

Attendance Policy

Thomas Jolyffe Primary School

To be the best that we can be!



Adopted: Philippa Liversidge

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Next review:

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INTRODUCTION

Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.

For some children, attending school every day will be harder than for others. Many factors can impact on school attendance including minor ailments, more serious medical conditions, SEND needs, undiagnosed needs, mental health, bullying, cost of living pressures, etc.

These factors can all add to additional challenges to attending school and require a supportive approach. This is why schools, and Warwickshire County Council are committed to working together with families to remove barriers and support your child's attendance.

The statutory DfE guidance [Working together to improve school attendance \(GOV.UK\)](#) sets out positive expectations for maintained schools, academies, independent schools, and local authorities to support all of our families.

THE LAW

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

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

AIMS

We expect all children on roll to attend school every day when the school is in session, as long as they are fit and healthy enough to do so. We do all we can to encourage the children to attend, and to put in place appropriate procedures. We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school. To this end, we strive to make our school a happy and rewarding experience for all children. In addition, we will also make the best provision we can for those children who, for whatever reason, are prevented from coming to school.

This policy underpins our school ethos to:

- Support pupils and their parents/carers in our establishment to achieve the highest possible level of attendance and punctuality
- Promote children's welfare and safeguarding
- Ensure every child has access to a full time education which they are entitled to
- Ensure that pupils succeed and realise their full potential whilst at school
- Make parents/carers aware of their legal responsibilities.

The governing body is responsible for making sure Thomas Jolyffe Primary School keeps attendance registers that record which pupils are present at the start of both the morning and the afternoon sessions of the school day. Registers will also indicate whether an absence was authorised or unauthorised.

If allowed to remain unchecked persistent absence and lateness can significantly undermine the school's efforts to raise standards. The aim of this policy is to inform all members of our school communities of the following:

- How the school encourages good attendance
- How the school monitors attendance
- Authorised and unauthorised absences
- Holiday absence in term time

EXPECTATIONS

We expect that all children will:

- Attend school every day
- Attend school punctually, arriving in the classroom, ready to start learning at 8.45am
- Attend appropriately prepared for the day (i.e. PE kit, book bag, water bottle, homework etc.)

We expect that parents/carers will:

- Ensure regular school attendance and be aware of their legal responsibilities
- Ensure that their child arrives at school punctually and prepared for the school day
- Ensure that they contact the school daily of any absence, before 9.25am
- Notify school in writing or via the school office detailing the reason for absence and the expected period of time on the first day of illness
- Update the school promptly if there are changes to these expected period of absence
- Notify school immediately of any changes to emergency contact details.

Thomas Jolyffe Primary School will:

- Provide a welcoming atmosphere
- Provide a safe learning environment
- Keep regular and accurate records of AM and PM attendance and punctuality
- Monitor individual child's attendance and punctuality
- Contact parents when a child fails to attend and where no message has been received to explain the absence
- Encourage good attendance and punctuality
- Inform parents/carers of the attendance of all pupils
- Inform parents/carers regarding their child's punctuality

ENCOURAGING GOOD ATTENDANCE

The most vital part of encouraging good attendance is to ensure that the school is a place to which the children want to come:

- that the school is a place where the children are treated with respect and feel valued
- a place where their needs are recognised and are being addressed and a place where all children can experience success within a rich, relevant and diversified curriculum.

It is clear that children alone cannot ensure their regular and punctual attendance at school. From the outset parents are encouraged to take an active role in the work of their school and to share and support their children's enthusiasm. Among the variety of commitments parents agree to undertake within the Home School Agreement regular and punctual attendance is prominent.

All staff make children aware of the importance of good attendance. The child's attendance record is shared with parents as part of written reports and at Pupil Mentoring Meetings. It follows that individual records of attendance are kept on file and are passed onto subsequent schools.

In addition to attendance percentage being reported, class teachers will also report on the number of late marks and level of punctuality.

THE SCHOOL DAY

1. The School day starts between 8.45 and 8.55 and ends at 3.25 (EYFS and KS1) and 3.30 (KS2).
2. Parents are asked to bring their children to the designated entrance for their year group for 8.45 so that they are ready to go in when the doors open. Children should then come straight into school.
3. There will always be a learning activity (Early Morning Work) available when children enter the classroom. The first lesson will begin after registration.

COMMUNICATION

In order to support a child's learning and development, it is important to maintain good communication between home and school.

1. Parents should inform the school by phone or email on the morning of the first day of their child's absence by 9.25am and each subsequent day of absence until their return.
2. Parents should follow the leave of absence procedure to request approval for any planned absences. This form is available from the school office. The Headteacher is the only person who is able to authorise leave of absence. She will not authorise leave of absence during school time to take holiday or to visit family members who may live abroad or in the UK. We ask that any medical appointments are booked at a time out of the school day where possible and if they are in the school day we would appreciate a copy of the appointment letter in advance.

MONITORING ATTENDANCE

We monitor attendance closely at Thomas Jolyffe Primary School, as early intervention is essential when tackling issues relating to poor attendance and punctuality.

- Teachers add the attendance data to their registers twice daily.
- Our Attendance Officer, Miss T Gibbons, ensures that attendance is recorded accurately on our registers and SIMS (Thomas Jolyffe Primary School's School Information Management System).

- Our Attendance Officer monitors attendance data weekly with the use of SIMS and presents this daily to DSLs on CPOMS, our safeguarding software. This will be carried out at class level, and at individual pupil levels where concerns have been raised. We follow a traffic light system; the purpose of the colour coding is to help parents/carers understand our expectations of attendance.

Red Zone = attendance under 95%. Pupils in this zone are more likely to experience difficulties at school, academic underachievement and issues with friendships. If a child is in the red zone for two weeks, then this would constitute a face to face meeting with the Headteacher/Deputy Headteacher and a member of Pastoral team. The child's attendance will be monitored closely after the meeting has taken place for four weeks to ensure that improvement with the child's attendance is being actioned by the parent/ carers. This will help us to further explore barriers to good attendance, document strategies we have put into place, and help with referrals to outside agencies where appropriate. Parent contracts may be established (as detailed in 'Working Together to Improve School Attendance'). Failure to improve may lead to legal action being taken.

Amber Zone = attendance between 95 – 97%. Attendance levels at this stage are still a concern, as pupils are more likely to underachieve. If a pupil is in this attendance is between 95%-97% then this would constitute a phone call home. The telephone call must include the child's current attendance level. Early Help and other interventions can be offered if this is appropriate to prevent the child's attendance falling into the red zone. Internal targets are to be set to further monitoring, this has to show a considerable increase in their attendance level over a significant amount of time. Failure to improve will result in the parent/carer being supported through use of an 'Attendance Improvement Plan'.

Attendance above 97% = the green zone. Attendance is at an acceptable level.

PROMOTING GOOD ATTENDANCE

At Thomas Jolyffe Primary School, we recognise and reward good or improving attendance. Rewards and recognition to incentivise good attendance may include:

- Weekly class attendance awards shared in the newsletter and on Class Dojo – time spent with the school guinea pigs and extra playtime
- Certificates each half term for children with 100% attendance
- Trophy as class reward
- Letters or phone calls home
- Praise on the weekly school newsletters
- Prize for the best class attendance each half term – children win tokens to spend on something they'd like

AUTHORISED AND UNAUTHORISED ABSENCES

The DfE recognises the importance of regular attendance and it is a statutory requirement for the school to decide with every absence whether it is authorised or unauthorised.

The following represent the sort of absences, which the school will approve as authorised

1. Medical/dental appointment
2. Pupil illness
3. Approved sporting activity (playing at a standard of excellence)
4. Day of religious observance
5. Visits to prospective secondary schools
6. Immediate family bereavement or wedding

From time to time children need to be absent from school for reasons such as medical appointments which means that the child is absent for only up part of a school day. School should be informed of such absences and children should be brought in to school for morning registration and back to

school straight after the appointment. We ask that, if a medical appointment is taking place during the school day, evidence of the appointment is shown to school staff prior to taking your child from school. This can be shown in an email, on Class Dojo or as an appointment message or email on your phone.

Every effort should be made to arrange medical appointments outside school hours.

Unauthorised absences are those absences for which the school received no reason/explanation or if the school has good reason to doubt the explanation given. Some examples are provided below.

- Parents/carers keeping children off school unnecessarily
- Truancy before or during the school day
- Absences which have never been properly explained
- Birthdays and anniversaries
- Parents/carers unable to drop off/collect a child due to work commitments/appointments.

MONITORING AND REVIEWING ATTENDANCE

Regular checks on attendance are carried out by all class teachers, office administrators and the Senior Leadership Team (SLT) as well as the Attendance Champion. Miss T Gibbons.

Attendance Registers are marked twice daily, at the start of the morning session and again in the afternoon. Registers are checked by office administrators.

All absences and persistent lateness are investigated. When the register closes, the office administrators check the messages on the school answerphone and operate 'first day calling' for those pupils absent with no reason given.

Attendance data is held electronically on the SIMS Management Information Systems.

The SLT monitors the attendance of pupils regularly and contacts parents if a child's attendance is causing concern. School will refer a pupil to the WAS team if a child's attendance has been 90% or lower for a six-week period. Any child who has not been in school for 10 consecutive days and we have not been spoken to by the family will be raised as a concern for a child missing in education to the local authority.

Returns of school data are made annually to the Department for Education (DfE) and benchmark data exists to compare our school within national contexts.

Thomas Jolyffe Primary School sets an attendance target each year. This is agreed by the governing body at the first meeting of the school year. Targets are challenging yet realistic, and based on attendance figures achieved in previous years. Our over-arching attendance target is 100% as we aim for every child to be in school, every day. We appreciate that illness can occur and bear this mind in light of our aim of 100%.

LEAVE OF ABSENCE IN TERM TIME

The Government issued new regulations in August 2024 regarding Leave of Absence:

1. The Head teacher will not grant any Leave of Absence during term time unless they consider there are exceptional circumstances relating to the application.
2. Parents do not have any entitlement to take their children on holiday during term time. Any

application for leave must establish that there are exceptional circumstances and the Head teacher must be satisfied that the circumstances warrant the granting of leave.

3. The Head teacher will determine how many school days a child may be absent from school if the leave is granted.
4. Thomas Jolyffe Primary School understands that holidays are generally less expensive during term time but this does NOT count as an exceptional circumstance.
5. The school can only consider Leave of Absence requests which are made by the 'resident' parent.
6. Each application for a leave of absence will be considered on a case by case basis and on its own merits.
7. Where applications for leave of absence are made in advance and refused, the child will be required to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an unauthorised absence, which may result in legal action being taken against the parent(s), by way of a Fixed Penalty Notice.

The law relating to penalty notices changed with effect from 19th August 2024. Therefore, Penalty Notices issued for Leave of Absence taken from September 2024 will be issued in accordance with the updated legislation. Penalty notices are issued to each parent of each absent child (for example 2 children and 2 parents means each parent will receive 2 invoices – 4 in total).

- First Leave of Absence Offence: The amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.
- Second Leave of Absence Offence within a 3 year period (from the date of issue of the first penalty notice): The amount of £160 paid within 28 days. No reduced amount.
- Third Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice). A Penalty notice will not be issued and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 Education Act 1996.

RE-INTEGRATION AFTER PERIOD OF LONG-TERM ABSENCE

Following a long period of absence, a child may need to have a phased or gradual return to school. We will consider each child on a case-by-case basis. All children will be welcomed back in to school and will be supported to understand where they can go to for help and support. In the instance of long-term absenteeism, parents/carers will be involved in determining the length and structure of the phased or gradual return to school. Thomas Jolyffe Primary School is now required to make a sickness absence return to the LA. If a pupil is recorded in the attendance register as absent using an I code (unable to attend because of sickness/ ill health) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness, because of illness (whether consecutive or cumulative) will reach or exceed 15 school days. Only one Sickness Return is required.

WARWICKSHIRE ATTENDANCE SERVICE (WAS)

At Thomas Jolyffe Primary School, we wish to work with families to ensure that any problems are resolved without involving outside agencies. We will liaise closely with the Warwickshire Attendance Service and follow their approaches in managing attendance issues. Where appropriate, WAS may be used to escalate proceedings and instigate legal processes. Such referrals will be made as a last resort where all other intervention has failed to improve a child's attendance.

CHILDREN MISSING in EDUCATION (CME)

Warwickshire County Council has a legal duty to identify children missing in Education and to make sure they return to education wherever possible. As a Warwickshire school, Thomas Jolyffe Primary School must:

- notify the local authority when a child is to be removed from the school admissions register
- work jointly with the local authority to establish the whereabouts of a child before removing them from the school admissions register
- notify the local authority within 5 days of adding a child's name to the admissions register at a non-standard transition point

If the school has a concern that a child is missing education, the headteacher will make a referral to the CME officer.

It is important for parents/ carers to be aware that school does not receive any financial gain as a result of these fixed penalty notices.

WHY ATTENDANCE MATTERS

At Thomas Jolyffe Primary School, we aim for every child to be in school, every day

- Less than 5 days absence = 98%+ attendance
- 14 days absence (approx.) = 93.5% attendance
- 20 days absence (approx.) = 90% attendance
- 30 days absence (approx.) = 88% attendance
- 90% attendance = 4 whole weeks off school
- 90% attendance in years 1 – 6 means over half a year off school
- **90% attendance for your child throughout Primary and Secondary School means they will have missed a whole year of school in their education.**

PUNCTUALITY

Punctuality to school is crucial.

- Children who arrive late, miss out on learning opportunities and this may affect their development and progress.
- Late children miss out on important information about what is happening in the day and this may leave them confused or distressed.
- Late arrivals can cause disruption to the rest of the class and can cause embarrassment for the child.

REGISTERS

- Registers close 30 minutes after the start of the school day at 9:25am. A child arriving after the start of the school day but within the 30 minutes before registers close will need to be accompanied by a parent or carer into school via the main entrance and sign the late book. The L code will be used, which means your child has received a late mark for that session.
- Should your child arrive later than 9:25am your child will receive a U code, this equates to an unauthorised absence for that session and will affect your child's annual attendance.
- If a child is absent from school and the school has not been notified of the child's absence a 'O' (unauthorised absence) mark will be awarded.

PERSISTENT ABSENTEEISM (PA)

Absence at this level is causing considerable damage to a child's education and we need parents' fullest support and co-operation to tackle this. Persistent absence is a serious problem for pupils. Much of the work children miss when they are off school is never made up, leaving these pupils at a considerable disadvantage for the remainder of their school career. There is also clear evidence of a link between poor attendance at school and low levels of achievement.

PA equates to attendance falling below 90%. In order to try and prevent children falling below 90% the school will discuss attendance with parents/carers to alert them of PA when their child's attendance falls below 93%.

ROLE OF WARWICKSHIRE ATTENDANCE SERVICE (WAS)

On those occasions when a pattern of poor attendance or lateness is developing the Head teacher or school representative will work directly with the family to seek solutions.

Should the problem persist then a referral to WAS may follow. WAS makes visits to the school and has a number of statutory powers to assist families with attendance difficulties and, of course, has access to all the support mechanisms of the County's Social Services.

IN CONCLUSION

It is our belief that good attendance and punctuality is at the heart of a child's progress and is, therefore, fundamental to our school's success. Thomas Jolyffe Primary School greatly appreciates parental support to reduce the total amount of days lost due to absence. The Head teacher and the whole school team are committed to working in partnership with parents to enable all children to reach their academic targets and to support their social development and for this to happen individual attendance needs to be as high as possible and we all need to play our part.

Procedure for Attendance Causing Concern		
Stage	Trigger	Actions
1	Attendance is at or below 95%.	<p>Phone call home to parents with class teacher, unless there is a clear explanation for a child's absence. (E.g Chicken Pox). Support parents to understand the barriers to school attendance</p> <ul style="list-style-type: none"> • Informing parents of the pupil's current % attendance • Inform parents that attendance is being monitored and support offered. • send email confirmation to confirm • Class teacher to record on CPOMs
2	Parents have received a Stage 1 letter and attendance has still not improved during the monitoring period.	<ul style="list-style-type: none"> • Attendance Officer to make contact with parents. • Attendance Officer to make phone call with parents to discuss attendance of the pupil • Confirm this in writing via email • Offer support, such as Early Help

3	Parent have had a Stage 2 conversation and attendance still has not improved.	<p>Letter 3 will be sent to parents:</p> <ul style="list-style-type: none"> • Inform parents of attendance during the monitoring period • Remind parents of actions discussed at previous meeting • Inform parents of the definition of 'PA' • Inform parents of a further monitoring period. • Inform parent of role of WAS • establish an action plan to improve attendance and confirm by email.
4	Parents have received a Stage 3 letter and the child's/children's attendance has not met the required standard within the monitoring period.	<p>Letter 4 will be sent to parents:</p> <ul style="list-style-type: none"> • Inform parents of attendance during the monitoring period. • SLT involvement to support family • Inform parents that the school will refer their case to WAS who will contact them to discuss next steps.

Children Missing In Education Policy/Procedures

Definition of Children Missing Education

In Children Missing Education - Statutory Guidance for Local Authorities (2024), children missing education are defined as those who are not on a school roll or receiving suitable education otherwise than at school. Those who are regularly absent or have missed 10 school days or more without permission may be at risk of becoming 'children missing education'.

There will not always be a safeguarding concern for children and young people who are missing education. Most children and young people are moving schools supported by their parents/carers, schools and local authority admissions services. A smaller number, however, are at risk of dropping out or disengaging from education and, being out of school, they are at risk of exploitation, going missing and significant harm.

Risks

These 'missing' children can be vulnerable; it is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible. It is important to establish, at the earliest possible stage, the reasons for the child being missing. Possible reasons that should be considered include:

- Failure to start appropriate provision and never enter the system
- Stopped attending, due to illegal exclusion or withdrawal by parent/carers
- Failure to complete a transition between schools
- Children from refugee and asylum -seeking families
- Children from families who are highly mobile
- Children at risk of a forced marriage
- Children experiencing abuse and neglect
- Children supervised by the Youth Justice System

Children who remain disengaged from education are potentially exposed to higher degrees of risk such as anti-social behaviour and/or sexual exploitation. Families moving between local authority areas can sometimes lead to a child becoming 'lost' in the system and consequently missing education. When a child has moved, local authorities should check with other local authorities, either regionally or nationally, and share information to ascertain where the child is living. Once the location of the child is established, the relevant local authority must ensure that the child is receiving an education either by attending a school or otherwise.

Recognition

Schools

As a result of daily registration, schools are particularly well placed to notice when a child has gone missing. If a member of school staff becomes aware that a child is missing education, they should try to establish with the parents/carers, what has happened. If this is not possible, or the child is missing, the designated safeguarding teacher/advisor should, together with the class teacher, assess the child's vulnerability.

Schools should ensure that a family's contact details are regularly updated. These checks, however, should not become delaying factors in the admissions process. In the circumstances of a child going missing who is not known to any other agencies, the Headteacher should inform the Children Missing Education (CME) Officer of any child who has not attended for 10 consecutive school days without provision of reasonable explanation. Prior to doing so, the school should have made enquiries to ascertain whether the child is still residing at the home address and is not attending or whether the child is missing.

Other Agencies

Where any agency in contact with children and families believes that a child is not on the roll of a school or receiving education otherwise, this information should be passed to the CME Officer with any details they have of the child in question.

Response

From the first day that a child does not attend school and there is no explanation or authorisation of the absence, the following steps should be taken:

- A staff member will contact the parents/carers (person with parental responsibility for the child) to seek reassurance that the child is safe at home;
- The outcome of the contact should be assessed and if there are any concerns a consultation with the school/establishment Designated Safeguarding Lead should take place to consider the child's vulnerability.

In the following circumstances a referral to children's social care and /or the police should always be made promptly:

- The child may be the victim of a crime
- The child is subject of a Child Protection plan
- The child is subject of section 47 enquiries
- The child is looked after
- There is a known person posing a risk to children in the household or in contact with the household
- The answers to further questions could assist a judgement whether or not to inform children's social care and the police
- In which age range is the child?
- Is this very sudden and unexpected behaviour?

- Have there been any past concerns about the child associating with significantly older young people or adults?
- Was there a significant incident prior to the child's unexplained absence?
- Has the child been a victim of bullying?
- Are there health reasons to believe that the child is at risk? e.g.: Does the child need essential medication or health care?
- Was the child noted to be depressed prior to their unexplained absence?
- Are there religious or cultural reasons to believe that the child is at risk? e.g.: Rites of passage, female genital mutilation or forced marriage planned for the child?
- Has the child a disability and/or special educational needs?
- Have there been past concerns about this child and family which together with the sudden disappearance are worrying?

Children missing from education but not missing from home

The length of time that a child remains out of school could, of itself, be an alerting factor of risk of harm to the child. A judgement as to timeliness is required in respect of the referral to the local authority. This timeliness should be on a case by case basis. In exceptional circumstances, a leave of absence can be authorised by the Headteacher, at which point a return date is set. In these cases, the time line for enquiries starts from when the child does not attend school on the expected return date, not from the day the authorised leave started.

Notifications and Actions for Children Missing from Education where there are Safeguarding Concerns

If the answers to any of the points set out in the previous section indicate that there are concerns about the child's safety then a referral should be made to Children's Social Care and the Police on day one. Children's social care, who must be contacted as soon as possible in these circumstances, will also liaise with WM Police in order to identify, and act upon, any suspicion of child abuse or child related crime. The school should work in collaboration with children's social care and the police and the Designated Safeguarding Lead should participate in any strategy discussions, section 47 enquiries and child protection conferences which may arise.

Reasonable enquiry

If the judgement reached on day one is that there is no reason to believe that the child is suffering, or likely to suffer, significant harm, then the school can delay making a referral to allow them to make further reasonable enquiries. Reasonable enquiries include staff making telephone calls to any numbers held on the school record, sending a letter to the last known address and conducting a home visit where it is deemed safe to do so. School staff may also check with all members of staff with whom the child may have had contact, with the pupil's friends and their parents, siblings and known relatives at school, and others. The speed at which these reasonable enquiries are made will depend upon any known or concerning factors that may arise through the enquiry process.

Further Actions

If the above response is unsuccessful, the school should contact the relevant CME Officer, referring the child as missing in education and providing the details of the completed enquiries made by the school. The local authority should make enquiries by visiting the child's home and asking for information from the family's neighbours and their local community - a risk assessment of this activity will be needed along with a decision about whether this is appropriate.

The CME Officer should also check databases within the local authority, use agreed protocols to check local databases, e.g. housing, health and the police; check with agencies known to be involved with the family, with any local authority the child may have moved from originally, and with any local authority to which the child may have moved. The child's circumstances and vulnerability should be reviewed and reassessed regularly and jointly by the CME Officer in consultation with children's social care and the police, as appropriate.

Children missing education are vulnerable and, when reviewed, plans should be put in place to proactively find children. As time progresses, missing education will become a more significant factor as well as needing to be considered alongside any other known factors that were already present.

Child missing from school for more than four weeks

A child may not be removed from the school roll before the end of four weeks, unless located in an alternative educational provision. After 4 weeks the child's Common Transfer File should be uploaded to the Department for Education secure site for the transfer of pupil information when a pupil moves between schools. The CME Officer will inform the school when they can remove from roll.

Transfer of information when a pupil changes school

The Education (Pupil Information) (England) Regulations 2000 (SI 2000/297) (as amended by SI 2001/1212 and SI 2002/1680) governs the transfer of information between schools.

- Regulation 10(3) states that 'The headteacher of the pupil's old school shall send the information within fifteen school days of the pupil's ceasing to be registered at the school'.

However:

- Regulation 10 (4) states that 'This regulation does not apply where it is not reasonably practicable for the headteacher of the old school to ascertain the pupil's new school or where the pupil was registered at his old school for less than four weeks'.

If the CME Officer or any other agency becomes aware the child has moved to another school the service should ensure all relevant agencies are informed so that arrangements can be made to forward records from the previous school.

Changes to the Children Missing Education statutory regulations in September 2024 require that all schools must report all starters and leavers to the local authority. This includes starters, no shows, and leavers that are outside of normal transition rounds, following the local authority's processes.