



Cranbourne Attendance Policy

(inc. Children with health needs who cannot attend school, CME and EHE)

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National guidance

This policy was written using a range of national guidance documents:

- Keeping Children Safe in Education Sept 2025 - statutory guidance for schools [Keeping children safe in education - GOV.UK](#)
- Working together to safeguard children 2023 – statutory guidance for safeguarding partners [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#)
- The Special Educational Needs and Disabilities Code of Practice 0-25 years [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(legislation.gov.uk\)](#)
- Working together to improve school attendance August 2024 [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](#)
- Looked After Children [Promoting the education of looked-after children and previously looked-after children \(publishing.service.gov.uk\)](#)
- Ensuring a good education for children who cannot attend school because of health needs Statutory guidance for local authorities December 2023 [Arranging education for children who cannot attend school because of health needs](#)
- Children Missing Education Statutory Guidance for Local Authorities Sept 2025 [Children missing education: statutory guidance for local authorities and schools - GOV.UK](#)
- Gypsy, Roma and Traveler Children [Gypsy, Roma and Traveller pupils: supporting access to education - Case study - GOV.UK \(www.gov.uk\)](#)
- Statutory Guidance on Children who run away or go missing from home or care [Statutory guidance on children who run away or go missing from home or care \(publishing.service.gov.uk\)](#)
- Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation [Department for Education \(publishing.service.gov.uk\)](#)
- NSPCC [Protecting children from sexual exploitation | NSPCC Learning](#)
- Elective home education guidance for local authorities April 2019 [Elective home education: departmental guidance for local authorities \(publishing.service.gov.uk\)](#)
- Elective home education – a guide for parents April 2019 [Elective home education: guide for parents \(publishing.service.gov.uk\)](#)
- Alternative Provision Statutory guidance for local authorities February 2025 [Arranging Alternative Provision - guide for LAs and schools](#)

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Section 1: Rationale

Improving school attendance is everyone's responsibility. At Cranbourne we will develop and maintain a whole school culture that promotes the benefits of high attendance. We are committed to providing an education of the highest quality for all our students and endeavour to provide an environment where all students feel valued and welcome.

For a child to reach their full educational achievement a high level of school attendance is essential. **We set a target of 96% attendance for all students.** For our students to take full advantage of the educational opportunities offered it is vital your child is at school, on time, every day the school is open unless the reason for the absence is unavoidable. The routines children develop around attendance and punctuality at school are the same as the expectations of any future employer in the world of work. High attainment, confidence with peers and staff, and future aspirations depend on good attendance.

Every child has a right to access the education to which they are entitled. 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 (Section 7, Education Act, 1996). It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school. **Where a child is registered at Cranbourne, parents/carers have a legal duty to make sure their child attends regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances.**

Good attendance is important because:

- Statistics show a direct link between under-achievement and absence below 95%
- regular attenders make better progress, both socially and academically
- regular attenders find school routines, schoolwork and friendships easier to cope with
- regular attenders find learning more satisfying
- regular attenders are more successful in transferring between primary school, secondary school, and higher education, employment or training
- for the most vulnerable children, regular attendance is an important protective factor

We recognise that some children find it harder to attend school, therefore our Cranbourne team will endeavour to build strong and trusting relationships with our students and parents/carers to:

- **EXPECT:** Aspire to high standard of attendance from all our families
- **MONITOR:** Act early to address patterns of absence before they become entrenched

- **LISTEN & UNDERSTAND:** to understand barriers & agree how we can work together to resolve them
- **FACILIAE SUPPORT:** Remove barriers in school and help students and parents access the support they need, which might include early help or a family plan
- **FORMALISE SUPPORT:** Where absence persists and voluntary support is not working, partners will work together to explain the consequences clearly
- **ENFORCE:** Where all other avenues have been exhausted and support is not working or being engaged with, enforce attendance through statutory intervention, which could include a penalty notice or prosecution to protect the student's right to an education.

1.1 The Law Relating to Attendance

Section 7 of the Education Act 1996 states that:

“the parent of every child of compulsory school age shall cause him/her to receive efficient full-time education suitable:

- (a) to age, ability and aptitude and*
- (b) to any special educational needs he/she may have either at school or otherwise”*

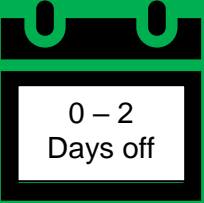

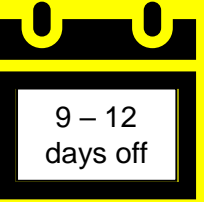
1.1.2 Compulsory School Age



A child can leave school on the last Friday in June if they will be 16 by the end of the summer holidays. They must then do one of the following until they are 18:

- stay in full-time education, for example at a college
- start an apprenticeship or traineeship
- spend 20 hours or more a week working or volunteering, while in part-time education or training

Section 2: Promoting good attendance and punctuality

Our attendance processes are as follows:

 <p>0 – 2 Days off</p>	<p>99 - 100%</p>	<p>Responsibility of: Form tutors HOH</p>	<p>Attendance levels are good to excellent</p> <p><i>Positive encouragement, incentives and rewards are used to maintain high levels of attendance</i></p> <ul style="list-style-type: none"> • Positive and warm welcome to all students • Attendance slide in form time • Headline attendance in planners every week • Praise any tutees with improved attendance • Praise text sent home for weekly 100% attendance and improved attendance • Additional five stamps per week for 100% attendance • Star badges to be given by HOH in Reward assemblies for 98% to 100% headline attendance: Autumn Term: Bronze Spring Term: Silver Summer Term: Gold • Attendance praised in termly HOH reward assemblies; individual and tutor group • Daily wellbeing emails sent to students who are absent to check in with the family (Form Tutor) • Attendance streaks; rewards for periods of 100% attendance
 <p>2 – 8 Days off</p>	<p>96 - 98.9%</p>	<p>Responsibility of: Form tutors CPP HOH Attendance officer (AO)</p>	<p>Attendance levels are beginning to show concern</p> <p><i>Regular data analysis & monitoring of attendance; 3-week attendance drop used to analyse attendance</i></p> <p>All actions for above 96% attendance plus:</p> <p>At 95.9% from the start of the Spring Term Letter 1 from AO warning parents of concern & advise that future absences not be authorised unless medical evidence is provided.</p> <ul style="list-style-type: none"> • CPP and AO to closely monitor attendance • If attendance improves: praise letter from HOH • If attendance falls: Family Attendance Plan • Individual attendance target is set <p>At 93% Letter 2 from AO.</p> <ul style="list-style-type: none"> • CPP and AO to closely monitor attendance • If attendance improves: praise letter from HOH • If attendance falls: second Family Attendance Plan with FT, HOH, and AO • Individual attendance target is set.
 <p>9 – 12 days off</p>	<p>93 - 95.9%</p>	<p>Responsibility of: Form tutors CPP HOH Attendance officer (AO)</p>	<p>Attendance levels are beginning to show concern</p> <p><i>Regular data analysis & monitoring of attendance; 3-week attendance drop used to analyse attendance</i></p> <p>All actions for above 96% attendance plus:</p> <p>At 95.9% from the start of the Spring Term Letter 1 from AO warning parents of concern & advise that future absences not be authorised unless medical evidence is provided.</p> <ul style="list-style-type: none"> • CPP and AO to closely monitor attendance • If attendance improves: praise letter from HOH • If attendance falls: Family Attendance Plan • Individual attendance target is set <p>At 93% Letter 2 from AO.</p> <ul style="list-style-type: none"> • CPP and AO to closely monitor attendance • If attendance improves: praise letter from HOH • If attendance falls: second Family Attendance Plan with FT, HOH, and AO • Individual attendance target is set.

 <p>13 - 20 Days off</p> <p>17 missed school days per year = a GCSE grade drop</p> <p>90% is:</p> <ul style="list-style-type: none"> • ½ day missed per week (3 lessons) <p>90% over 1 year is:</p> <ul style="list-style-type: none"> • 4 weeks of lessons missed (120 lessons) <p>90% over 5 years is:</p> <ul style="list-style-type: none"> • ½ a school year missed (570 lessons) 	<p>90 - 92.9%</p>	<p>Responsibility of:</p> <p>Form tutors</p> <p>DSL team</p> <p>HOH</p> <p>Attendance officer</p> <p>HOD and LP</p>	<p>Attendance levels causing more significant concern</p> <p>All actions for above 96% attendance plus: <i>Daily data analysis & monitoring of attendance</i></p> <ul style="list-style-type: none"> • HOH, AO, DSL, student & family develop family attendance plan. Three weeks monitoring of this plan. • Home visit on Day 3 for any student absence in this wave • Referral to the LIT team when threshold is reached for any student in this wave (when they meet the criteria for a referral) • Referral to Children's Services if complex issues around the family are identified • Students are likely to be behind in their learning; HOD & LP to create a learning plan to support them to catch up on missed learning (where appropriate). • Praise for 100% weeks and improved attendance
 <p>More than 20 days off</p>	<p>Under 89.9%</p>	<p>Responsibility of:</p> <p>Form tutors</p> <p>SLT Link</p> <p>DSL team</p> <p>HOH</p> <p>Attendance officer</p>	<p>Attendance decreased to an unacceptable level – below PA rate – despite interventions by school staff</p> <ul style="list-style-type: none"> • SLT link, HOH, AO, student, and family develop family attendance plan to address absence using EBSA toolkit from Hampshire • Three weeks monitoring of plan • Refer to the LIT team, Hampshire Inclusion Team, Hampshire SEND Case Worker (for EHCP students) and/or Children's Services if complex issues are identified • Follow Child Missing in Education (CME) and pupil on roll missing education POOME procedures if appropriate • Home visit on Day 3 for any student absence in this wave • For complex attendance issues, use of North Room (EBSA provision) and/or reduced hours timetables to support children back into school

2.1: Roles and Responsibilities

There are a number of the Cranbourne team that have responsibility for attendance:

Role	Name	Contact Details
Headteacher	Miss S Conlon	s.conlon@cranbourne.hants.sch.uk
Senior Leader with responsibility for attendance Designated Safeguarding Leader	Mrs K Reddy	k.reddy@cranbourne.hants.sch.uk
School attendance officer (AO)	Mrs K Geary	k.geary@cranbourne.hants.sch.uk
School SENCo	Mrs M Horimoto	m.horimoto@cranbourne.hants.sch.uk
School Mental Health Leader Deputy DSL	Mrs C Ryan	c.ryan@cranbourne.hants.sch.uk
<u>Heads of House</u> <ul style="list-style-type: none"> • Austin House • Lloyd Webber House • White House • Thomson House 	Miss R Alner Mrs T Simpson Miss S Miller Mrs J Vaughn	r.alner@cranbourne.hants.sch.uk t.simpson@cranbourne.hants.sch.uk s.miller@cranbourne.hants.sch.uk j.vaughn@cranbourne.hants.sch.uk
Cranbourne Parent Partners (CPP)	Miss N Williams (Lloyd Webber House) Mrs R Ball (Austen House) Mrs J Wells (White House) Miss H Skinner	n.williams@cranbourne.hants.sch.uk r.ball@cranbourne.hants.sch.uk j.wells@cranbourne.hants.sch.uk h.skinner@cranbourne.hants.sch.uk
Cranbourne Family Support Worker Deputy DSL	Mrs K Gare	k.gare@cranbourne.hants.sch.uk
Governor with responsibility for attendance	Mr Mike McCarthy	m.mccarthy@cranbourne.hants.sch.uk

However, good attendance is everyone's responsibility:

<p>Responsibilities of students:</p>	<ul style="list-style-type: none"> • Attend every day unless they are unwell or have an authorised absence • Arrive in school on time • Go to their form tutor and their lessons on time • Take responsibility for registering at the reception desk if they are late or are leaving the school site during school hours
<p>Responsibilities of parents/carers:</p>	<p><i>Ensuring your child's regular attendance at school is a parent/carers legal responsibility and permitting absence from school that is not authorised by the school creates an offence in law.</i></p> <p>Parents must:</p> <ul style="list-style-type: none"> • Inform Cranbourne on their child's first day of absence by contacting their child's House CPP via phone, and then on subsequent days of absence • Discuss with the headteacher any planned absences well in advance • Support Cranbourne with their child aiming for above 96% attendance per year • Avoid taking their child out of school for non-urgent medical or dental appointments • Only request a leave of absence if it is for an exceptional circumstance <p>When a child is at risk of persistent absence (below 93%) attendance:</p> <ul style="list-style-type: none"> • Work with the school and local authority to help them to understand their child's barriers to attendance • Proactively engage with the support offered to prevent more formal support <p>When a child is persistently absent (90% or below attendance):</p> <ul style="list-style-type: none"> • Work with the school and local authority to help them to understand their child's barriers to attendance • Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention. <p>When a child is severely absent (50% or below attendance):</p> <ul style="list-style-type: none"> • Work with the school and local authority to help them to understand their child's barriers to attendance • Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.

Responsibilities of the Cranbourne team:

- Adhere to the guidance; [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/124111/Working_together_to_improve_school_attendance.pdf)

Ensure strong relationships with families are formed to understand and remove barriers to attendance

- Build close and productive relationship with students and parents.
- To ensure parents understand the link between attendance and attainment and wider wellbeing
- Challenge any misconceptions about what good attendance looks like
- Provide a consistent person to work with the family on attendance
- Listen and understand the barriers to attendance; addressing in-school barriers and then where barriers are outside of the school's control, meeting with parents and wider partners to agree actions or interventions to address them.
- Where voluntary support has not been effective, Cranbourne will work with the local authority to introduce formal support, which could include:
 - An attendance contract/education supervision order
 - Issue of a Notice to Improve and/or penalty notice
 - Intensifying support through Children Services involvement where there are safeguarding concerns
 - Prosecution where all other routes have failed or are not deemed appropriate

Develop and maintain a whole school culture that promotes the benefits of high attendance

- We recognise that good school attendance is a learned behaviour
- Attendance is integral to our ethos and culture
- A senior leader has responsibility for championing and improving attendance in school and liaising with families where needed
- All of the Cranbourne team know the importance of good attendance and are consistent in their communication with families. Staff receive annual training about attendance and termly updates about our progress
- Cranbourne sets high expectations of attendance and punctuality of all students and communicates this with families
- Cranbourne rewards good and improved attendance through the issue of House points and star badges which recognise good attendance
- Cranbourne initiates CME procedures if there are safeguarding concerns about a missing child.

Have a clear school attendance policy on the school website which all staff, children and parents understand.

- Our policy details the expectations from Working Together to Improve School Attendance

- Have a coordinated, holistic approach which focuses on the individual needs of each child and ensures that all key staff i.e., DSL, SENCo, Mental Health Lead and LAC Coordinator are involved in attendance support

Regularly analyse attendance and absence data to identify students or cohorts that require support with their attendance and put strategies in place

Cranbourne will:

- Monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way
- Provide regular attendance reports to form tutors to facilitate discussions with students in PDL time
- Undertake frequent individual level analysis to identify students that need support and develop targeted actions for those cases
- Analyse half-termly, termly and annual data to identify patterns and trends.
- Benchmark attendance against local and national attendance data
- Monitor the impact of any interventions

Accurately complete admission and attendance registers.

- For more details, please see section 3.1

Have robust daily processes to follow up absence.

- Cranbourne will proactively manage lateness; a student is recorded as late (L) if they arrive after 8.30am but before 9am
- We will contact any parent who has not contacted the school to explain their child's absence on the first day of absence where a reason has not been provided
- We will identify any absences that are not explained for each session and contact parents to understand why and when the student will return. The correct code will be inputted no later than five working days after the session.
- We will hold more than one contact number for each student where possible
- We will regularly communicate with parents about their child's attendance and absence levels
- Cranbourne will identify students who need support from wider parents as quickly as possible and make the necessary referrals
- Cranbourne will support students back into education following a lengthy or unavoidable period of absence

Share information and work collaboratively with other schools in the area, local authorities and other partners where a student's absence is at risk of becoming persistent or severe

Be mindful of students absent from school due to mental or physical health or their SEND needs, and provide them with additional support

	<p>Please see Section 11 of this policy</p> <p>When a child is at risk of persistent absence (93% or below) attendance:</p> <ul style="list-style-type: none"> • Proactively use data to identify children at risk of poor attendance. • Work with each identified child and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. • Where out of school barriers are identified, signpost and support access to any required services in the first instance. • If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. <p>When a child is persistently absent (90% or below attendance): Continued support as for children at risk of becoming persistently absent and:</p> <ul style="list-style-type: none"> • Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. • Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. • Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. • Where there are safeguarding concerns, intensify support through statutory children's social care. • Work with other schools in the local area, such as schools previously attended and the schools of any siblings <p>When a child is severely absent (50% or below attendance): Continued support as for children at risk of becoming persistently absent and agree a joint approach for all severely absent children with the local authority.</p> <p>Where a student has a social worker or youth offending team worker:</p> <p>We will inform a student's social worker or YOT worker if there are any unexplained absences from school or if their name is to be deleted from the school register.</p>
<p>Responsibilities of the Governing Body:</p>	<ul style="list-style-type: none"> • Recognise the importance of school attendance and promote it across the school's ethos and policies • Regularly review attendance data, supporting and challenging leaders to focus improvement on individual children or cohorts that need it the most • Ensure school leaders fulfil expectations and statutory duties • Ensure school staff receive training on attendance

Section 3: Recording Attendance

3.1 Our School Roll

Cranbourne will keep an electronic admission register and attendance register. The contents of which includes:

- All children on roll at Cranbourne
- All children's personal details including full legal name
- At least two, and preferably three, telephone numbers for different trusted adults (In order for us to safeguard children it is important that we have a number of contact details for trusted adults in case of emergency)
- The date of admission (or re-admission)
- Information regarding parents and carers
- Details of the school last attended.

Cranbourne will enter children on the admissions register at the beginning of the first day on which it has been agreed by the school that the child will start, or the day that the school has been notified that the child will attend the school.

On each occasion, we will record children's attendance using the national codes. (For details of current national attendance codes see [School attendance guidance School attendance guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk))

A child's name can only be deleted from the admission register for a reason set out in regulation 9 of the Education (Pupil registration) (England) Regulations 2024 as amended.

3.2 Our School Day

Our school day starts at 8.30am and we expect your child to be in their form tutor's classroom at that time. To ensure they are punctual for PDL time, they should be on site by 8.25am.

Legally our registers must be marked twice daily. This is once at the start of the school day, 8.30am and again for the afternoon session at 12pm.

3.3 Lateness/Punctuality

Poor punctuality is not acceptable. It is important to be on time at the start of the morning and afternoon school sessions and to lessons. If a child misses the start of the day, they miss vital time with their form tutor getting vital information, instructions and news for the day. Children that arrive late can also disrupt lessons; this can be embarrassing for your child and can encourage absence.

The school day begins at 8.30am and all students are expected to be in school at this time. Morning registration is at 8.30am and it closes at 9am. All lateness is recorded

daily (L code). This information will be required by the courts, should a prosecution for non-attendance or lateness be necessary.

Arrival after the close of registration (9am) will be marked as an unauthorised absence (U) in line with Hampshire County Council and Department for Education guidance. This mark shows them to be on site, but is legally recorded as an absence.

If a student is late due to a medical appointment, they will receive an authorised absence, coded M. Please be advised that, where possible, doctors and dentists' appointments are to be made outside of school hours or during school holidays. Please provide proof of the appointment to your child's CPP.

Children arriving late should report to CPP to sign in for the day.

3.3.1 How we manage lateness

Students that are late to school or to lessons receive a 30-minute HEPU detention at the end of the school day.

If your child has a persistent late record, you will be asked to meet with your child's Head of House to identify what the barriers are and together seek a resolution.

Please approach us at any time if you are having problems getting your child to school on time so that we can work with you. The earlier we identify a problem the more chance of success we can have.

Students who are consistently late are disrupting not only their own education but also that of the other students. Ongoing and repeated lateness is considered as unauthorised absence and will be subject to legal action. Parents, guardians or carers of students who have patterns of lateness will be contacted to discuss the importance of good time keeping and how this might be achieved. If lateness persists parents, guardians or carers will be invited to attend the school and discuss the problem and support offered.

If support is not appropriate or is declined and a child has 10 or more sessions of unauthorised absence due to lateness recorded in any 10-week period, the school or Hampshire County Council will be required to issue parents with a Penalty Notice in accordance with Hampshire County Council's Code of conduct: issuing Penalty Notices for unauthorised absence from schools.

3.4 What to do if my child is absent?

3.4.1 First day of absence

A child not attending school is considered a safeguarding matter. This is why information about the cause of any absence is always required. If your child is absent, parents/carers must:

- Contact your house Cranbourne Parent Partner (CPP) as early as possible, and at the latest by 8.30am on the first day of absence. Please give a reason for the absence and an expected return date.
- You can call 01256 868600 to let us know your child will be absent.
- Please contact us every day your child will be absent.

3.4.2 Safeguarding

To ensure that a child is safe and well, and to understand the reason for absence so that it can be recorded with the correct code on the register, any unexplained absences will be followed up immediately. If your child is absent we will:

- Telephone you on the first day of absence if we have not heard from you – this is because we have a duty to ensure your child's safety as well as their regular school attendance
- We will follow up with a text message to any parents/carers who we are unable to contact via telephone by 10.50am
- We may visit the home on the same day if there is a continued lack of contact to carry out a safe and well check on the child (where appropriate)
- Invite you into school to discuss the situation with our attendance officer
- Refer the matter to Hampshire County Council's Attendance Legal Panels if absence is unauthorised and falls below 90%.

We will ensure children who are vulnerable are prioritised for contact with a safe and well check where appropriate. We may contact the police and/or Local Authority staff to assist with safe and well checks, particularly if there are additional safeguarding or welfare concerns.

3.4.3 Third day of absence

If your child is not seen and contact has not been established with any of the named parents/carers, after three days of absence the school is required to start *child missing in education* procedures as set down by Hampshire County Council guidance. We will make all reasonable enquiries to establish contact with parents/carers and the child, including making enquires to known friends and wider family.

3.4.4 Ten days' absence

We have a legal duty to report the absence of any student who is absent without an explanation for 10 consecutive days. If the child is not seen and contact has not been established with the named parent/carer then the local authority is notified that the child is *at risk of missing*. Children's Services staff will visit the last known address and alert key services to locate the child. So, help us to help you and your child by making sure we always have an up-to-date contact number. There will be regular checks on telephone numbers throughout the year.

3.4.5 Persistent Absence (PA)

If your child misses 10% (three weeks/sessions) or more schooling across the school year, for whatever reason, they are defined as persistent absentees.

Absence for whatever reason disadvantages a child by creating gaps in his or her learning. Research shows these gaps affect attainment when attendance falls below 95%. As such, we monitor all absence thoroughly and all attendance data is shared with the local authority and the Department for Education.

If your child has had absence and their attendance level is falling towards 90% we will contact you and, depending on the reasons for the absence, will refer your child to the Legal Intervention Team. All our persistent absentee students and their parents are offered support via:

- A Family Attendance Plan, which may include a learning Plan and/or mentoring as well as a package of other support

3.4.6 Severe Absence (SA)

A child is considered severely absent (SA) if they miss 50% or more of their schooling across the school year for whatever reason. These children will be given top priority for more intensive support across a range of partners. All of our SA children and their parents/carers will be supported through an action plan.

If all avenues of support have been offered, but severe absence for unauthorised reasons continues, it is likely to constitute neglect and the school will consider whether there is a need to refer into children's social care.

Safe and well checks, including home visits will be carried out and recorded. The frequency of home visits will be determined on a case-by-case basis following a risk assessment by the school, in consultation with relevant partner agencies.

Section 4: Request for leave of absence

The Education (Pupil Registration) (England) Regulations state that headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. We require parents to observe the term times of our school. All applications for a leave of absence must be made in advance to our headteacher and will only be considered if there are exceptional circumstances.

The fundamental principles for defining exceptional are rare, significant, or unavoidable, which means the event could not reasonably be scheduled at another time.

It is important to note that headteachers can determine the length of the authorised absence, as well as whether absence is authorised at all. When making a decision, the headteacher will consider the circumstances of each application individually,

including any previous pattern of leave in term time. Each request for absence under an exceptional circumstance category will be considered individually.

When making the decision the following factors may be considered:

- the amount of time requested
- the age of the child
- the child's general absence/attendance record
- proximity to internal or external test/examinations
- length of the proposed leave
- child's capacity to catch up any work missed
- child's educational needs
- general welfare of the child
- safeguarding concerns
- circumstances of the request
- purpose of the leave
- frequency of the activity
- when the request was made
- when leave of absence has been granted, the absence will be recorded as authorised, using the appropriate register symbol

4.1 Application for leave of absence for a holiday

There is no legal entitlement for time off in school term time to go on holiday and in the majority of cases holiday will not be authorised. We do not have the discretion to authorise holidays during term time, apart from very rare occasions where it meets the exceptional circumstance criteria. Parents/carers wishing to apply for leave of absence need to fill in an application form in advance and before making any travel arrangements.

4.2 Absence without prior permission

If term-time leave is taken without prior permission from the school, the absence will be unauthorised and if the number of sessions absent hits the thresholds set down in Hampshire County Council's Code of conduct, parents/carers will be issued with a fixed-penalty fine or other legal action in accordance with the code. Taking holidays in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not taking children out during school time.

4.3 Absence for medical appointments

As far as possible, medical and dental appointments should be made outside of the school day. Where this is not possible, a note and appointment card should be sent to the school prior to the appointment.

Children must attend school before and after the appointment wherever possible. If the appointment requires the child to leave during the day, they must follow our signing out procedure.

Should a child arrive late to school following an appointment, then should sign in at the CPP office.

4.4 Absence for religious or cultural observance

Parents must inform the school in advance if absences are required for days of religious observance. We will authorise absences where a reasonable request is made. Parents should inform the school **PRIOR** to any absence due to religious observance.

For students who regularly attend worship, a signed agreement between the parent and the headteacher must be in place.

4.5 Absence through child participation in public performances, including theatre, film or television work and modelling

Parents/carers of a child performer can seek leave of absence from school for their child to take part in a performance. They must contact the headteacher to discuss the nature and frequency of the work, whether the child has a valid performance licence and whether education will be provided by the employer during any future leave of absence. It is, however, down to the headteacher's discretion as to whether to authorise this and they will wish to discuss with you the nature and frequency of the absence and how learning will continue if absence occurs. Any absence recorded as part of a child's participation in a public performance is recorded as *C1*, an authorised absence.

4.6 Absence through competing at regional, county or national level for sport

Parents of able sportsmen and women can seek leave of absence from school for their child to take part in regional, county, national and international events and competitions. It is, however, down to the headteacher's discretion whether to authorise this and they will wish to discuss with you the nature and frequency of the absence and how learning will continue if absence occurs. Permission for your child to leave early or arrive late to attend coaching and training sessions is also at the discretion of the headteacher and is not likely to be approved if it is a regular event, unless the sports club or association is providing an education tutor as part of their coaching. Code P will be used.

4.7 Gypsy, Roma, Traveller and Showman families

Absence of a child from a Traveller family that has left the area may be authorised if the absence is for **work purposes only** and it is believed that the family intends to return. To ensure the continuity of learning for Traveller children, dual registration is allowed. That means that a school cannot remove a Traveller child from the school roll while they are travelling. When the Traveller is away the home school holds the place open and records the absence as authorised through the T code. Distance learning packs for Traveller children are not an alternative to attendance at school.

For further advice and guidance on attendance and Gypsy, Roma, Traveller and Showman families see Hampshire County Council guidance at: <http://documents.hants.gov.uk/childrens-services/HIAS/Promotingpupilattendanceandrecordingabsence-Section6.pdf>.

Further support and guidance is available from Hampshire County Council's Ethnic Minority and Traveller Achievement Service (EMTAS).

4.8 Study Leave

We will not authorise any applications for Yr. 11 students to have Study Leave during their GCSE examinations. This is because many students benefit from the expertise of their teachers in preparation for their exams, and the best place for them to be is in their lessons. Students are expected to attend their lessons up until they have taken the examination in that subject. They are then able to revise for their other subjects in this lesson time or attend a booster session.

4.9 Attendance at an interview

We will authorise attendance at an interview for entry into another educational institution or for future employment where requested in advance by a parent the child normally lives with

4.10 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.

Please see Section 10 for more details.

Section 5: Understanding types of absence – authorised and unauthorised

Students are expected to attend school every day for the entire duration of the academic year, unless there is an exceptional reason for the absence. There are two main categories of absences:

5.1 Authorised absence:

is when the school has accepted the explanation offered as satisfactory justification for the absence or given approval in advance for such an absence. If no explanation is received, absences cannot be authorised

Absence may generally be authorised for the following reasons:

- Illness, medical or dental appointments for which the school has granted leave (please make appointments outside the school day where possible, and provide evidence of the appointment to your Cranbourne Parent Partner (CPP))
- Unavoidable cause (which is expected to be an emergency and unavoidable)
- Days of religious or cultural observance for which the school has granted leave
- Traveller child travelling for the purposes of parent's employment which has been agreed with the school
- Other exceptional circumstances at the discretion of the Headteacher.

5.2 Unauthorised absence:

is when the school has not received a reason for absence or has not approved a child's leave of absence from school after a parent's request. This includes:

- Parents/carers keeping children from attending school unnecessarily or without reason
- Parents/carers keeping children off school to assist with translation
- Absences which have not been explained
- Children who arrive at school too late to get a late mark (i.e. after registers have closed)
- Parents/carers giving their children permission to be off school unnecessarily, such as for shopping, birthdays, or to look after siblings
- Day trips and/or holidays in term time which have not been agreed by the school
- Leaving the school without permission during the school day (truancy)

If an absence is recorded as unauthorised and absence is causing a concern, we may refer this to the Local Authority.

A school can, if needed, change an authorised absence to an unauthorised absence and vice versa if new information is presented. Any changes will be communicated to parents/carers. An example of this would be where a parent states a child is unwell but on return to school there is evidence they have been on holiday.

Section 6: Penalty Notices for non-attendance and other legal measures

In education law, parents/carers are committing an offence if they fail to ensure the regular attendance of their child of compulsory school age at the school at which the child is registered, unless the absence has been authorised by the school.

6.1 Legal measures for tackling persistent absence or lateness

Hampshire schools and Hampshire County Council will use the full range of legal measures to secure good attendance. Legal measures will only be considered when there is unauthorised absence and:

- 1) The child or family do not require the support from any agency to improve the attendance
- 2) The child has 10 or more sessions of unauthorised absence and parents are complicit in the child's absence.

The following legal measures will be used for students of compulsory school age who are registered at a school:

- Parenting contracts set at Education Planning Meetings
- Parenting orders
- Penalty Notices
- Education Supervision Orders
- Prosecution

Where a child has **unauthorised absence**, the school must enforce Hampshire County Council's *Code of conduct: issuing Penalty Notices for unauthorised absence from schools* or follow its guidance on other legal measures for non-attendance. The *Code of conduct* is a statutory document that ensures that powers for legal sanctions are applied consistently and fairly across all schools and their families within the authority. A copy is available from www.hants.gov.uk/education/hias/learning-behaviour-attendance/attendance-guidance-for-parents/possible-penalties.

6.2 Penalty Notices for non-attendance – Hampshire's Code of conduct

The Hampshire *Code of conduct* outlines the process for the issue of a penalty notice. They state:

A Penalty Notice is a fine which may be issued as an alternative to prosecution. If it is paid it does not require a court appearance and does not result in a criminal conviction.

Section 444A of the Act gives powers to the local authority, and headteachers to issue Penalty Notices in circumstances where it is believed that a person has committed an offence under Section 444(1); that is, where a child fails to attend regularly at their registered school.

If a child is seen in a public place in the first five days of a fixed term or permanent exclusion, a Penalty Notice may be issued and is £60 if paid within 21 days or £120 if paid between 22-28 days.

Who can be issued with a Penalty Notice

Where absence warrants the issuing of a Penalty Notice, anyone with Parental Responsibility, or having day to day care of the child can be issued with one Penalty Notice for each of the children with unauthorised absence. If two parents have two children this may result in four Penalty Notices, 2 Penalty Notices per parent.

Further unauthorised absence from school

If you receive two Penalty Notices in a rolling three-year period and your child has further unauthorised absences, legal action may be taken such as prosecution or an Education Supervision Order.

Circumstances when a Penalty Notice are issued

As set down by the Department for Education, Penalty Notices can be issued for unauthorised absence. In Hampshire, Penalty Notices are issued when a pupil has had 10 or more half-day sessions (equivalent to five school days) of unauthorised absence, in the last 10 school week period or where a parent/carer is deliberately avoiding the national threshold.

Unauthorised absence is absence not approved by the school and will be coded on your child's attendance record as one of the following:

- O: unauthorised absence
- U: late after close of registration
- G: non-approved leave of absence (holiday)

How a Penalty Notice is issued and amount of the fine

Penalty Notices are either posted to your home or delivered to you by hand. A First Penalty Notice is £80 if paid within 21 days or £160 if paid within 22-28 days. A second Penalty Notice may be issued if a Penalty Notice has previously been issued in the preceding three-year period in respect of the same child. A second Penalty Notice is £160.00 if paid within 21 days with no option for this second offence to be discharged at the lower rate of £80.

If your child has an ongoing pattern of unauthorised absence then you will normally receive a written warning of the possibility of a Penalty Notice being issued or a Notice to Improve letter. This warning or Notice to Improve letter will advise you about the extent of your child's absence and warn you that if your child's attendance does not show a significant improvement and if this improvement is not maintained thereafter, a Penalty Notice may be issued without further warning.

Further support, advice and guidance is available from [the Department for Education](#).

There is no statutory right of appeal. Once a Penalty Notice has been issued, it can only be withdrawn if it can be shown that it ought not to have been issued or was issued in error.

The guidance document for parents can be found here: [PenaltyNotices-for-non-attendance-guidance-parents-carers.pdf \(hants.gov.uk\)](#)

6.4 Two penalty notice limit and escalation in cases of repeat offences

A penalty notice is an out of court settlement which is intended to change behaviour without the need for criminal prosecution. If repeated penalty notices are being issued and they are not working to change behaviour they are unlikely to be most appropriate tool. Therefore, only 2 penalty notices can be issued to the same parent in respect of the same child within a 3-year rolling period and any second notice within that period is charged at a higher rate:

- The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.
- A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £160 if paid within 28 days.
- A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include considering prosecution, but may include other tools such as one of the other attendance legal interventions.

Section 7: Support and Intervention

7.1 How can we help support your family?

Whilst having the highest expectations of attendance, the school recognises that the barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual children and families.

The school will take into consideration the sensitivity of some of the reasons for absence and understand the importance of school as a place of safety and support rather than reaching immediately for punitive approaches. We will aim to build strong and positive relationships between the school and families. The school will treat all children and parents with respect and dignity, considering circumstances holistically.

Early intervention can prevent poor attendance

We will, in the first instance, support children and parents by working together to address any in-school barriers to attendance. Where barriers are outside of the school control, the school will work with the child, family and other partners to support them to access any support they may need voluntarily. This may include referrals to services and organisations that can provide support. When absence intensifies, so will the support provided. The school will work in tandem with the local authority and other relevant partners. Where voluntary support has not been effective and/or has not been engaged with, the school will work with the local authority to put formal support in place e.g., parenting contract or an education supervision order.

Where support would not be appropriate or has not been successful or engaged with, and it is unlikely to change parents' behaviour, a fixed penalty notice may be issued by the local authority. The school, working with the local authority may seek to intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance). The school, working with the local authority, may seek to prosecute parents where all other routes have failed or are not deemed appropriate.

Where a child or family needs support we will endeavour to ensure the best placed person in the school works with them and remains their key point of contact.

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Section 8: Children Missing Education (CME)

This section is written in accordance with the guidance, Children Missing Education Guidance for Local Authorities and schools, Sept 2025: [Children missing education: statutory guidance for local authorities and schools - GOV.UK](#)

8.1 Definition of CME

For the purpose of this policy, children missing education are children of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise than at a school.

CME includes children who:

- are in the process of applying for a school place
- have been offered a school place for a future date but have not yet started
- are receiving elective home education (EHE) that has been assessed as unsuitable
- have been recorded as CME for an extended period, for example where their whereabouts is unclear or unknown

CME are not children who:

- are receiving suitable education otherwise than at a school (for example, pupils who are electively home educated or attending alternative provision) which is suitable to the child's age, ability, aptitude and any special educational needs they may have
- are EHE but the local authority has not had an opportunity to assess whether the education being provided is suitable
- are registered at a school, even if they are persistently or severely absent from that school

Children who go missing from education are at significant risk of underachieving, having poorer health outcomes, and becoming victims of harm, exploitation, radicalisation or serious violence and/or becoming NEET (not in education, employment or training).

No single individual at a school, local authority or related service can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action to help in the identification and support of CME.

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all individuals involved in identifying and supporting CME should make sure their approach is child centred.

8.2 CME – School responsibilities

Schools must monitor pupils' attendance daily through their attendance register, and should take proactive steps to address poor or irregular attendance to prevent children becoming CME.

Where there is a concern that a child's safety or well-being is at risk, it is essential to take action without delay. If school staff have safeguarding concerns about a child, we will take immediate action, following our child protection policy and involving our designated safeguarding lead, making a referral to Children's Social Care if necessary.

We will:

- Main accurate admission registers
- Do our own initial proactive work to locate a child at risk of becoming CME
- Work collaboratively with our Local Authority to return CME in their local area to education
- Offer appropriate support to integrate children into Cranbourne
- Carefully follow guidance on removing or adding pupils' names from or to the admission register

8.2.1 Removing names from the admission register

Where one of the grounds for deleting a pupil's name from the admission register is met, as set out in regulation 9 of the [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#), the pupil's name must immediately be deleted.

For **Ground H** (Where a student has not returned to school for ten days after an authorised absence) and **Ground I** (Where a student is absent from school without authorisation for twenty consecutive school days) joint reasonable enquires between the school and local authority to locate the pupil and find out their circumstances are required before a pupil's name can be deleted. When a pupil is located and their circumstances established, before their name is deleted, both parties must agree there are no reasonable grounds to believe the pupil will attend the school again.

For **Ground G** if a pupil no longer normally lives a reasonable distance from the school, and the school does not have reasonable grounds to believe the pupil will attend the school again, the pupil's name must be deleted from the admission register even when a new school place has not yet been secured.

8.3 Making reasonable enquiries

Before removing a child from the register, we will make reasonable enquiries, compliant with GDPR, and with the local authority to ascertain the whereabouts of the child, which could include:

- contacting the parent, relatives and neighbours, using known contact details

- checking with agencies known to be involved with family
- checking with the local authority and school from which child moved originally, if known
- checking with any local authority and school to which a child may have moved
- checking with the local authority where the child lives, if different from the school's location
- making home visit(s), and if appropriate

All home visits will be risk assessed before being carried out. No member of staff should enter a child's home on their own. 'Doorstep' only visits may be carried out by a member of staff if it is safe and appropriate to do so.

Section 9: Elective Home Education (EHE)

This section is written in accordance with the DfE guidance, Elective Home Education, April 2019 [Elective home education: departmental guidance for local authorities \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) and Hampshire County Council ISS guidance, Elective Home Education, <https://www.hants.gov.uk/educationandlearning/educationinclusion/service/electivehomeeducation>

9.1 Definition of Elective Home Education (EHE)

Elective home education (EHE) is a term used to describe a choice by parents to provide education for their children at home – or at home and in some other way which they choose – instead of sending them to school full time.

Whilst many home-educated children have a positive learning experience, this is not the case for all children, and can mean that some children are less visible to services that are there to keep them safe and supported.

The decision by parents as to how to educate their child, whether at a school or at home, should be an informed, active and positive one. It is important that parents obtain sufficient information when making that decision.

9.2 Process for Elective Home Education (EHE)

Parents that wish to educate their child at home are advised to discuss their decision with the Cranbourne pastoral team first. Please contact your Head of House to arrange a meeting. We will also invite a colleague from the HCC EHE team to this meeting.

We will ensure we:

- Respond positively and constructively

- Take all necessary steps to resolve any issues in school that may be influencing parents' consideration of EHE
- Signpost the family to the local EHE team who can provide further advice and guidance to support the parent to make an informed choice

	Actions
Parent / child verbally informs the school that EHE is likely to be pursued or being seen as an option	<ul style="list-style-type: none"> • Refer the information to KR immediately via email • Log this on CPOMS under the safeguarding tab • Parent is invited into school for a meeting with a member of the pastoral team and a member of the HCC EHE team so they are able to discuss and resolve any barriers
Parent informs Cranbourne in writing of intention to EHE	<ul style="list-style-type: none"> • School team informs HCC EHE team • DSL notified to confirm if there are any safeguarding concerns that may need to be considered and informs any relevant safeguarding partners (i.e. social worker) • SENCo to be notified for any children with SEND. Parent/child to be invited into school for a supportive meeting with a member of the pastoral team and the EHE team to: <ul style="list-style-type: none"> • Explore the reasons for the request to EHE and determine if there are any barriers which the school can assist in overcoming. • Parent to be given HCC EHE contact • Parent to be signposted to: Elective home education: guide for parents (publishing.service.gov.uk) <p>If parents agree to the meeting but at the end no mutual solution is found and parents elect to home educate:</p> <ul style="list-style-type: none"> • Parents must put their request in writing before the child can be removed from roll. • The school will notify the LA.
Children with an EHCP in a mainstream school placement	<p>Parents right to educate their child at home applies equally where a child has SND including if they have an EHCP. The school will notify the EHE Team and notify the SEN Team. An annual review will be held within one school term. A change of placement back to a school would require Annual Review process.</p>
Children with safeguarding concerns, child is Looked After (CIC) or subject to a Child Protection Plan or CIN Plan	<ul style="list-style-type: none"> • The Virtual School Head Teacher is the educational advocate for looked after children. Looked after children cannot be electively home educated without the agreement of the Local Authority (via the Virtual School Headteacher) as Corporate Parent for that child.

	<ul style="list-style-type: none"> • If parents/carers wish to EHE and the child is supported through either a Children in need or Child Protection Plan the school should inform Social Care and the EHE teams immediately. The Social Care Team will determine if any additional action is necessary. • Where a child is supported by a Family Support Worker the Early Help Team may call a team around the family (TAF) meeting. • Where concerns have been identified about the child's welfare (either by the school or by a local authority officer), these should be referred to Children's Social Care, and other services as appropriate.
<p>Children with Parental responsibility issues</p>	<p>The school can accept an EHE request made by one parent. We recommend that the parent discusses this with the child's other parent/s, and they can be invited to any meeting. The school is not reasonable for mediating between parents and if they cannot mutually agree then the parent will need to seek a <i>Specific issue order</i> in court.</p>

Section 10: Part-Time Timetables (Reduced Hours Provision RHP)

This section is written in accordance with the guidance, HCC Guidance for schools on the use of reduced hours provision, January 2025

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Schools have a statutory duty to provide full time education for all children.

In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a child's individual needs. For example, where a medical condition prevents a child from attending full-time education and a part-time timetable is considered as part of a re-integration package. Reduced hours provision should only be put in place in the best interests of the child and with agreement from the parent/carer.

A part-time timetable will not be treated as a long-term solution. Any individual support programme or other agreement will have a time limit by which point the child is expected to attend full-time or be provided with alternative provision.

A part-time timetable will never be used to manage a child's behaviour.

Part time timetables will be in place for the shortest time necessary. It will be regularly reviewed and have a proposed end date which considers the circumstances of the child.

There will be an identified lead person with responsibility for monitoring the part-time timetable.

In agreeing to a part-time timetable, a school has agreed to a child being absent from school for part of the week or day and therefore must record it as authorised absence (C2 coding on the register).

In some limited cases, a student with a long-term health condition may require a part-time timetable for a prolonged period.

10.1 Process for Reduced Hours Provision

The principal purpose of the RHP is the successful reintegration of the child's full-time school attendance, re-integration and inclusion.

A written agreement/plan between the school, the child and the parent will be drawn up. It will record the details of the timetable, responsibilities for safeguarding and review dates. A risk assessment will be completed. Records of all review meetings will be added to the plan.

Where a student has a social worker, they will be informed and involved in the process.

Where a student has an EHCP, the Local Authority will be informed so that any support package in place can be reviewed as swiftly as possible.

Section 11: Students with mental or physical ill health, special educational needs and/or disabilities

Children with mental or physical ill-health or special educational needs and disabilities are additionally vulnerable and face greater barriers to attendance than their peers. However, the attendance ambition for these children will be the same as they are for any other child.

In working with their parents to improve attendance, the school will be mindful of the barriers these children face and put additional support in place where necessary to help them access their full-time education.

When we are developing support, we will:

- Understand the individual needs of the student and family
- Work in partnership with the student and their family to put in-school support in place and work with the local authority and other agencies where external support is needed
- Regularly review and update the support approach to make sure it continues to meet individual needs

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School staff are not expected to diagnose or treat physical or mental health conditions.

In all cases we will be sensitive and avoid stigmatising children and parents and will develop individual approaches that meet each child's specific needs. We will work with parents/carers to develop good support for children with these additional needs, making reasonable adjustment, which could include, but is not limited to:

- Uniform
- Transport
- Routines
- Access to support in the school
- Lunchtime arrangements
- Provision of mentoring
- Careers Advice
- College Placements
- 1-2-1 tuition or out of hours learning
- Making use of school nursing services and mental health support teams where they are available
- Considering additional support from other external partners (including the Local Authority, Children and Young People's mental health services, GPs or other health services)

Where the needs are wider and a whole family response is more appropriate, this is likely to include a voluntary early help assessment.

Where parents do not engage in support, we will work with the local authority to formalise support, and enforce attendance through legal intervention.