



Attendance, Child Missing Education and Absence Policy

September 2025

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Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead	Sean Di Sora	Sean.disora@lintonschool.co.uk 01772 957062 07840 803896
Deputy Head and DDSL	Andy Cavill	andy.cavill@lintonschool.co.uk 01772 957062 07501924418
Deputy DSL	Steph White	Steph.white@lintonschool.co.uk 01772 957062 07958 717282
Director – Education Services	Andrew Sutherland	Andrew.Sutherland@caretech-uk.com 07701314378
Regional Lead Education	Richard George	Richard.george@cambianguroup.com
Quality Improvement Lead	Tonia Lewis	Tonia.Lewis@cambianguroup.com 07860188746
Local Authority Designated Officer (LADO) for Lancashire County Council	Tim Booth	Tim.booth@lancashire.gov.uk 01772 536694
Lancashire County Council – Multi-Agency Safeguarding Hub (MASH)		0300 123 6720 0300 123 6722 (out of office hours)
Local Authority Designated Officer (LADO) for Blackpool Council	Amanda Quirke	Amanda.quirke@blackpoo.gov.uk 01253 477541
Blackpool Council – Multi-Agency Safeguarding Hub (MASH)		01253 477299
Channel helpline		020 7340 7264
Prevent / Channel Referrals		concern@lancashire.pnn.police.uk

If the child is at immediate risk, please call the police on 999.

Our School

Linton School is an independent special school for young people with Social, Emotional and Mental Health (SEMH) difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centered curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton schools' purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

More information about the school can be found in the school Prospectus.

1. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of [The Education Act 1996](#)
- Part 3 of [The Education Act 2002](#)
- [The Education Act 2011 – equalities impact assessment](#)
- Part 7 of [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016, 2024 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2024](#)
- It also refers to:
- [School census guidance 2025](#)
- [Keeping Children Safe in Education 2025](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

3. Roles and responsibilities

3.1 The Regional Lead/Proprietor Representative

The Regional Lead/Proprietor Representative is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the Head Teacher to account for the implementation of this policy

3.2 The Head Teacher/The designated senior leader responsible for attendance/The attendance officer

The Head Teacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary
- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Building relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Providing regular attendance reports to school staff and reporting concerns about attendance
- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Working with education welfare officers to tackle persistent absence

The designated senior leader responsible for attendance is Sean Di Sora and can be contacted via email sean.disora@linton.school.co.uk

3.3 Form Tutors

Form Tutors are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office via the Behaviour Watch system during morning and afternoon registration.

3.4 Senior Leadership Team

Members of the Senior Leadership Team will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the Head Teacher in order to provide them with more detailed support on attendance
- Offer support and advice on how to re-engage pupils
- Offer to send work home for them to complete

3.5 Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day/timetabled session on time
- Call the school to report their child's absence before 8:45am on the day of the absence and each subsequent day of absence, and advise when they are expected to return

- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day

3.6 Pupils

Pupils are expected to:

- Attend school every day on time
- Attend every timetabled session on time

4. Admission register

Linton School's admission register is accurate and kept up to date. We will regularly encourage parents/carers to inform them of any changes whenever they occur, through using existing communication channels such as regular emails and newsletters. This will assist both the school and Local Authority when making enquiries to locate children missing education.

Adding a pupil's name to the admission register

When adding a pupil's name, the notification to the Local Authority must include all the details contained in the admission register for the new pupil.

Where a parent notifies a school that a pupil will live at another address, Linton School is required to record this change in the admission register:

- a. the full name of the parent with whom the pupil will live;
- b. the new address; and
- c. the date from when it is expected the pupil will live at this address.

Where a parent or Local Authority representative of a pupil notifies Linton School that the pupil is registered at another school or will be attending a different school in future, we will must record in the admission register:

- a. the name of the new school; and
- b. the date when the pupil first attended or is due to start attending that school.

Removing a pupil's name from the admissions register

All schools (independent schools) must notify their Local Authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations. This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the Local Authority requests that such returns are to be made.

When removing a pupil's name, the notification to the Local Authority must include:

- a. the full name of the pupil,
- b. the full name and address of any parent with whom the pupil normally resides,
- c. at least one telephone number of the parent,
- d. the pupil's future address and destination school, if applicable, and
- e. the ground in regulation 8 under which the pupil's name is to be removed from the admission register

Linton School must make reasonable enquiries to establish the whereabouts of the child jointly with the Local Authority, before deleting the pupil's name from the register if the deletion is under regulation.

Local authority notifications

All schools must also notify the Local Authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the Local Authority requests that such returns are to be made.

5. Recording attendance

Good attendance is important because:

Statistics show a direct link between under-achievement and poor attendance.
Regular attendees make better progress, both socially and academically.
Regular attendees find school routines and school work easier to cope with.
Regular attendees find learning more satisfying.
Regular attendees have an easier transfer to secondary schools/further educational settings.

5.1 Attendance register

We will keep an attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.
Pupils must arrive in school by 8:45am on each school day.

The register for the first session will be taken at 8:45am and will be kept open until 9am. The register for the second session will be taken at 12:45pm and will be kept open until 1pm.

5.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8:45am or as soon as practically possible by calling the school office or the school mobile phone.
We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

5.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment.

Parents/carers can make a request for leave of absence by telephoning the school office or school mobile phone. Alternatively, an email can be sent to sean.disora@lintonschool.co.uk

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence.

5.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

Where a pupil is having more than 5 periods of lateness in a month the school will arrange a meeting with the parents/carers and any external agencies working with the family to ascertain the reasons and looks for ways to support.

5.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may contact any other agencies working closely with the family and if there is still no reasonable reason identified for the absences then Linton School will contact the Lancashire School's Safeguarding Advice Line for further support/guidance by emailing the relevant form to safeguardingadvice@lancashire.gov.uk
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer

5.6 Reporting to parents/carers

- The school will regularly inform parents/carers about their child's attendance and absence levels via regular telephone calls.

6. Authorised and unauthorised absence

6.1 Approval for term-time absence

The Head Teacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the Head Teacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as:

- Short term emergency
- Certain days for religious observation
- Bereavement
- Dentist or doctors' appointment (try to make appointments outside school time)
- Hospital treatment

Holidays in term time

The Head Teacher has the discretion to grant leave, but they can only do so in exceptional circumstances. If the Head Teacher authorises a leave request, it will be for them to determine the length of time that the child can be away from school. This leave is unlikely, however, to be granted for the purposes of a family holiday.

Parents/carers can be fined for taking their child on holiday during term time without consent from the school.

Term time requests

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

Any request should be submitted as soon as it is anticipated and, where possible, at least two before the absence, and in accordance with any leave of absence request form, accessible via email to sean.disora@lintonschool.co.uk. The Head Teacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- Illness (including mental illness) and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents/carers belong. If necessary, the school will seek advice from the parents'/carers' religious body to confirm whether the day is set apart
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

7. Attendance monitoring

7.1 Monitoring attendance

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

7.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

7.3 Using data to improve attendance

The school will:

- Provide regular attendance reports to form tutors, and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

7.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents/carers of pupils who the school (and/or Local Authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance

8. Child Missing Education

Overview

All children with unexplainable and/or persistent absences from education, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any Special Educational Needs (SEN) they may have.

Children Missing Education with unexplainable and/or persistent absences from education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children Missing Education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (Not in Education, Employment or Training) later in life.

Effective information sharing between parents, schools and Local Authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local Authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the Local Authority if a child leaves the school without a new school being named, and adhering to requirements with respect to

sharing information with the Local Authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the Local Authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

8.1 Roles and responsibilities

Local Authority

- Local Authorities have a duty under section 436A of the Education Act 1996 to make arrangements to establish the identities of children in their area who are not registered pupils at a school and are not receiving suitable education otherwise. This duty only relates to children of compulsory school age.
- The Local Authority should consult the parents of the child when establishing whether the child is receiving suitable education. Those children identified as not receiving suitable education should be returned to full time education either at a school or in alternative provision. Prompt action and early intervention are crucial to discharging this duty effectively and in ensuring that children are safe and receiving suitable education.
- Local Authorities should have robust policies and procedures in place to enable them to meet their duty in relation to these children, including ensuring that there are effective tracking and enquiry systems in place, and appointing a named person to whom schools and other agencies can make referrals about children who are missing education.
- Some children who are missing from education can be identified and supported back into education quickly; other children who have experienced more complex problems face tougher obstacles to getting back into suitable education. When developing policies and procedures for children not receiving a suitable education, Local Authorities should consider the reasons why children go missing from education and the circumstances that can lead to this happening.
- Arrangements made under section 436A also play an important role in fulfilling the Local Authority's wider safeguarding duties. This duty should therefore be viewed alongside these wider duties and local initiatives that aim to promote the safeguarding of children.
- Local Authorities should have in place arrangements for joint working and information sharing with other Local Authorities and agencies. Individual Local Authorities can determine the specific detailed arrangements that work best in their area that not only meet this statutory duty but also enable them to contribute to a range of work aimed at improving outcomes for children. The [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/Working_together_to_safeguard_children.pdf) provides advice on inter-agency working to safeguard and promote the welfare of children.
- Local Authorities should undertake regular reviews and evaluate their policies and procedures to ensure that these continue to be fit for purpose in identifying children missing education in their area.
- Where there is concern for a child's welfare, this should be referred to Local Authority children's social care. If there is reason to suspect a crime has been committed, the police should also be involved. Where there is a concern that a child's safety or well-being is at risk, it is essential to take action without delay.
- Local Authorities have other duties and powers to support their work on CME. These include:
 - a. Arranging suitable full-time education for permanently excluded pupils from the sixth school day of exclusion
 - b. Safeguarding children's welfare, and their duty to cooperate with other agencies in improving children's well-being, including protection from harm and neglect
 - c. Serving notice on parents requiring them to satisfy the Local Authority that the child is receiving suitable education, when it comes to the Local Authority's attention that a child might not be receiving such education

- d. Issuing School Attendance Orders (SAOs) to parents who fail to satisfy the Local Authority that their child is receiving suitable education, if the Local Authority deems it is appropriate that the child should attend school
- e. Prosecuting parents who do not comply with an SAO
- f. Prosecuting or issuing penalty notices to parents who fail to ensure their school-registered child attends school regularly
- g. Applying to court for an Education Supervision Order for a child to support them to go to school

Parents/Carers

- Parents have a duty to ensure that their children of compulsory school age are receiving suitable full-time education. Some parents may elect to educate their children at home and may withdraw them from school at any time to do so, unless they are subject to a School Attendance Order.
- Where a parent notifies the school in writing that they are home educating, the school must delete the child's name from the admission register and inform the Local Authority. However, where parents orally indicate that they intend to withdraw their child to be home educated, the school should consider notifying the local authority at the earliest opportunity.
- Children with Education, Health and Care (EHC) plans or statements of Special Educational Needs (SEN) can be home educated. Where the EHC plan or statement sets out SEN provision that the child should receive at home, the Local Authority is under a duty to arrange that provision. Where the EHC plan or statement names a school or type of school as the place where the child should receive his or her education but the parent chooses to home educate their child, the Local Authority must assure itself that the provision being made by the parent is suitable. In such cases, the Local Authority must review the plan or statement annually to assure itself that the provision set out in it continues to be appropriate and that the child's SEN continue to be met.

School

- Linton School 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.
- Linton School will monitor pupils' attendance through their daily register. Linton School will agree with their Local Authority the intervals at which they will inform Local Authorities of the details of pupils who fail to attend regularly, or have missed ten school days or more without permission. Linton School will monitor attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the Local Authority.
- Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the Local Authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.
- Schools must also arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion. Additional information can be found at: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-suspensions-and-permanent-exclusions)
- Linton School has a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Further information about schools' safeguarding responsibilities can be found in the [Common transfer file \(CTF\) and co-ordinated admissions data - GOV.UK \(www.gov.uk\)](https://www.gov.uk/common-transfer-file-ctf-and-co-ordinated-admissions-data) statutory guidance.

8.2 Making reasonable enquires

The term 'reasonable enquiries' grants schools and Local Authority a degree of flexibility in decision-making, particularly as the steps that need to be taken in a given case will vary. The term 'reasonable' also makes clear that there is a limit to what the school and Local Authority is expected to do.

If there is evidence to suggest the child has moved to a different Local Authority area, contact should be made with the named person in the new authority using secure communication methods. The Local Authority should maintain a record of the child's details until they are located or attain school leaving age.

8.3 Procedure for when a child is missing education with unexplainable and/or persistent absences from education.

When the whereabouts of a child is unclear or unknown, Linton School will complete the following actions:

- a. make contact with the parent, relatives and neighbours using known contact details;
- b. check with the Local Authority and school from which child moved originally, if known;
- c. make contact with social worker and other external agencies to try and find the whereabouts of the child/family;
- d. check with any Local Authority and school to which a child may have moved;
- e. follow local information sharing arrangements and where possible make enquiries via other local databases and agencies e.g. those of housing providers, school admissions, health services, police, refuge, Youth Justice Services, children's social care, and HMRC. For more details please follow [5.28 Missing Children and Families \(proceduresonline.com\)](#). The latter provides up to date information provided by the Local Authority relating to pupils who fall under Lancashire and Blackpool Local Authorities.
- f. check with the Local Authority where the child lives, if different from where the school is;
- g. home visit(s) made by appropriate team, following local guidance concerning risk assessment and if appropriate make enquiries with neighbour(s) and relatives.

When the above steps have been exhausted Linton School will contact the following agencies:

For Lancashire Children - Lancashire County Council's Children Missing Education Officers by completing the online form [Children missing education - Lancashire County Council](#)

For Blackpool Council Children – Contact Clare Riley-Berry (Senior Team Manager) clare.riley-berry@blackpool.gov.uk, or pupilwelfareservice@blackpool.gov.uk 01253 476478 or 07586 978977

This list is not exhaustive or prescriptive, and so Linton School will treat each case on its individual merits and use their judgement, ensuring they have taken into account all of the facts of the case. It should be recognised that the type of reasonable enquiries required to try to locate a child will differ from case to case and additional enquiries to those suggested in this section may be necessary.

Making these enquiries may not always lead to establishing the location of the child, but will provide a steer on what action should be taken next, for example, to contact the police, children's social care and, in cases where there may be concerns for the safety of a child who has travelled abroad, the Foreign and Commonwealth Office.

9. Dual registration, using third party providers and work-related learning

Dual registration

A dual registered pupil is registered at, and attends, 2 schools part-time. Where Linton School is the main registered provider then Linton School would contact the subsidiary provider each session to ensure the attendance of that pupil. Where a pupil is absent Linton School would follow this up with a welfare call to the parent/carer and this would be recorded on our Behaviour Watch system.

Where Linton School is listed as the subsidiary provider then an attendance report would be sent weekly to the main provider. Where a child is absent during these sessions Linton School would follow the processes listed in section 5.5 of this policy and inform the main provider of the pupils absence.

When recording attendance for dual registered pupils, each school needs to:

- Record the attendance and absence for the sessions the pupil is required to attend at their school
- Use code D (dual registered at another educational establishment) for the sessions where the pupil should be attending the other school

Using third party providers and work-related learning

Where a pupil is attending an activity provided by a third party provider or work-related learning experience then Linton School will make reasonable enquires to ensure that the pupil is in attendance during each planned session. Where a child or young person is not in attendance then Linton School would follow the processes listed in section 5.5 of this policy.

When recording attendance for third party providers and work-related learning

- B – off-site education activity where pupils are at a supervised off-site educational activity approved by the school
- W – work experiences where a pupil is on a work experience placement

10. Monitoring arrangements

This policy will be reviewed by the Head Teacher every 12 months. The date of next review will be **September 2026**.

11. Links to other policies and procedures

For further information on aspects of this policy please refer to:

- Safeguarding and Child Protection Policy
- Admissions Policy
- Equality and Diversity
- Curriculum Policy
- Post-16 Educational Provision Policy

Appendix 1: Registration Codes

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

Attendance Codes – September 2025

Attending the school	
/ \	Present at the school / = morning session \ = afternoon session
L	Late arrival before the register is closed
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered at another school
Absent – Leave of absence	
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
S	Leave of absence for the purpose of studying for a public examination
X	Non-compulsory school age pupil not required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
C	Leave of absence for exceptional circumstance
Absent – other authorised reasons	
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made
Absent – unable to attend school because of unavoidable causes	
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause
Absent – unauthorised absence	

G	Holiday not granted by the school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed
Administrative Codes	
Z	Prospective pupil not on admission register
#	Planned whole school closure

Appendix 2: Grounds for deleting a pupil from the school admission register

Ground A - The pupil has been registered at another school Relevant regulation

Where a pupil has been registered at another school, unless:

- a school attendance order naming the school is in force in relation to the pupil (see further information below),
- the pupil is a mobile child and the school is their main school (see further information below),
- the school has agreed with a person with control of the pupil's attendance at the other school that the pupil should be registered at more than one school (see further information on dual registration below), or
- the school itself has control of the pupil's attendance at the other school and has decided that the pupil should be registered at more than one school (see further information on dual registration below).

Transfer between schools

Where a pupil is transferring to another school, the original school must delete the pupil's name from the admission register as soon as they are entered on the admission register of the new school. The new school must enter the pupil's name on the admission register on the first day that it has agreed or been told the pupil will attend the school as explained under Expected First Day of Attendance.

For example, if a pupil leaves School A on 28 March and their expected first day of attendance at School B is 29 March, they would be added to the admission register of School B and deleted from that of School A on 29 March.

School A will:

- record the pupil's attendance and absence up to and including 28 March, • delete the pupil's name from the admission register on 29 March, and • transfer the appropriate pupil information via the S2S system.

School B will:

- enter the pupil's name on the admission register on 29 March, • record the pupil's attendance and absence from 29 March, • follow up any unexpected absence on or after the 29 March, and • request the transfer of the pupil information.

There are a small number of exceptions, these are:

School attendance order

If a school attendance order is in place for the pupil, and the name of the school has been replaced by the relevant local authority with that of another school, their name must be deleted from the admission register under the reason for deletion at ground D (regulation 9(1)(d)).

If the school attendance order has not been amended and still names the school, the pupil's name must not be deleted under ground A even if they have been registered at another school as well.

Mobile child

Where a child of compulsory school age has no fixed abode and their parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place, the child can temporarily attend another school without the need for their main school to remove their name. Main school in this context means the school that, during the last 18 months, the child has attended during periods when their parent was not travelling in the course of their trade or business, or, if there is more than one school that fits that description, the school that most recently fulfils those criteria.

Dual registration

In circumstances where it has been agreed between the school and a person with control of the pupil's attendance that the pupil will be registered at more than one school, the pupil's name will remain on the admission register. This is also the case where it has been decided by the school if it has control of the pupil's attendance at the other school. The main examples of dual registration are pupils who are attending another school on a temporary basis, such as a pupil referral unit, a hospital school or a special school

2. Ground B - The pupil has not continued at the school following completion of nursery education

Relevant regulation 9(1)(b)

Where a pupil has been admitted to the school to receive nursery education and on completing nursery does not continue into reception (or more senior class).

3. Ground C – The pupil is also registered at one or more other schools and the other schools have agreed the deletion

Relevant regulation 9(1)(c)

Where a pupil is registered at one or more other schools, and:

- the school does not have reasonable grounds to believe that the pupil will attend the school again,
- each school where the pupil is registered has given consent to the deletion,
- there is no school attendance order naming the school in force in relation to the pupil (see further information below), and
- the pupil is not a mobile child, or if they are, the school is not their main school (see further information below).

School attendance order

If a school attendance order is in place for the pupil, and the name of the school has been replaced by the relevant local authority with that of another school, their name must be deleted from the admission register under the reason for deletion at ground D (regulation 9(1)(d)).

If the school attendance order has not been amended and still names the school, the pupil's name must not be deleted under ground C even if the other criteria are satisfied.

Mobile child

Where a child of compulsory school age has no fixed abode and their parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place, the child can temporarily attend another school without the need for their main school to remove their name.

Main school in this context means the school that, during the last 18 months, the child has attended during periods when their parent was not travelling in the course of their trade or business, or, if there is more than one school that fits that description, the school that most recently fulfils those criteria.

Ground D – The pupil has a school attendance order which has been changed to name another school

Relevant regulation 9(1)(d)

Where the pupil is the subject of a school attendance order that previously named the school, but another school has now been named on that order instead.

5. Ground E - The pupil had a school attendance order which has been revoked

Relevant regulation 9(1)(e)

Where the pupil was the subject of a school attendance order naming the school, but the order is revoked because the local authority that made the order is satisfied that arrangements have been made for the child to receive suitable full-time education for their age, ability and aptitude and special educational needs somewhere other than at a school.

6. Ground F - The parent of a pupil has notified the school in writing that the pupil will be leaving the school to be educated otherwise than at a school

Relevant regulation 9(1)(f)

Where the pupil's parent has informed the school in writing that the pupil will no longer attend the school after a certain day and will receive education otherwise than at a school and that day has passed, and there is no school attendance order naming the school in force in relation to the pupil.

School Attendance Order

If a school attendance order has been revoked because the local authority that made the order is satisfied that arrangements have been made for the child to receive suitable full-time education for their age, ability and aptitude somewhere other than at a school, the pupil's name must be deleted from the admission register under the reason 25 for deletion at regulation 9(1)(e)

7. Ground G - The pupil no longer normally lives a reasonable distance from the school

Relevant regulation 9(1)(g)

Where a pupil no longer normally lives a reasonable distance from the school, the school does not have reasonable grounds to believe the pupil will attend the school again, and the pupil is not a boarder at the school.

In circumstances where parents are moving away and withdrawing their child but are unable to say how their child will continue with their education, for example, the family are relocating but have not been able to secure a place at a new school in advance, once the pupil has completed their final day at school and moved out of the area, the school must delete the pupil's name from the admission register and the pupil's information should then be transferred to the Lost Pupil Database via the S2S system.

Reasonable distance

DfE does not define reasonable distance because each case depends on the family situation and the geography of the area for example, the parent's ability to get the child to the school, a safe walking route or the accessibility of local transportation.

Temporary or occasional absence

Relevant regulation 9(5)(a)

Whether a pupil normally lives a reasonable distance from the school is not affected by a temporary or occasional absence. A judgement should be made in an individual case as to whether an absence is temporary or occasional, but a prolonged absence is not generally considered as temporary.

8. Ground H - The pupil has not returned following a leave of absence

Relevant regulation 9(1)(h)

Where a pupil has been granted a leave of absence and:

- the pupil has not attended school within the ten school days immediately after the end of the period that the leave was granted for,
- the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause, and
- the school and the local authority have jointly made reasonable efforts to find out the pupil's location and circumstances, but:
 - o they have not succeeded, or
 - o they have succeeded but they agree that there are no reasonable grounds to believe that the pupil will attend the school again, taking into account any reasonable steps that could be taken (either jointly or separately) to secure the pupil's attendance.

DfE's guidance on Children Missing Education sets out the expectations for schools and local authorities in respect of making reasonable efforts to find out a pupil's location and circumstances.

Pupils who have been located but have not returned to school

Where a pupil has been located and their circumstances discovered but they have not returned to school, a joint decision is required between the school and the local authority before this ground is used. Both must agree that there are no reasonable grounds to believe the child will return to the school, even with reasonable support and/or enforcement to try to cause their return to school. This means the final criterion will be met very rarely, usually when a pupil has been out of the country for a prolonged period and there are no signs of the pupil returning.

This ground cannot be used in any case where the pupil could reasonably be supported to return to school regardless of whether that support has been provided. It cannot be used where a pupil is absent because of a health reason. It also cannot be used in cases where attendance legal action to cause the pupil to return to school could reasonably be taken instead. In such cases, the appropriate support or enforcement should be taken rather than the pupil's name being deleted from roll.

Examples of appropriate use include:

- The pupil is still away from home and the parent has refused to give a date for their return but there is no reason to think there is anything preventing them from returning.
- No date or evidence of the pupil returning has been provided by the deadline set out in the school's contact with the parent and there is no reason to think there is anything preventing them from returning.
- The parent has given a date, or several dates, for returning and the pupil has failed to return by or on the last given date.

Examples of where regulation 9(1)(g) may be appropriate instead:

- The date for return the parent has provided is too vague or too far in the future to reasonably believe the pupil still normally lives a reasonable distance from the school.
- The school does not believe, taking account of any information from the parent, that the pupil still resides within the area and the pupil's absence does not appear to be temporary.

9. Ground I - The pupil has been continually absent from school for 20 school days

Relevant regulation 9(1)(i)

Where a pupil has been continuously absent from the school for a period of 20 school days or more and:

- at no point during that period did any of the circumstances in regulation 10(3) Table 2 or 10(4) Table 3 other than the ones for codes G, N, or O apply.
- the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause, and
- the school and the local authority have jointly made reasonable efforts to find out.
- the pupil's location and circumstances, but:
 - o they have not succeeded, or
 - o they have succeeded but they agree that there are no reasonable grounds to believe that the pupil will attend the school again, taking into account any reasonable steps they could take (either jointly or separately) to secure the pupil's attendance.

DfE's guidance on Children Missing Education sets out the expectations for schools and local authorities in respect of making reasonable efforts to find out a pupil's location and circumstances.

Pupils who have been located but have not returned to school

Where a pupil has been located and their circumstances discovered but they have not returned to school, a joint decision is required between the school and the local authority before this ground is used. Both must agree that there are no reasonable grounds to believe the child will return to the school, even with reasonable support and/or enforcement to try to cause their return to school. This means the final criterion will be met very rarely, usually when a pupil has been out of the country for a prolonged period and there are no signs of the pupil returning.

This ground cannot be used in any case where the pupil could reasonably be supported to return to school regardless of whether that support has been provided. It cannot be used where a pupil is absent because of a health reason. It also cannot be used in cases where attendance legal action to cause the pupil to return to school could reasonably be taken instead. In these cases, the appropriate support or enforcement should be taken rather than the pupil's name being deleted from roll.

Examples of appropriate use include:

- The pupil is away from home and the parent has refused to give a date for their return but there is no reason to think there is anything preventing them from returning.
- No date or evidence of the pupil returning has been provided by the deadline set out in the school's contact with the parent and there is no reason to think there is anything preventing them from returning.
- The parent has given a date, or several dates, for returning and the pupil has failed to return by or on the last given date.

Examples of where regulation 9(1)(g) may be appropriate instead:

- The date for return the parent has provided is too vague or too far in the future to reasonably believe the pupil normally lives a reasonable distance from the school.

The school does not believe, taking account of any information from the parent, that the pupil still resides within the area and the pupil's absence does not appear to be temporary.

10. Ground J - The pupil is detained under a sentence of detention

Relevant regulation 9(1)(j)

Where a pupil is found guilty of a crime and detained under a sentence of detention (as defined in regulation 3) before the pupil's name can be deleted from the 28 admission register the school must have reasonable grounds to believe the pupil will not return to the school once they are released. This must be decided on a case by case basis after considering whether the pupil will return at the end, or

part way through their sentence (e.g. where part is served on licence in the community). In determining whether there are reasonable grounds to believe the pupil will return to the school following their detention, it is expected that schools will discuss this with the pupil's youth offending team worker. Pupils who are remanded to custody awaiting trial or sentencing cannot be removed under this ground.

11.Ground K - The pupil has died

Relevant regulation 9(1)(k)

Where a pupil has died

A pupil's name should only be deleted from the admission register when the school is informed of the death. This would normally come from the pupil's parent but it is possible that notification comes from another source, such as relatives or the police.

Once the school receives the information, it is particularly important to delete the pupil's name as quickly as possible to prevent inadvertent and unnecessary contact with the family about the child.

12.Ground L - The pupil will be over compulsory school age and will not continue into the sixth form

Relevant regulation 9(1)(l)

Where a pupil will be over compulsory school age by the school next meets, and:

- the school does not have reasonable grounds to believe the pupil will attend the school again, or
- the pupil does not meet the academic entry requirements to be transferred to the school's sixth form.

Compulsory school age

A pupil ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16

13.Ground M - The pupil is a boarder at a school maintained by a local authority or academy and their boarding fees have not been paid

Relevant regulation 9(1)(m)

Where a pupil is a boarder at the school and:

- the school is maintained by a local authority or is an academy,
- charges for the pupil's board and lodgings are payable by the pupil's parent, and those charges remain unpaid by the pupil's parent at the end of the school term to 29 which they relate.

14.Ground N - The pupil has ceased to be a pupil at an independent school or nonmaintained special school

Relevant regulation 9(1)(n)

Where a pupil has ceased to be a pupil at the school and the school is not maintained by a local authority or an academy (including a city technology college or a city college for the technology of the arts)

15.Ground O - The pupil has been permanently excluded from the school

Relevant regulation 9(1)(o)

Where a pupil has been permanently excluded from the school.

A pupil's name cannot be deleted from the admission register until the outcome of any consideration of reinstatement and independent review (in the case of a disciplinary exclusion from a maintained school, pupil referral unit, or academy) or appeal (in the case of a city technology college or city college for the technology of the arts)

Deleting the name of a pupil of compulsory school age from the register of a special school

Relevant regulation 9(2)

Where a pupil of compulsory school age is registered at a special school under arrangements made by a local authority, the pupil's name cannot be deleted without the consent of the local authority, or if the local authority refuses to give consent, without a direction from the Secretary of State, unless:

- The pupil is registered at the school as result of a school attendance order, but the school is not now named on that order or the order has been revoked because arrangements have been made for the child to receive suitable full-time education for their age, ability and aptitude somewhere other than at a school, and the pupil's name is deleted under regulation 9(1)(d) or (e); or
- The pupil has died, and the pupil's name is deleted under regulation 9(1)(k); or
- The pupil has been permanently excluded from the school, and the pupil's name is deleted under regulation 9(1).

It is expected that the local authority will not withhold consent unnecessarily, nor delay for an unreasonable period.