Attendance Policy

This policy applies to the whole school including Boarding and Prekindergarten - Kindergarten. The current version of any policy, procedure, protocol or guideline is the version held on the TASIS England website. It is the responsibility of all staff to ensure that they are following the current version.

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Responsible area	Director of Pastoral Care

Agreed by:

Head of School	Designated Safeguarding Lead	Chair of the Board
Bryan Nixon	Jason Tait	David King
02 September 2026	02 September 2026	02 September 2026

This policy reflects changes in national guidance and legislation that come into force on 19 August 2024 and the statutory guidance edition applying from July 2026. Please see The School Attendance (Pupil Registration) (England) (Regulations) 2024 Working Together to Improve School Attendance (DfE: July 2026) for more information.

TASIS England is committed to safeguarding and promoting the welfare of students and expects all faculty, staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

1. Introduction and Aims

1.1. This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (DfE: July 2026), which sets out seven key expectations of independent schools (Chapter 2), and maintains its admission and attendance registers in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, as required by Standard 15 of the Independent School Standards (Independent School Standards guidance, April 2026, paragraphs 3.13-3.15 and 3.29-3.32), through our whole school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all students.
- Promoting good attendance and the benefits of good attendance.
- Reducing absence, including persistent and severe absence.
- Ensuring every student 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 make sure students have the support in place to attend school.

We will also promote and support punctuality in attending lessons.

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (DfE: July 2026) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance for independent schools:

- Part 10 of The Education Act 2002
- Part 6 of the Education Act 1996
- The Education (Independent School Standards) Regulations 2014, Part 3, paragraph 15
- The School Attendance (Pupil Registration) (England) Regulations 2024

It also refers to:

- School level annual census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

1.2. Related documents, procedures and processes:

- Students Missing Education Policy
- Data Protection Policy
- Admissions Policy
- The Attendance Registration and Reconciliation Protocol

1.3. We expect all children on roll to attend every day, when the school is in session, as long as they are fit and healthy enough to do so.

1.4. TASIS has a designated Senior Attendance Champion with overall responsibility for championing and improving attendance - that person is **Mr Jason Tait.**

1.5. We recognise that promoting school attendance is everyone's responsibility and is crucial to ensuring strong educational outcomes for children. We do all we can to encourage the children to attend school 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.

1.6. The attendance register will also indicate whether an absence was authorised or unauthorised.

1.7. The school calendar and dates when the school is open can be accessed from the home page of our website, tasisengland.org/schoolcalendar. Alternatively, our term dates and Calendar of Events can be obtained from the school office. School emergency closures for such things as extreme weather will also be published on the home page of our website and using the Veracross LMS Emergency Communication System.

1.8. TASIS England complies with the UKVI criteria regarding the admission to and attendance of students at TASIS England.

1.9. The Board of Directors is responsible for ensuring that the school keeps admission and attendance registers in accordance with statutory requirements. The attendance register records students' attendance at the start of the morning session and at the designated registration point during the afternoon session. An attendance record is also maintained for children in Prekindergarten and Kindergarten.

1.10. For purposes of this document, the term "Board of Directors" is deemed to have the same meaning as "Proprietor" in accordance with the Education (Independent Schools Standards Regulations) 2014 (ISSR) and is used interchangeably.

2. Roles

2.1. **Governing Board:** Sets the strategic expectation that attendance is monitored and improved, receives termly attendance reports (overall, by section/year, PA/SA), and assures that safeguarding considerations are applied to non-attendance and sudden absence.

2.2. **Head of School:** Ensures systems meet the Education (Pupil Registration) Regulations, receives regular data, and assures escalation to the DSL where absence indicates potential risk.

2.3. **Senior Attendance Champion (Director of Pastoral Care):** Leads the whole-school approach; reviews data weekly with section leads; oversees targeted support plans for students at risk of persistent or severe absence. Attendance data is analysed for key cohorts - including students with SEND, those with health conditions, young carers and other vulnerable groups - in line with the benchmarking and cohort-monitoring expectations of the July 2026 guidance. In applying this policy, the school makes reasonable adjustments for disabled students and considers the individual needs and barriers of students and their families, in accordance with the Equality Act 2010 and the reasonable-adjustments expectations of the July 2026 guidance.

2.4. **Section Heads / pastoral Advisors / Teachers:** Take registers accurately, follow up punctuality, and engage families early where patterns emerge.

2.5. **Attendance/Admissions Administration:** Processes daily calls/emails, logs reasons, and ensures unresolved N codes are closed promptly.

2.6. **Students:** Arrive on time, attend all timetabled sessions, and follow sign-in/out procedures.

2.7. **Parents/Carers:** Notify absence on the day (before morning registration), provide reasons/evidence when requested, keep emergency contacts up to date (we aim for more than two contacts where possible). (Parents have the legal responsibility for ensuring that children of compulsory school age (5 to 16) receive a suitable education, either by regular attendance at school or otherwise).

TASIS England requests that parents:

a. Ask the school for help if their child is experiencing difficulties with any aspect of their schoolwork or home and family life so that we can offer support at the earliest opportunity.
b. Take a positive interest in their child's work and educational progress.
c. Ensure their child has regular attendance at school.
d. Instil the value of education and regular school attendance within the home environment.
e. Contact the school if their child is absent to let them know the reason why and the expected date of return, following this with a note wherever possible.
f. Avoid unnecessary absences; for example, by making medical and dental appointments for outside of school hours.
g. Inform the school of any change in circumstances that may impact on their child's attendance.
h. Support the school by becoming involved in their child's education, forming a positive relationship with school, and acknowledging the importance of children receiving the same messages from both school and home.
i. Maintain effective routines at home to support good attendance.
j. Attend all meetings requested to discuss attendance issues.

2.8. **The Role of the School:** The school is required to maintain two registers:

a. An Admission Register (known as the School Roll)
b. An Attendance Register.

These registers are preserved for 6 years in line with DfE regulations in force from August 2024.

Role	Name	Contact details
Whole School Senior Attendance Champion	**Jason Tait** Director of Pastoral Care, Designated Safeguarding Lead	jtait@tasisengland.org Tel: +44 (0)1932 582312 Mob: +44 (0) 7392 319922
Attendance Officer	Upper School Grades 5-8 PreK-Grade 4	attendance@tasisengland.org msoffice@tasisengland.org lsoffice@tasisengland.org
Named Board Director for Attendance	Melissa Jones-Briggs	mjbriggs@tasisengland.org

Day-to-day absence reporting:

- attendance@tasisengland.org (Upper School)
- msoffice@tasisengland.org (Grades 5-8)
- lsoffice@tasisengland.org (PreK-Grade 4).
- **Escalated support: contact the Section Head or the Senior Attendance Champion.**

TASIS England has made the following commitments with regard to attendance. We:

a. Ensure that there is a whole school approach which reinforces good school attendance, enabled by good teaching and learning experiences that encourage all students to attend, participate and achieve.
b. This policy will be reviewed annually (or sooner if guidance changes) by the Senior Attendance Champion and approved by the Board of Directors.
c. Ensure that all staff are aware of the attendance policy and appropriately trained to address attendance issues - specific responsibility for this is taken by the Senior Attendance Champion with the support and cooperation of all Senior Leaders, Managers and Board Directors.
d. Provide the faculty with sufficient time and resources to meet our attendance objectives.
e. Report the school's attendance and related issues quarterly to the Board of Directors and half-termly to the lead Director for attendance.
f. Promptly return school attendance data to the local authority (LA) when requested. The duty to share daily pupil-attendance data with the Secretary of State applies to state-funded schools only and does not apply to TASIS England as an independent school.
g. Ensure that systems to report, record and monitor the attendance of all students, including those who are educated off-site are implemented.
h. Ensure that attendance data is collected and analysed frequently to identify causes and patterns of absence.
i. Interpret the data to devise solutions and to evaluate the effectiveness of interventions.
j. Develop a multi-agency response to improve attendance and support students and their families.
k. Document interventions used to a standard required by the LA should legal proceedings be instigated.
l. Recognizing good attendance through positive reinforcement, such as certificates, awards, and special privileges, will be used to reward excellent and improved attendance.

2.9. **The Admission Register:** This gives particular information about students who are currently registered as attending TASIS England. The register will comprise information that is compliant with regulation 8 of the School Attendance (Pupil Registration) (England) Regulations 2024. For each student, the admission register will contain:

a. Name in full. The name by which the student is known at the school, where different. The student's home address. Whether the student is a boarder or a day student (for students of compulsory school age).
b. Sex.
c. Name and address of every person known to the school to be a parent or guardian of the student (and an indication of the parent with whom the student normally resides).
d. At least two telephone numbers for which the parent can be contacted in an emergency.
e. Day, month and year of birth.
f. Day, month and year of admission or readmission to the school.

g. Name and address of the school last attended, if any.
h. Leaving date and ongoing placement.

2.10. **Attendance Register:** The school is required to ensure that the attendance register for all students on the School Roll is taken twice a day - once at the start of the morning session and once during the afternoon session. Although regulation 10 does not require an attendance code to be entered for a student who is a boarder, TASIS England does not apply this exception operationally. Boarding students are included in the same whole-school registration and reconciliation arrangements as all other students for safeguarding and operational purposes. Each student must be marked on the register in one of the following categories:

a. Present.
b. Engaged in an approved educational activity away from the school site (approved by the Head of School and supervised by a member of school staff approved by the Section Head for either PreK to Grade 8 or Upper School, including sporting activities, educational visits or residential trips).
c. Absent.
d. Unable to attend through exceptional circumstances (unavoidable closure of the school site or part of it).
e. Taking authorised absence (granted leave of absence by the Head of School or a person acting on their behalf, unable to attend by reason of sickness or unavoidable cause, observing a day exclusively set apart for religious observance by the religious body to which the parent belongs.
f. Taking unauthorised absence (if no reason is established when the register is taken, the entry may be corrected later if a valid reason is established).

2.11. **Register times for all sections**

The statutory attendance register is taken at the same time for all students across the school. The register must be submitted within 10 minutes of opening and remains open for 30 minutes.

Morning – Monday, Tuesday, Thursday, Friday

- Register opens/taken: **08:15**
- Submit by: **08:25**
- Register closes: **08:45**

Morning - Wednesday

- Register opens/taken: **09:00**
- Submit by: **09:10**
- Register closes: **09:30**

Afternoon – Monday, Tuesday, Wednesday, Thursday, Friday

- Register opens/taken: **13:55**
- Submit by: **14:05**
- Register closes: **14:25**

These times apply to all sections. Sectional or lesson-by-lesson registration may continue for pastoral and operational purposes, but it does not replace the statutory morning and afternoon attendance registers.

A student arriving after the register has been taken but before it closes will be recorded as late. A student arriving after the register has closed will be recorded using the appropriate absence code.

Punctuality coding

- Arrival before close = L (late).
- Arrival after close = U (late after register closed) unless another authorising code applies.

Operational checks

Any class register not submitted by +12 minutes triggers an automatic reminder to the teacher and Section Office; unsent at +15 minutes is escalated to Section Office to complete.

2.12. **Register amendments:** Any amendment to the register will show the original entry, the amended entry, the reason, the date of amendment, and the name/role of the person making the amendment.

2.13. If a student is absent, the register must say whether or not the absence has been authorised by the school. Parents cannot authorise absence - it is the school that decides how to classify absences.

2.14. Authorised absence is where the school has either given approval in advance for a student of compulsory school age to be away from school or has accepted an explanation offered afterwards as satisfactory justification of absence (e.g., illness). All other absences are treated as unauthorised.

2.15. Authorised absences include medical or dental appointments, days of religious observance, visits to future schools, exclusion, family bereavement and special occasions (e.g., weddings).

2.16. If a student is absent without explanation when the register is called, school staff will normally contact the parents the same day whenever possible. The absence will be treated as unauthorised unless an explanation is offered as satisfactory justification for absence. The school regularly informs parents/carers of their child's attendance and absence levels; in line with Working together to improve school attendance (DfE: July 2026), this is communicated in terms parents can readily understand - the amount of school time missed and its impact on learning - rather than headline percentages alone.

2.17. Due to the international nature of the school and the festivals fundamental to the different nationalities (such as the Russian Orthodox Church, American Thanksgiving, Spanish Feast of the Kings and so on) such absences may be authorised following individual consideration of each request on its merits, where the statutory code criteria or exceptional circumstances apply (see section 4.5); they are not an automatic entitlement, and holiday or recreational travel does not qualify. Subject to that, the school is sensitive to the timing of the academic year for particular students.

3. Failure to Attend School

3.1. If a student fails to regularly attend school, we will work closely with the parents, student and section to resolve issues and develop strategies to improve attendance, following the process outlined below:

TASIS England applies the following thresholds:

a. 95 - 100% attendance - the school will monitor all student attendance and may contact parents if appropriate. Our attendance expectation for every student is 100%.
b. 90 - 95% attendance - the school will work with the student and their parents to improve attendance.
c. Where the levels of absence are below 95% and have not improved and/or there are unauthorised absences, the school may contact the family to provide support for improving the student's attendance. The school may consult with the LA Inclusion Officer for advice where appropriate
d. For the cases that require intensive family support or Early Help, the school may make a request for support via Surrey Children's Safeguarding Services where appropriate.
e. The LA consider students who have missed 10% or more of all schooling across the academic year as persistently absent and those that have missed 50% or more as severely absent - see point 4.6 below for more.

3.2. In accordance with The Education (Pupil Registration) (England) Regulations 2024, independent schools are required to notify the LA within five days of adding a student's name to the admission register, other than at the start of the school's most junior year unless the LA requests the information. The schools will follow LA guidance regarding reporting requirements - see Appendix 1. In line with Working together to improve school attendance (DfE: July 2026) and regulation 13 of the 2024 Regulations, the school also provides the LA with attendance returns - the names and addresses of students of compulsory school age who fail to attend regularly or who have been absent for a continuous period of 10 school days recorded with one or more of the unauthorised codes G, N, O and/or U - at the frequency agreed with the LA and no less than once per calendar month, alongside New Pupil and Deletion returns.

3.3. Schools will need to provide the LA with all the information held within the admission register about the student. This duty does not apply when a student's name is entered in the admission register at a standard transition point - at the start of the first year of education usually provided by the school - unless the LA requests for such information to be provided. A New Pupil Return is made within five days of adding a student's name to the admission register.

3.4. Where the school has reasonable grounds to believe that a student of compulsory school age recorded using code I (illness) will miss 15 school days consecutively or cumulatively because of sickness, the student's full name and address are provided to the LA so that any additional support required can be considered.

3.5. Targeted support for students at risk of persistent or severe absence

The school will normally:

a. meet with parents/carers to understand barriers and agree a proportionate support plan
b. consider safeguarding at every stage and refer to/consult the DSL where appropriate (including Early Help)
c. coordinate internal support (tutors, counselors, SEN) and, where needed, signpost or liaise with external services

d. use proportionate consequences for persistent absence and/or lateness only where supportive measures are insufficient. We will record actions and review impact regularly, adjusting the plan as needed.

3.6. **Early Years (good practice):** Parents notify the Section Office on the day with a reason for the absence. If a child is absent without notice or for a prolonged period, the school will attempt multiple contacts (aiming for contacting more than two numbers), follow safeguarding procedures, and where welfare concerns arise, consider informing the Local Authority/children's services.

4. Definitions

4.1. **Authorised absence**

a. 'Authorised absence' means that the school has either given approval in advance for a student of compulsory school age to be away or has accepted an explanation offered afterwards as justification for absence.
b. Only the school can make an absence authorised. Parents do not have this authority.
c. Consequently, not all absences supported by parents will be classified as authorised. For example, if a parent takes a child out of school to go shopping during school hours, this will not mean it is an authorised absence.

4.2. **Unauthorised absence**

An 'unauthorised absence' code will be used when prior permission for absence has not been given and where the school is not satisfied with the explanation given for absence or delayed attendance meaning that the code for "unable to attend due to an exceptional circumstance" is not appropriate.

Examples include:

a. Holiday has not been authorised by the school or is in excess of the period determined by the Head of School or Section Head, as applicable
b. The reason for absence has not been provided
c. A student is absent from school without authorisation
d. A student has arrived in school after registration has closed and without reasonable explanation

4.3. **If a child is absent**

a. When a child is absent unexpectedly, the class teacher will record the absence in the electronic register, which immediately informs the appropriate sectional office. When the child returns to school, a note, email or telephone call to the school office from a parent or guardian should explain the absence.
b. A note, email or telephone call may be sent/made to the school office prior to the day of absence e.g., if a child has a medical appointment.
c. If there is any doubt about the whereabouts of a child, the class teacher should take immediate action by notifying the appropriate sectional office without delay. TASIS England will then be in contact straight away with the parent or guardian, in order to check on the safety and wellbeing of the child.

4.4. **First-day calling:** If a student is absent without prior notice, we will attempt to contact parents/carers and other emergency contacts by 10:00am to confirm the reason and the student's safety.

- **Unresolved absences:** We record N pending clarification and convert N to a final code within five school days. Where contact cannot be made and there may be a safeguarding concern, staff escalate to the DSL; we may request a police welfare check if risk indicators are present.
- **Punctuality response:** Repeated late arrivals lead to a punctuality plan and a meeting with parents/carers.

4.5. **Requests for leave of absence**

a. All requests for leave of absence must be made in writing to the Deputy Head of Prek to Grade 8, the Head of Prek to Grade 8 and to the Upper School Pastoral Coordinator and Head of Upper School for Upper School students. **Planned leave should be requested at least 2 weeks in advance** (religious observance **1 week**; emergency/compassionate leave as soon as practicable) to give the school sufficient time to consider the request.

b. Working together to improve school attendance (DfE: July 2026) advises that schools should only grant leave of absence during term time in exceptional circumstances. Requests are considered on a case-by-case basis - the school does not operate blanket rules, and each request is decided on its individual merits, as required by the July 2026 guidance - and it is for the Head of School or Section Head to determine the length of time the student can be away from school. Although we recognize the value of family holidays, it is unlikely that leave of absence will be granted for such purposes, as the government does not consider a need or desire for a holiday or other leisure-related absence to be an exceptional circumstance. **Evidence may be requested** to support a decision (e.g., appointment letters, interview invitations, flight bookings made **after** approval).

c. TASIS recognizes the multi-faith nature of its student body, and on some occasions, religious festivals may fall outside school holiday periods or weekends. In such cases, the school will consider authorising the student's absence or making special leave arrangements for religious observance. Parents are requested to provide at least one week's advance notice to the school.

d. The school discourages family holidays during term time. Requests must be submitted **at least two weeks in advance** to the relevant Section Head. Family vacations are **not normally considered exceptional circumstances** and will be marked as unauthorised unless the **Head of School/Section Head** is satisfied that **exceptional circumstances** apply. Where travel is booked **before approval**, the absence will be recorded as unauthorised and catch-up arrangements are at the school's discretion.

e. If requests for leave are not made sufficiently in advance, the school may be unable to consider the individual circumstances, and the absence will be recorded as unauthorised. The Head of School or Section Head is not obligated to reconsider authorising leave if the application is late.

f. In accordance with UK law, the school is required to monitor and record student absences carefully. If a student is absent for an extended period or if there are concerns about the student's welfare, the school may work with the LA to address the situation. While fines for absenteeism are managed by local authorities, the school's focus is on engaging families to support and improve attendance. TASIS England **does not issue penalty notices – the National Framework for Penalty Notices does not apply to independent schools, and the statutory guidance confirms that penalty notices may be used by all schools with the exception of independent schools –**; where unauthorised absence is persistent and support is not appropriate or successful, we may share relevant information with the **Local Authority** so the LA can consider its statutory options with parents/carers.

g. **Recording (codes):** Authorised leave is recorded using the most accurate code from **Appendix 2**, for example: **C** (exceptional circumstances), **R** (religious observance), **M** (medical/dental), **J1** (interview), **S** (study leave - Upper School), **C1** (regulated performance/employment abroad), **C2** (part-time timetable). Where a flexi-schooling arrangement has been agreed, authorised absence for the sessions not attended at school is recorded using code C; code C2 must not be used for flexi-schooling or dual registration. Unauthorised leave (e.g., holidays not approved) is **G**. Where a reason is not yet established at the time of register, use **N** and resolve to the final code **within 5 school days**.

4.6. **Long-term Absence**

a. When students have an illness that results in them being away from school for over five days, the school will do all it can to send material home so that they can keep up with their schoolwork. In line with the July 2026 guidance, the school does not routinely request medical evidence for illness absence; evidence is sought only where there is genuine and reasonable doubt about the authenticity of the illness, and any remote education provided during recovery is a short-term measure forming part of a plan to reintegrate the student to in-person attendance, and is not counted as attendance for register purposes.

b. Where a student has a verified and chronic health condition, we aim to work with parents to ensure children have access to education and provide appropriate support in line with government guidance on supporting children with medical conditions at school. Parents are encouraged to work with the school to ensure that their children can continue their education during extended absences.

4.7. **Persistent and Severe Absence**

a. A student is defined by the government as a *persistent absentee (PA)* when they miss 10%, or more, of their schooling across the school year for any reason; this can be through authorised or unauthorised absence. Absence at this level will likely cause considerable damage to any child's education and we rely on the full support and cooperation of parents to resolve this. A student who has missed 50%, or more, schooling in the same period is defined as *severely absent (SA).* Students within this cohort may find it more difficult to return to school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

b. The attendance of all students at our school is monitored to identify children who are PA, or are on track to becoming PA. Where emerging concerns are identified we will instigate appropriate and timely interventions as outlined in our policy. Referrals may also be made to external agencies for targeted support.

c. TASIS England takes a proactive approach to reducing persistent and severe absence through regular data monitoring, early intervention, and individualised support. The Senior Attendance Champion monitors attendance patterns and the school works closely with parents and students to address issues early. Where necessary, the school liaises with external agencies such as the local authority or healthcare professionals to promote and improve. Regular reviews ensure that progress is tracked, and interventions are adjusted as needed.

4.8. **Rewards and Recognition**

a. TASIS England believes in recognizing and encouraging good attendance as part of our broader efforts to promote positive behaviour and academic success. As outlined in the school's Behaviour Management Policy, students who demonstrate consistent attendance may be acknowledged through various rewards and incentives. This recognition helps to reinforce the importance of regular attendance as part of the school's commitment to high standards of cooperation and responsibility. The school will promote the importance of high levels of attendance amongst its community. This may include rewards for 100% attendance and other incentives where appropriate.

4.9. **Repeated Unauthorised Absences**

a. The school will contact the parent of any child who has an unauthorised absence.
b. If a child has a repeated number of unauthorised absences, the parents will be asked to visit the school and discuss the problem.
c. If there is concern about a child's absence, the teacher will contact the appropriate sectional office, and this will immediately be followed up by the Deputy Head for Prek to Grade 8 and the Upper School Pastoral Coordinator for Upper School students.
d. Where a student does not return to school on the set date or where there is any unauthorised absence then UKVI, in accordance with their criteria, will be informed immediately.

4.10. **Late Arrival Before Register Closes**

a. Late arrival is considered when a student arrives after the designated start time. The following times apply:
   - Monday, Tuesday, Thursday, and Friday - 8:15 am - all sections
   - Wednesday - 9:00 am – all sections

   If a student arrives after the register has closed, their attendance will be recorded as **U** (late after register closed) unless another authorising code applies.

5. TASIS England Students Sponsored by UKVI

5.1. TASIS England is aware of its responsibility to monitor the attendance of those students sponsored by UKVI and report to the Home Office within 10 working days if a student misses 10 consecutive expected contact points and/or is no longer engaging in their studies. For TASIS England, a contact point is defined as one academic day, therefore a student must miss 10 consecutive academic days to require a report to UKVI. In addition, TASIS England, in most cases, will withdraw sponsorship and the student should plan to return to their home country.

5.2. An unauthorised absence would constitute missing a contact point, excused absences would not.

6. Vulnerable Children and Young People

6.1. All faculty and staff are made aware that children being absent from school, particularly repeatedly and/or for prolonged periods of time can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation,

so-called 'honour'-based abuse or risk of forced marriage. If faculty staff have concerns about a student's attendance, this should be raised with the DSL or a member of the Senior Leadership Team.

6.2. Where vulnerable children and young people are absent, the school will:

a. follow up with the parent or carer, working with the LA and social worker (where applicable), to explore the reason for absence and discuss their concerns;
b. encourage the child or young person to attend school, working with the LA and social worker (where applicable), particularly where the social worker and the Head of School agrees that the child or young person's attendance would be appropriate;
c. focus the discussions on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home; and
d. have in place procedures to maintain contact, ensure they are able to access remote education support, as required, and regularly check if they are doing so.

6.3. If the school has to temporarily stop onsite provision on public health advice, alternative arrangements for vulnerable children and young people, should there be any, will be discussed with the LA.

Appendix 1: Grounds for notification to Local Authority for Additions/Deletions from TASIS England Register (Annex A: taken from Children Missing Education: statutory guidance for local authorities and schools (DfE, updated 8 September 2025); grounds under regulation 9(1) of the School Attendance (Pupil Registration) (England) Regulations 2024 - see Working together to improve school attendance (DfE: July 2026), Chapter 7. A student's name must not be removed for any other reason, and names entered in error may be corrected in line with the July 2026 guidance)

1. **Change in School Attendance Order**: When a student is registered at the school under a school attendance order, and another school is substituted, or the order is revoked.
2. **Transfer to Another School**: When a student is registered at another school, and it has not been agreed that they are dual-registered.
3. **Ceasing Attendance at School**: If the student is registered at more than one school, they cease to attend, and the other school consents to their deletion from the register.
4. **Notification from Parent (Home Education)**: If the parent provides written notification that the student is receiving education otherwise than at school (e.g., home schooling).
5. **Moving Residence**: The student ceases to attend the school and no longer resides within a reasonable distance.
6. **Failure to Return After Leave of Absence**: The student has been granted leave of absence but fails to return within ten school days, and the school and LA cannot ascertain the student's whereabouts.
7. **Certified Illness**: This ground was removed by the 2024 Regulations and is no longer used: medical certification of unlikely return is not, by itself, a lawful basis for deletion from the admission register.
8. **Twenty Days of Continuous Absence**: The student has been continuously absent for at least 20 school days, and there is no reason to believe that the student will return, despite reasonable efforts from the school and LA.
9. **Detention**: The student is detained in pursuance of a final order or order of recall made by a court, and the school has reasonable grounds to believe they will not return to the school on release; students remanded to custody awaiting trial or sentencing cannot be removed under this ground (reg 9(1)(j)).
10. **Death of the Student**: The student has died.
11. **Ceasing to Attend at Compulsory School Age**: The student will cease to be of compulsory school age and has indicated that they will not continue to attend the school or does not meet the academic requirements for continuing.
12. **Non-compulsory Education**: If the student ceases to be a student at an independent school, city technology college, or similar institution.
13. **Permanent Exclusion**: The student has been permanently excluded from the school.
14. **End of Nursery Education**: A student receiving nursery education has not transferred to reception or a higher class.
15. **Unpaid Boarding Fees [not applicable to TASIS England: this ground (regulation 9(1)(m)) applies only to a boarding pupil at a school maintained by a local authority or an academy. The independent-school ground is regulation 9(1)(n) above. Separate grounds apply to students who are not of compulsory school age under regulation 9(3). Deletion occurs only where a current regulation 9 ground is fully met – see the Students Missing Education & Missing Students Policy, Annex A, for the full grounds]**.

Appendix 2: Absence Codes

(as published within Working Together to Improve School Attendance (DfE - July 2026))

Independent school preface: TASIS England uses the national statutory attendance and absence codes prescribed by regulation 10 of the School Attendance (Pupil Registration) (England) Regulations 2024 when recording attendance for all registered students. The school applies the same coding conventions internally for consistency in other contexts, including remote learning and unusual operating days.

The school discourages extended vacations and other recreational travel during scheduled school days. Absences due to the extension of vacations without prior approval will be marked as unauthorised and could affect the student's attendance record. Regular attendance is crucial to a student's academic success and missing scheduled school days can significantly impact learning and progress.

A. Attendance and Absence Codes

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

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
****	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Student is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Student is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Student is participating in a supervised sporting activity approved by the school
W	Attending work experience	Student is on an approved work experience placement
B	Attending any other approved educational activity	Student is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Student is attending a session at another setting where they are also registered. Code D may only be used, by either school, for sessions the student is scheduled to attend at the other school at which they are registered; the school at which the student

		is scheduled records their actual attendance or absence (for example, if ill, the scheduled school records code I while the other school records code D).
Absent - leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Student is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Student is at a medical or dental appointment
J1	Interview	Student has an interview with a prospective employer/educational establishment
S	Study leave	Student has been granted leave of absence to study for a public examination
X	Not required to be in school	Student of non-compulsory school age is not required to attend
C2	Part-time timetable	Student is not in school due to having a part-time timetable
C	Exceptional circumstances	Student has been granted a leave of absence due to exceptional circumstances
Absent - other authorised reasons		
T	Parent travelling for occupational purposes	Student is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes. A mobile child has no fixed abode, which includes both a child with no settled, permanent place to live full-time and a child who has such a place but does not live there for substantial periods.
R	Religious observance	Student is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Student is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Student has been suspended or excluded from school and no alternative provision has been made
Absent - unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school. Code Q is used only where the LA has a legal duty to arrange home-to-school travel and has not done so, or where the student is registered at a private school beyond walking distance of their home and the LA

		has not arranged boarding or a place at a nearer state-funded school (or the equivalent Welsh duty applies). It is not used for other transport difficulties.
Y1	Transport not available	Student is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Student is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every student absent as the school is closed unexpectedly (e.g., due to adverse weather)
Y5	Criminal justice detention	Student is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Student's travel to or attendance at the school would be prohibited under public health guidance or law. The student is well enough to attend (otherwise code I applies) but government guidance or legislation on the incidence or transmission of infection or disease means they should not attend.
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent - unauthorised absence		
G	Holiday not granted by the school	Student is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Student has arrived late, after the register has closed but before the end of session
Administrative codes		

Z	Prospective student not on admission register	Student has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

B. Different Term Dates for Different Students

Schools and local authorities can agree to set different term dates for different grade levels - e.g., for 'staggered starts' or 'induction days'. Code # can be used to record the grade level (s) that is not due to attend. This is only acceptable where the school ensures that those students not attending on that day are still offered a full education offer over the school year.

C. Remote Learning Attendance Adaptations:

The school reserves the right at its sole discretion to suspend any or all in-person activities and programs due to local, national, or global emergencies. In the most exceptional of circumstances, the school may provide Remote Learning. Remote Learning may consist of synchronous (real-time) and asynchronous online learning, temporarily or indefinitely as part of the whole-class instruction, in smaller groups of students, and/or in a one-on-one context.

During periods of remote learning, TASIS England will educate three types of learners:

1. In class face to face learners (F2F)
2. Synchronous Distance Learners who attend lessons remotely, as they take place (SDL)
3. Asynchronous Distance Learners who cannot attend lessons live due to regional time differences but will watch recorded versions of the lessons missed (ADL)

The following table outlines the attendance procedures and reporting expectations for accounting for the above outline categories of learners: Note: whether remote learning is synchronous or asynchronous does not affect the statutory attendance code. Where a student is not physically attending, the register records the actual reason for absence using the appropriate statutory code; remote engagement is monitored separately and is not recorded as attendance.

Learner Type	Attendance Procedure	Reporting Expectations
In class face to face learners	As per the TASIS England Attendance Policy, inclusive of regular attendance codes	Faculty will immediately report any safeguarding concerns to the DSL Faculty are required to report that attendance record for each class as per the TASIS England Attendance Policy Sectional attendance offices will track and hold teachers to account for reporting attendance in a timely manner, as outlined in the TASIS England Attendance Policy
Synchronous Distance Learners	As per the TASIS England Attendance Policy, inclusive of regular attendance codes	Faculty will immediately report any safeguarding concerns to the DSL Faculty are required to report that attendance record for each class as per the TASIS England Attendance Policy

		Sectional attendance offices will track and hold teachers to account for reporting attendance in a timely manner, as outlined in the TASIS England Attendance Policy
Asynchronous Distance Learners	The teacher responsible for that student(s) will share concerns about lack of participation in relation to completing schoolwork, with the attendance team of the relevant school section Authorise using the most accurate code (usually C - exceptional circumstances); only use Y where the specific Y1-Y7 criteria apply (e.g., public health law).	Faculty will immediately report any safeguarding concerns to the DSL Faculty are required to report concerns about a lack of participation for any asynchronous distance learner with the attendance team of the relevant section of school who will then share concerns related to academic underperformance and/or participation to the relevant teacher/school leader

In order to safeguard children, create accurate fire/evacuation registers and to track attendance patterns and behaviour, the sectional attendance teams will be responsible for identifying, on class registers, which category of learner a student belongs to. TASIS England recognises that this will be a fluid situation, with students changing categories.