CHELTENHAM
COLLEGE

Attendance and Registration Policy

Reviewer: Paul Hayes
Approver: Michelle Lucas-Halliwell
Reviewed: October 2026
Next Review: May 2027

Introduction

Cheltenham College is committed to promoting excellent attendance as a fundamental component of safeguarding, academic success, and pupil wellbeing. This policy aligns with current national guidance, including Working Together to Improve School Attendance (2026) and Keeping Children Safe in Education (2026).

Although independent schools are not legally required to share daily attendance data with the Department for Education or local authorities, the College follows best practice to ensure high standards and strong safeguarding oversight and liaises regularly with the local authority.

The purpose of this policy is to set out clear expectations for pupils, staff, and parents regarding attendance; to describe the College's processes for daily registration, monitoring, and escalation; to outline the safeguarding responsibilities connected to attendance; and to ensure consistency in how absence, lateness, and attendance concerns are recorded and managed.

This policy applies to all pupils on roll at Cheltenham College.

1. Why Regular Attendance is so Important

Regular attendance provides the foundation for academic achievement, wellbeing and long-term success. Each school day offers learning, support, and opportunities that cannot be replicated elsewhere. Pupils who attend consistently make stronger progress, develop confidence and are better prepared for life beyond school.

Achievement and Learning

Learning is cumulative and sequential. Absence results in missed teaching, discussions, and feedback that are difficult to replace. Pupils with attendance above 95% are significantly more likely to achieve well across subjects while persistent absence, defined as attendance below 90%, is strongly associated with reduced academic progress and widening gaps in knowledge. An attendance rate of 90% equates to missing approximately one day of school every two weeks, or almost four weeks across a school year.

Wellbeing, Routine, and Emotional Development

School provides structure, routine and a sense of belonging. Regular attendance supports the development of friendships, resilience, confidence and emotional stability, while enabling pupils to access pastoral support at the right time. Irregular attendance can increase anxiety about returning to school and may lead to disengagement, creating patterns that become increasingly difficult to break.

Safeguarding (KCSIE 2026)

Attendance is a recognised safeguarding indicator. KCSIE (2026) highlights that attendance acts as a 'vital warning sign' for schools and that children who are regularly or unexpectedly absent may be at increased risk of neglect, exploitation, abuse, mental health crisis or family difficulties. Monitoring attendance regularly and in detail allows the College to identify early warning signs and ensure that pupils receive appropriate support or protection.

Future Opportunities

Good attendance develops habits that underpin future success. Pupils who attend regularly are more likely to achieve higher qualifications, access preferred universities, colleges, apprenticeships and employment opportunities; it also helps develop essential skills such as reliability, punctuality, and commitment. Attendance data is sometimes requested by further education providers and employers as part of selection processes.

Learning Habits and Consistency

Consistent attendance supports healthy routines, organisation, motivation and engagement with learning. Disrupted routines can make learning feel fragmented and reduce confidence and progress.

Impact on the School Community

Absence affects not only the individual pupil but also the wider school community. It can disrupt the pace of teaching, group work and class cohesion and requires additional teaching time to support catch-up. Regular attendance benefits pupils, staff, and the learning environment.

2. Roles and Responsibilities

The Role of the Pupil

Pupils are expected to take responsibility for their attendance and punctuality and to engage positively with school life. In particular, pupils are expected to:

- Attend school regularly and arrive on time for registration, lessons and all scheduled school activities.
- Inform a member of staff promptly if they feel unwell or have any concerns that may affect their attendance or wellbeing during the school day.
- Participate fully in lessons, pastoral activities and co-curricular opportunities, recognising the importance of consistent attendance to their progress and development.
- Follow school procedures for registration, signing in and out and authorised absence.
- Engage constructively with any support offered by the school to improve attendance or punctuality.

The Role of the Parent

Parents have a shared responsibility with the school to ensure their child attends school regularly, punctually and ready to learn. In particular, parents are expected to:

- Ensure their child attends school every day unless they are unwell or there is another unavoidable reason for absence.
- Inform the school promptly of any absence, providing a clear reason and expected duration.
- Make medical, dental or other appointments outside of school hours wherever possible and notify the school in advance when this is unavoidable.

- Support the school in promoting the importance of good attendance and reinforce high expectations at home.
- Engage constructively with the school, including attending meetings or responding to communications, where attendance concerns are identified.
- Work in partnership with the school to address any barriers to attendance and to implement agreed support strategies.
- Ensure that holidays are not taken during term time, except in exceptional circumstances and where prior permission has been granted by the school.

The Role of the Tutor

- **Registration** - Tutors must complete the register by 8:45 AM each morning. **No blanks are permitted**; every pupil must be marked as present or N (not present/absent).
- **Monitoring Attendance** - Tutors are expected to regularly review attendance information using the Power BI dashboard to identify patterns such as frequent short absences, repeated lateness, or emerging concerns.
- **Tutor Engagement and Follow-up** - Tutors should speak with tutees about any emerging patterns of absence and record these discussions during one-to-one reflection meetings. Where relevant, attendance concerns should also be referenced in tutor reports. If absence continues, tutors should contact parents and record all conversations and communications on CPOMs under the category "absence".

The Role of Housemasters and Housemistresses (Hsms)

Hsms play a key role in overseeing attendance within their houses, ensuring accuracy of registration and supporting tutors in the effective monitoring of attendance.

- **Saturday Registers** - Hsms must ensure that both AM and PM registers are taken on Saturdays. They are responsible for verifying completion in iSAMS and checking for any blanks or missing entries, following up promptly where necessary.
- **PM Registers (Monday to Saturday)** - Hsms must confirm that the PM register is taken each day from Monday to Saturday. Where registers are incomplete or late, Hsms are expected to follow this up promptly with tutors to ensure compliance with school procedures.
- **Tutor Support** - Hsms are responsible for monitoring and supporting tutors in relation to attendance matters. This includes providing guidance on correct registration procedures, supporting tutors in identifying patterns of absence or lateness and ensuring that concerns are escalated appropriately via CPOMs where required.
- **Collaboration** - Hsms work closely with the Attendance Lead to review attendance data and trends, implement intervention strategies for persistent absence and share updates or concerns on a regular basis to ensure a consistent and coordinated approach.

The Role of the Attendance Lead (Senior Attendance Champion)

Paul Hayes (p.hayes@cheltenhamcollege.org) serves as College's Attendance Lead and sits on the DSL Team and Deputy Designated Safeguarding Lead. In Working Together to Improve School Attendance, 2026 this role is defined at the Senior Attendance Champion with responsibility for overseeing attendance across the whole pupil body. His role is central to safeguarding, statutory compliance and promoting a culture of high attendance.

Key Responsibilities:

- **Weekly Monitoring:** Reviews attendance data on a weekly basis, identifying individual pupils, year groups, or boarding houses where attendance falls below expectations.

- **Pattern Analysis:** Examines trends such as persistent lateness, repeated absences on particular days, or emerging concerns that may indicate safeguarding issues or barriers to learning.
- **Reporting:** Provides a weekly report to the DSL team, highlighting pupils of concern, patterns requiring intervention and any safeguarding implications.
- **Communication with Parents:** Writes to parents informing them if/when College has concerned about a pupil's attendance.
- **Intervention:** Works with tutors, pastoral staff and the College Office to ensure that concerns are followed up promptly with parents/guardians and that appropriate support or sanctions are applied.
- **Compliance:** Ensures attendance records are maintained in line with the **Education (Pupil Registration) Regulations 2006** and that statutory codes are applied correctly.
- **Culture & Ethos:** Acts as a champion for attendance, reinforcing the message that punctuality and daily presence are essential and that attendance is a shared responsibility across staff, pupils, and families.
- **Escalation:** Where attendance concerns persist, escalates cases to the DSL team for safeguarding review and, if necessary, to external agencies in line with statutory guidance.

The Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead has a key role in overseeing attendance as part of the school's wider welfare and safeguarding arrangements.

- **Weekly Attendance Reports**- The DSL receives attendance data and analysis from the Attendance Lead on a weekly basis. This includes reviewing individual pupil concerns as well as monitoring wider attendance trends across the school.
- **Integration with Safeguarding** - The DSL ensures that attendance monitoring is fully embedded within the school's safeguarding framework. Where patterns of poor attendance are identified, the DSL considers whether this may indicate wider concerns, such as welfare issues, unmet needs or barriers to education and ensures appropriate action is taken. The DSL works closely with pastoral staff to ensure attendance concerns are addressed alongside other welfare considerations.
- **Reporting to the Senior Leadership Team (SLT)** - The DSL provides weekly updates to the Senior Leadership Team on attendance levels, emerging patterns, and areas of concern. This ensures effective leadership oversight of attendance and its impact on pupil welfare and wellbeing. The DSL also advises SLT on strategic interventions where attendance issues are persistent or more widespread.
- **Reporting to Governors** - The DSL prepares and provides attendance updates to governors through the Welfare and Safeguarding Subcommittee and maintains regular communication with the nominated safeguarding governor. This ensures that governors have appropriate oversight of attendance patterns, emerging risks, and the effectiveness of interventions.
- **Annual Safeguarding Review** - The DSL ensures that registration and attendance arrangements are included within the school's annual safeguarding review. This enables attendance procedures, data, and practice to be reviewed alongside wider safeguarding and welfare systems, ensuring continuous improvement and compliance with regulatory requirements.
- **Link with the Welfare Management Team** - The DSL aligns attendance monitoring with the work of the Welfare Management Team to ensure pupils with attendance concerns receive holistic support. This includes coordinating pastoral care, wellbeing support and communication between welfare staff, tutors and families to address barriers to regular attendance.

Governors

The Governing Body has strategic oversight of the school's arrangements for registration and attendance and ensures that these arrangements are effective, compliant and consistently implemented. Governors receive regular reports on attendance, including patterns, trends, and the impact of interventions, enabling them to provide appropriate challenge and support to senior leaders

3. Attendance, Safeguarding and Welfare

Attendance as a Safeguarding Concern

The College recognises that persistent or severe absence may indicate a safeguarding concern and is therefore treated with appropriate seriousness. Attendance data is reviewed regularly by the DSL team to identify individual concerns and wider patterns. Where attendance patterns suggest possible risks to pupil welfare, including neglect, exploitation, abuse, radicalisation or mental health concerns, these are escalated promptly in line with the College's safeguarding procedures.

The DSL team gives particular attention to pupils who are considered vulnerable, including those subject to a Child Protection Plan (CPP), a Child in Need (CIN) plan and looked after or previously looked after children. Any attendance concerns relating to these pupils are escalated immediately to ensure timely and appropriate support and intervention.

Whole-School Culture and Ethos

Attendance is embedded within the College's ethos, curriculum and pastoral care systems. The College promotes a culture in which good attendance is understood as central to academic success, wellbeing and personal development. Staff, parents and pupils are encouraged to recognise the importance of regular attendance, with a positive and supportive approach taken and early intervention implemented where concerns arise.

SEND and Health Needs – Support First Approach

The College adopts a support-first approach for pupils with special educational needs and/or health conditions. Reasonable adjustments and tailored support are provided to maximise attendance wherever possible. Where pupils are unable to attend school due to medical needs, the College ensures that appropriate educational provision and safeguarding oversight are maintained in line with statutory guidance and best practice.

Online Safety and Emerging Risks

The College recognises that online harms, including misinformation, disinformation, online exploitation and radicalisation may contribute to changes in attendance patterns. Staff remain alert to these emerging risks and consider attendance concerns within the wider context of online safety and pupil wellbeing.

Alternative Provision and Off-Site Attendance

Where pupils attend off-site provision, including dual registration, work experience, or specialist placements, the College ensures that safeguarding and attendance arrangements are robust, monitored, and consistent with national expectations. Clear communication and oversight are maintained to ensure pupils remain safe and engaged in education.

Partnership Working and Escalation

Although independent schools are not required to share daily attendance data with the local authority, the College works proactively with parents, carers, and external safeguarding partners where attendance concerns arise. Where appropriate, referrals may be made to Early Help services, local safeguarding partnerships or other agencies to support pupils and families and to address barriers to attendance.

4. Registration Procedures

In accordance with the Education (Pupil Registration) Regulations 2006 and Department for Education guidance, pupils arriving after the close of the morning registration window must be recorded appropriately on the attendance register using the correct code as set out in Working Together to Improve School Attendance.

Legal Registration – AM

- Morning registration runs from 8.35am - 8.40am. Tutors are expected to mark their tutees using the correct registration code. If a tutee is not accounted for during that registration period, the tutor must mark with the N Code (reason for absence not yet provided).
- Pupils marked as N at 08:45 (this gives a 5-minute window for the data to save) will then need to be accounted for.
- The College Office will actively chase and account for outstanding Ns during the statutory follow-up period.
- Pupils accounted for between 08:35 and 09:05 will be marked as L (late before registers close).
- The morning register closes at 09:15, which is the College's defined close-of-register time.
- Any pupil who is unaccounted for after 9:15am will already have been marked with an N code. This code will remain in place until a reason for the absence has been established and the appropriate attendance code applied.
- By the end of each school day, all N codes must be resolved. If a valid reason is provided and meets the criteria for authorised absence, the register will be updated accordingly. Where no satisfactory explanation is received, or the reason does not meet the criteria for authorised absence, the pupil will be recorded with an O code (unauthorised absence).
- Where a pupil has arrived late after the register has closed or has been accounted for as part of our processes as set out in appendix 4, the pupil will be recorded as U.
- Persistent lateness or repeated unauthorised absences will be monitored and addressed with parents/guardians in line with the College's attendance procedures.

Legal Registration – PM

- Afternoon registration is conducted within Houses from 2:00pm to 2:10pm.
- Staff must complete the register promptly and accurately using the correct statutory codes.
- Any pupil not accounted for during this window must be recorded with an N code (reason for absence not yet provided).
- At 2:15pm, the College Office begins reconciling all pupils still marked with an N code.
- Staff have until 2:45pm to establish the reason for absence and update the register accordingly.
- The afternoon register closes at 2:45pm, which is the College's defined close-of-register time for the PM session.
- Pupils who remain unaccounted for at 2:45pm will already have been recorded with an N code. This code will remain in place until a reason for the absence has been confirmed and the appropriate attendance code has been applied.

- By the end of each school day, all N codes must be resolved. If a valid reason is provided and meets the criteria for authorised absence, the register will be updated accordingly. Where no satisfactory explanation is received, or the reason does not meet the criteria for authorised absence, the pupil will be recorded with an O code (unauthorised absence).
- Where a pupil has arrived late after the register has closed or has been accounted for as part of our processes as set out in appendix 4, the pupil will be recorded as U.

For Day and Day Boarding pupils travelling in from home, the Matron/Housemaster or Housemistress (Hsm) team will follow up with parents to establish the reason for the absence. Once a pupil is located as present on site, the register will be updated to a U code.

The N code must not remain on a pupil's attendance record indefinitely. To ensure this does not happen, it is the school's policy that all N codes will be changed to the O code at the end of the school day if no reason has been provided for absence. The O code is used to record unauthorised absence, where a pupil is absent and no acceptable reason has been provided or authorised, including situations where parental notification has not been received or the reason given does not meet the school's criteria for an authorised absence.

Saturday registration Procedures

Morning Registration
Registration must be completed in House before 8:15am. The registration report is run at 8:45am and the registration period closes at 8:45am.

Afternoon Registration
In-House registration closes at 1:00pm. The registration report is run at 1:05pm and the registration period closes at 1:35pm.

The same procedures as outlined in the previous paragraphs then apply.

As a boarding school, any pupil who is expected to be on-site but cannot be accounted for during the reconciliation process must be escalated immediately in line with the College's safeguarding procedures. This includes following the College's unexplained absence protocol, as set out in Appendix 4.

5. Attendance – A Shared Responsibility

College places the highest importance on regular and punctual attendance as a foundation for safeguarding, academic progress and personal development. Attendance is not simply a matter of compliance but a **shared responsibility** across the whole community. Tutors, teachers, the College Office, parents, and pupils themselves all play a vital role in ensuring that registers are accurate, absences are followed up promptly and expectations are consistently reinforced. By working together, we create a culture where every pupil understands that being present and on time is essential and where staff and families actively support the school in maintaining excellent attendance. This collective ethos ensures that no pupil goes missing from education unnoticed, that statutory duties are met and that the values of commitment, responsibility, and care are embedded in daily practice.

Holidays in Term Time

Taking holidays during term time affects a pupil's education as much as any other form of absence and we therefore expect parents not to take children away during term time. Legislation is explicit that parents have no automatic entitlement in law to remove their child from school for a holiday during term time and family holidays are not normally considered exceptional circumstances. In line with this, the College will authorise holiday absences only in genuinely exceptional circumstances

and all other cases will be recorded as unauthorised **using the G code**, which may result in action by the local authority. For international Pupils in particular, flights should be arranged so that pupils are able to attend the full College term and where possible, travel should be scheduled during holiday periods to ensure that no teaching time is missed. Any application for leave must be made in advance to the Housemaster or Housemistress, with all requests overseen by the Senior Deputy Head and each application will be considered individually, taking into account the circumstances of the request, any previous pattern of term-time leave and the pupil's overall attendance record.

Circumstances Where Such Leave will be Authorised:

Leave will not be authorised unless the reason is considered an exceptional circumstance such as those outlined below:

- Weddings of parents and siblings.
- The funeral of a parent or sibling or any other compassionate incident
- Where an absence from College is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue. A health professional's letter will need to be seen by the Hsm.
- If a parent is service personnel and is returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with college holidays.
- Early departure of pupils due to personal reasons
- Religious holidays
- Passport and visa Interviews
- Early departure or late return of international pupils due to travel constraints (up to 24 hours)

However, this list is not exhaustive.

Appendix 1 – School Attendance Codes from 2024, Working Together to Improve School Attendance.

School Attendance Codes 2024

Present Codes	
/ \	present during registration
B	educated off site and for taster days and do not fit K, V, P or W codes
K	attending provision arranged by the local authority under Section 19 of the EA 1996
L	arrived after the register has started but before it has closed
P	participation in a sporting activity with prior agreement from school
V	educational visit or trip supervised by a member of the school staff
W	attending work experience under arrangements by the school or local authority
Absent Codes	
Authorised Absences	
C	absence due to exceptional circumstances, agreed by the headteacher
C1	in a regulated performance/undertaking regulated employment abroad
C2	absent due to part-time timetable, agreed by the headteacher and parent(s)/carer(s)
D	dual registered
E	suspended or permanently excluded, and no alternative provision made
I	illness (both physical and mental health related; not medical or dental appointments)
J1	job/school/college interview
M	medical or dental appointment
Q	unable to attend because of a lack of access arrangements
R	religious observance (only 1 day allowed; any more coded as C if agreed)
S	study leave
T	parent travelling for occupational purposes
X	non-compulsory school age pupil not required to attend school
Y1	unable to attend due to transport provided not being available
Y2	unable to attend due to widespread transport disruption
Y3	unable to attend due to part of the school premises being unexpectedly closed
Y4	unable to attend due to unexpected whole school closure
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 due to other avoidable cause (must affect the pupil NOT the parent)
Unauthorised Absences	
G	holiday or absence for leisure-related purposes (not agreed by the headteacher)
N	reason for absence not yet established (must be corrected within 5 days)
O	absent in other or unknown circumstances
U	late after register has closed
Administrative Codes	
Z	prospective pupil not yet on register
#	planned whole school closure (e.g., holidays, Insets and polling station days)

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Appendix 2 - Procedures for Poor Attendance

The College's actions to address attendance concerns are based on *Working Together to Improve School Attendance* (2024) and follows Gloucestershire's **Graduated Levels of Intervention**. This ensures a **support-first, proportionate and consistent approach**, with escalation only where earlier intervention has not resulted in improvement or where risk increases.

Universal Support (Level 1)

At Universal level, the College promotes good attendance for all pupils through clear expectations, daily monitoring, and early identification of concerns. For example, where attendance begins to fall near or below 90% or patterns of lateness emerge, tutors and House staff monitor attendance closely, speak with pupils, and make early contact with parents to reinforce expectations and identify emerging barriers.

Targeted Support (Level 2)

Where concerns persist, the College moves to targeted, school-led intervention. For example, parents may be invited to meet with the tutor, House staff or the Attendance Lead to explore barriers to attendance and agree an Attendance Support Plan. This may include pastoral support through the Welfare Management Team and could involve SEND or health-related adjustments. Clear targets, and regular review points will be set through a MyPlan.

Intensive Support (Level 3)

If attendance does not improve despite targeted support, or if the concerns are more complex, the College will escalate the situation to intensive intervention in collaboration with the Local Authority. This may involve referrals to the Local Authority Inclusion and Attendance Services or coordinated support through Early Help and other relevant agencies. The intervention plan will be documented via a MyPlan+. At this stage, the College will also involve our Local Authority Inclusion Officer, Cara Green.

Child Protection (Level 4)

In rare cases, attendance concerns may escalate to a **child protection matter**. This occurs where persistent absence, unexplained absence, or sudden changes in attendance indicate a risk of significant harm. For example, repeated unexplained absences combined with changes in behaviour, disclosure of harm, concerns about neglect, exploitation, or a failure to engage with support may trigger immediate safeguarding action. In such cases, the DSL will follow the College's child protection procedures, which may include referral to the Multi Agency Safeguarding Hub without delay.

Appendix 3 - 10-Day Absence Procedures

When a pupil has unauthorised absences, monitoring and attendance targets will be implemented, with additional support provided as necessary. The Hsm will contact parents **daily** to establish the pupil's whereabouts and reason for absence, following College procedures.

Recording Absences on CPOMS

Hsms should record concerns about unauthorised absences on **CPOMS** as soon as they arise, particularly if there is a **pattern of absences** or the pupil's location is unknown. Initially, concerns should be logged under **"Absence – Unauthorised Absence Concerns"**, including details of all attempts to contact parents. If the absence reaches **10 consecutive days**, or if the pupil's whereabouts remain unclear, the concern should be escalated under the **"Safeguarding/Child Protection – CME"** category on CPOMS, followed by a **phone call to the DSL** to ensure immediate awareness and intervention. This ensures all absences are tracked, patterns are visible, and escalation occurs promptly when required.

Stage 1: 10-day absence (whereabouts known)

If a pupil has been absent without authorisation for 10 consecutive school days and their whereabouts are known, the Hsm will continue daily contact with parents. If the absence remains unauthorised and the reason has still not been established, the case must be referred to the DSL team via CPOMS, and the DSL or Attendance Lead will make contact. If, after 10 days, the reason for absence is still not confirmed, a referral will be made to the **Attendance/Inclusion Team** at **attendance@gloucestershire.gov.uk**. This referral allows the Local Authority to provide further support, coordinate interventions, and ensure safeguarding.

Scenarios for referral include:

- Repeated attempts to contact parents have been unsuccessful.
- Ongoing unauthorised absences despite targeted support.
- Safeguarding concerns or potential risk factors at home or in the community.

Stage 2: 10-day absence (whereabouts unknown – Child Missing in Education)

If a pupil has been absent for 10 consecutive days and the College has no contact from parents, the situation is classified as **Child Missing in Education (CME)**. The Hsm will continue attempts to contact parents, but if the pupil's whereabouts remain unknown, the DSL will make a referral to the **Gloucestershire CME team** via **missingpupils@gloucestershire.gov.uk**, including a full record of all actions taken and evidence of enquiries.

Scenarios for CME referral include:

- Parents cannot be reached despite repeated contact attempts.
- The pupil's absence is unauthorised with no known location.
- There are safeguarding concerns requiring immediate Local Authority intervention.

Once a CME referral is made, the College will **await the outcome of the investigation**, while continuing to monitor attendance records. The Local Authority will investigate, coordinate support and liaise with other relevant agencies to ensure the pupil's safety and return to education.

Appendix 4 – Pupils Absent Without Authority

1. Introduction

The school has written procedures identifying action to be taken when a child is absent without authority. These procedures are known to staff, pupils and their parents or guardians (through the College website).

- The procedures cover the following: Searching for any pupil missing or believed to have run away from the College or as a result of a possible abduction to include the timing of reporting pupil missing to:
    - The Police
    - To the pupil's parents or guardians (if appropriate).

- Take action to obtain information about the whereabouts of a missing pupil and to try to ensure:
    - The safety and welfare of that pupil
    - The collection and return of missing pupil when found
    - Action to be taken on the pupil's return.

All staff are aware of, and do not exceed, the measures they may properly take to prevent a pupil leaving without permission under current legislation (section 93 of the Education and Inspections Act 2006) and government guidance on the use of force, (see Use of Reasonable Force policy).

2. Unexplained Absence Protocol

Registration should take place in the morning and in the afternoon, which are the two statutory registration point as well as at the start of each lesson. If a pupil is not present and there is no reason for this absence recorded on iSAMS, the teacher should mark the absence as "N – no reason yet provided" and click the 'Alert' button to signify that a pupil is absent. Lesson registration is not a statutory requirement but is an important safeguarding measure to ensure the College is aware of all pupils' whereabouts.

This will result in an email being sent to the House Registration Group (HRG) - the Hsm, Matrons, Director of Compliance and the Director of College Operations. The HRG (usually Matrons) are the first port of call for searching and should establish the pupil's whereabouts immediately. This should involve:

- Checking with the Tutor (where relevant)
- Checking all House records and College records (e.g. breakfast signing sheets registration data) to ascertain the time the pupil was last registered as present.
- Check authorised trips away from College on Evolve
- Phoning the Health Centre and checking with Music (where applicable) (SOCS)
- Day Pupil – contact their parent
- Check with expected teacher to ensure registration is up-to-date or physically visit the classroom to ensure the pupil has not arrived late to the lesson
- If there is still no sign of the pupil their photo will be circulated by College Office
- Check with Security for the last Paxton access usage

If an absence occurs outside College Office hours (9am-5pm Mon-Fri and Sat 8-12pm) the Housemaster/Housemistress (HsM) should be contacted directly.

3. Protocol when a Pupil is Identified as Absent Without Authority

As soon as a pupil is identified as being absent without authority the following actions should be to be taken: Inform the DSL who will take responsibility for the investigation. If the DSL is not contactable, the member of staff should inform the SDH who will then identify a suitable member of House staff/DSL Team to assist. The following procedures will be enacted:

- Gather close friends and Prefects together and ask about the missing pupil's whereabouts or any information that may give a clue to his or her whereabouts. Explore the possibility of girlfriend, boyfriend, or siblings and whether this is a useful source of information.
- Check child's room for clues: is the pupil's uniform missing? Has the mobile phone or wallet been taken?
- If available check pupil's laptop or mobile phone for possible leads via the ICT Department (only after the specific request is made to do so from the DSL).
- Organise a search of the College grounds.
- Arrange for a visit to train and bus stations to check for the missing pupil.
  Contact parents or guardians (after specific request is made by the DSL/SDH). The usual timeframe for this will be one hour from going missing.
- Contact the Police (where at all possible, only after contacting parents). The usual timeframe for this will be immediately after parents are informed or attempts have been made to contact them.
- Keep College and Prep School staff informed if the missing pupil has a sibling at the school. If there is any reason to suspect that the pupil has been abducted, the Crisis Management policy should be consulted.
  When the missing pupil is located, inform parents, Police etc.
- Upon the pupil's return, consider the reasons for the absence, and keep a record of the reasons given by the pupil and any action taken in the light of those reasons.
- Consider suitability to boarding in line with policy.
- Notify UKVI of any pupil holding a Child/Student visa who goes missing and does not return.

Appendix 5 - Emotional Based School Avoidance (EBSA) and Part-Time Timetables

Purpose

This appendix provides guidance for supporting Pupils at Cheltenham College experiencing Emotional Based School Avoidance (EBSA) and outlines the circumstances in which a temporary part-time timetable may be used. It aims to ensure consistent, safe, and supportive practice while promoting full-time education and safeguarding pupil wellbeing.

Principles

- All pupils of compulsory school age are entitled to full-time education.
- Part-time timetables are a temporary measure and must never replace full-time education long term.
- Interventions must prioritise the pupil's wellbeing, welfare, and safeguarding.
- Decisions must be made collaboratively with parents/carers and relevant school staff.
- Oversight of EBSA and part-time timetable arrangements is the responsibility of the Attendance Lead and the DSL.

Definition - Emotional Based School Avoidance (EBSA):

EBSA refers to difficulty attending school due to emotional distress (e.g., anxiety, panic, low mood), rather than defiance or truancy. It may present as:

- Physical symptoms (stomach aches, headaches)
- Emotional distress (anxiety, tearfulness, panic)
- Behavioural avoidance (refusal to leave home, distress at school)

Identification and Early Intervention:

Signs of EBSA include:

- Frequent absence or lateness linked to emotional distress
- Anxiety at the thought of attending school
- Social withdrawal or decline in academic performance
- Staff should report concerns to the Attendance Lead/DSL promptly using CPOMS. Early identification and support are crucial to prevent long-term disengagement.

Part-Time Timetables

1. **When They May Be Used:**

    - In very exceptional circumstances, such as a medical condition or as part of a reintegration package for a pupil with EBSA.
    - Part-time arrangements are temporary and must have a clear end date, by which time the pupil is expected to return to full-time education or alternative provision.

2. **Safeguarding and Welfare:**

    - Any reduced timetable must consider safeguarding and welfare risks.
    - The Attendance Lead and DSL must ensure that pupils not in full-time education are protected from harm, neglect, abuse, exploitation and other risks, as well as the risks of underachievement or becoming NEET.

3. **Conditions and Limitations:**

- A part-time timetable is not appropriate for managing poor behaviour or as an alternative to exclusion.
- Other strategies must have been exhausted before implementation.
- Arrangements must have parental/carer agreement.

4. Planning and Monitoring:

- Pupils on a part-time timetable will have a My Plan + and My Assessment in place with SMART targets co-created with parents to support a return to full-time attendance.
- Attendance will be recorded using code 'C2' (agreed reduced timetable) for statutory school-aged pupils and code 'X' for those not of compulsory school age.
- All part-time or amended timetables will be reported promptly to Gloucestershire County Council (GCC) using the JADU form: https://forms.gloucestershire.gov.uk/Reduced_Alternative_Education.

Review:

Part-time timetables will be reviewed **regularly** by the Attendance Lead and DSL to ensure they remain necessary and effective. Any questions/concerns will be reported to the inclusion team - Telephone: 01452 427274, Email: **pttimetables@gloucestershire.gov.uk**

Appendix 6 - Flow diagram detailing the stages of dealing with severe absence based on EBSA.

