

Labyrinth Education

Attendance Policy and Procedure

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Next Review Date: April 2028

Distribution: All staff and stakeholders

Owner: Senior Leadership Team

Policy Lead: Head of Education

This policy will be reviewed at least every two years or earlier if legislative or contextual changes require.

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1. Scope

Legal Status: Compliant with Part 3, Paragraph 17 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Applies to:

- All learners, including school and further education settings
- All activities, within and beyond the standard academic hours
- All staff, including volunteers and visiting professionals

2. Introduction

In Labyrinth Education, we acknowledge that each learner's journey is unique, non-linear, and shaped by a wide array of influences, including emotional wellbeing, neurodiversity, and home-life circumstances. We strive to ensure every learner attends regularly, not simply to meet expectations, but because they find value, safety, and purpose in their time with us.

We commit to:

- Encouraging consistent and meaningful learner attendance
- Cultivating compassionate and responsive education environments
- Recognising the diverse needs and pathways of our learners
- Maintaining transparent and collaborative attendance practices

While adhering to legal requirements, we place emphasis on relationship-led engagement and tailored intervention to support attendance as an outcome of trust and inclusion.

3. Key Definitions

Authorised Absence: Approved time away from education due to a valid reason (e.g., medical appointments, religious observance, family bereavement), with formal communication from a parent/carer and approval from the education setting.

Unauthorised Absence: Time away from education without adequate reason or approval. This includes unexplained absences or holidays taken without prior consent.

Exceptional Circumstances: Situations judged on a case-by-case basis which justify absences beyond regular authorised reasons—considered with a trauma-informed, learner-first perspective.

4. Guiding Roles and Responsibilities

Parents/Carers: Legally responsible for ensuring their child receives a suitable education. They are expected to:

- Ensure regular attendance
- Communicate promptly with the education setting regarding absences
- Request permission for term-time leave in writing using the appropriate form (see point 9 and point 12 for further detail).

Education Team:

- Maintain accurate registers (Admission and Attendance)
- Promote positive attendance through inclusive practices
- Monitor patterns and provide support or intervention as needed

Headteachers/Executive team:

- Oversee attendance policy implementation
- Authorise or decline term-time leave
- Liaise with families and relevant services when attendance concerns arise

5. Learner Registration

Admission Register: Includes all relevant information for each learner:

- Full name
- Date of birth
- Year group
- Gender
- Ethnicity
- Parent/carers contact details
- SEN status
- Looked-after child (LAC) status
- Emergency contact numbers
- Pupil premium eligibility
- Funding local authority
- Admission date and history

Attendance Register: Taken twice daily (morning and afternoon) and reflects one of the following codes:

- Present
- Engaged in approved off-site activity
- Authorised absence
- Unauthorised absence

- Exceptional circumstance (e.g. setting closure)
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6. Attendance Recording

Registers are maintained in line with government guidance (see point 11 for link). Staff ensure entries are accurate and follow up with families when absences are noted without prior explanation. Ongoing monitoring ensures timely responses to concerning patterns.

7. Managing Non-Attendance

When a learner is absent without prior notice:

- Parents/carers will be contacted on the same day
- If no satisfactory reason is provided, the absence is recorded as unauthorised
- Persistent absence may be escalated for further safeguarding assessment

Supportive, rather than punitive, approaches are prioritised. We recognise attendance as a potential indicator of broader wellbeing and seek solutions collaboratively.

8. Extended and Repeated Absences

Long-Term Absences: When absence exceeds five consecutive days due to health or other needs, learning materials will be provided where appropriate, and regular contact maintained.

Repeated Unauthorised Absences: When patterns emerge:

- A meeting with the family will be arranged
 - Support strategies will be developed jointly
 - Ongoing absences may trigger involvement from external professionals (e.g., social workers)
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9. Exceptional Leave Requests

We understand the importance of family life and recognise that learners may benefit from term-time leave under certain circumstances. Requests will be considered with sensitivity to each learner's individual needs, particularly when:

- Breaks support mental health or respite
- Family schedules are impacted by caring responsibilities
- Accommodation or travel limitations exist for learners with complex needs

Parents must submit requests using the Term-Time Leave Request Form (Point 12 - Appendix 1), preferably four weeks in advance.

10. Monitoring, Evaluation, and Review

The Headteacher will:

- Continuously monitor attendance data
- Evaluate the effectiveness of strategies
- Ensure systems align with safeguarding and educational priorities

Governors will review the policy annually and approve any necessary updates.

11. Linked Policies and References

- Equality and Diversity Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Admissions Policy

Further Guidance: <https://www.gov.uk/government/publications/school-attendance>

12. Appendix 1 – Request for Term-Time Leave

To the Headteacher,

I wish to apply for term-time leave for my child:

Learner's Name: _____

Requested Dates: From _____ to _____

Reason for Request (exceptional circumstances):

Parent/Carer Name: _____

Signature: _____

Date: _____

Note: This form is not required for absences due to medical procedures. If leave is unauthorised and still taken, this will be recorded and shared with the placing authority.
