded

Listen and Understand: Support/enforcing sanctions for non-attendance and poor punctuality

Cumulative Attendance Levels

Attendance level	% of overall*	Actions
Level 1 Warning	**92** % of overall*	Tutor verbal warning. Student spoken to by tutor, explaining issue & importance of punctuality, and placed on a detention. Recorded on ISAMS. In case of no improvement Level 1 Warning must be re-issued and communicated home.
	5 % lateness	
Level 2 Warning	**88** % of overall*	Housemaster/mistress (HM) warning. Student spoken to by HM, explaining issue & importance of punctuality, and placed on a weekly report with the HM. Recorded on ISAMS and communicated home (referring to time and date of first warning on ISAMS). In case of no improvement student is moving straight to Level 3 Warning.
	10 % lateness	
Once a student is at or below 88% attendance, all sickness-related absences will require medical evidence, to be shared with the Attendance Officer. Boarders may be asked to surrender their room key during the day.		
Level 3 Warning	**84** % of overall*	Assistant Principal (Pastoral) (AP) warning. Student spoken to by AP (P) and Compliance Manager, explaining issue and importance of punctuality. Student is placed in Supervised Study for all free periods, required to register at 8:30 with the AP (P) and if boarder not allowed to return to the Boarding House during the day. Recorded on ISAMS and communicated home. In case of no improvement Level 3 Warning may be re-issued based on AP (P) judgement.
	15 % lateness	
Level 4 Warning	**80** % of overall*	Senior Vice Principal (Pastoral) (VP) warning. Student spoken to by VP (P), AP (P) and Compliance Manager, explaining issue and importance of punctuality, and intervention to help improvement, which may include actions such as being placed on weekly report with the VP (P), having lessons in supervised study. Recorded on ISAMS and communicated home. Individual follow ups based on each specific case.
	20 % lateness	
If no improvement, Principal and VP (P) to decide on student's future at College, through meeting with parents.		

*Figures to include authorised absences and AEA

Statement of Intent

In order to improve levels of attendance and punctuality the college will employ key strategies:

- Address non-attendance early by contacting parents.
- Analyse data on punctuality and attendance supplied by the Attendance Officer through the HM, directing tutors to intervene with their tutees where necessary.
- When prolonged absence is recorded, contact will be made by the HM and issues relating to attendance will be reported to the Senior Vice Principal (Pastoral).
- Have clear strategies to address levels of attendance below 92%.
- Fulfil reporting duties as required by the Home Office for any sponsored students.
- Impose sanctions for persistent lateness and non-attendance. We would expect the support of parents and guardians in this, to ensure the best outcome for their child
- This policy is made available to staff, parents, and students on the online dashboard and in induction packs and programmes.

Children at particular risk of missing education

- A child of statutory school age (5-16) not on roll at a registered school
- A child allocated a place at school who has not attended
- A child registered as being educated at home but not receiving an appropriate education
- Children have a higher risk of becoming CME when they move across Local Authority boundaries, and certain life events make some children more vulnerable to missing education such as, but not limited to:
    - Children of homeless families, living in temporary accommodation, multiple occupancy or bed and breakfast accommodation
    - Families fleeing domestic violence
    - Children subject to a Child Protection Plan
    - Children of Gypsy / Roma / Traveller background
    - Children from highly mobile families e.g. asylum seekers, or economic migrants
    - Young people in the criminal justice system
    - Children with long-term medical or emotional health problems
    - Children in private fostering arrangements
    - School aged parents
    - Children of parents with learning difficulties or a mental health diagnosis

The School's Responsibilities

The DfE 'S CME Legal Framework states in Point 16 for both cohort and in year: "Schools must enter pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity". Once a start date has been agreed the child must be added to the school's register. In the event a child does not arrive on the start date, school is to make reasonable attempts to contact the parent via telephone, email and letter and if after several attempts, contact is unsuccessful, the school will contact Lambeth Council for advice.

If a parent informs a school that they do not wish their child to come to that school, the school will email Lambeth Council for advice. If school is informed that the child will no longer be attending the school, the school will update Lambeth, indicating the date the pupil was removed and the reason for removal, ideally with information on the new school, to enable Lambeth to establish a family's whereabouts.

Referring a child who is CME

In the event of the school being made aware that a child is not registered or attending a school, they will inform Lambeth Council, so that they can process all referrals to establish the situation.