Attendance and Punctuality Policy Including EYFS

Abbotsford Preparatory School

Document control

Field	Details
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1. Purpose, status and scope

This policy explains how the school promotes excellent attendance and punctuality, keeps the statutory admission and attendance registers, identifies absence as a possible indicator of need or harm, and works with pupils, parents, local authorities and other partners to remove barriers to attendance.

- Attendance is everyone's responsibility. Regular attendance is both an educational priority and an important protective factor. Absence must be understood, recorded accurately and acted upon early; it must never be treated as a data exercise alone.
- The policy applies to every registered pupil and to every member of staff involved in registration, pastoral care, safeguarding, teaching, transport, admissions or administration.
- For children below compulsory school age and pupils above compulsory school age, the school will still monitor attendance and respond to unexplained or concerning absence under its safeguarding, contractual and welfare duties.
- The school will distinguish support, safeguarding action, contractual communication and local-authority enforcement. One route must not delay another where a child may be at risk.

2. Legal and regulatory framework

The school will comply with the legislation and statutory guidance applicable to registered independent schools, including the School Attendance (Pupil Registration) (England) Regulations 2024, the Independent School Standards, Working together to improve school attendance, Children missing education and Keeping Children Safe in Education 2026.

- The school must keep admission and attendance registers in the prescribed form and make required returns to the local authority.
- The statutory attendance guidance applies to independent schools, but local-authority enforcement powers and penalty-notice decisions remain matters for the local authority and relevant legislation.
- The school will not copy state-sector procedures where they do not apply; it will nevertheless follow the statutory register, safeguarding and children-missing-education requirements that do apply.

3. Definitions

Term	Meaning in this policy
Attendance register	The statutory record of attendance at each morning and afternoon session.
Admission register	The statutory roll containing prescribed information for every registered pupil.
Authorised absence	Absence recorded using a code permitted by the 2024 Regulations because the relevant circumstances are met.
Unauthorised absence	Absence for which no permitted authorised code applies, including unexplained absence after reasonable enquiries.
Late before register closes	Arrival after the expected time but before the school's register-closing time.
Late after register closes	Arrival after the register has closed, recorded using the applicable absence code unless another code applies.
Persistent absence	Missing 10% or more of possible sessions, regardless of whether absence is authorised or unauthorised.
Severe absence	Missing 50% or more of possible sessions.
Parent	A parent, carer, person with parental responsibility or person who has day-to-day care of the child, as appropriate.
Compulsory school age	The statutory age during which a parent must secure suitable full-time education for the child.
CME	A child missing education: a child of compulsory school age who is not registered at a school and is not receiving suitable education otherwise.

4. Principles and culture

- The school will build a welcoming, inclusive culture in which pupils feel safe, known and expected.
- Expectations will be clear, consistently communicated and applied without stigma.

- Absence will be explored with curiosity and professional judgement. Staff will consider barriers before blame.
- Attendance data will be used to identify patterns, not to replace conversations with pupils and families.
- Support will be early, proportionate and coordinated, with safeguarding referrals made whenever thresholds are met.
- The school will celebrate improvement and sustained attendance sensitively. It will not use rewards that shame pupils whose absence is linked to disability, illness, faith or other protected or unavoidable circumstances.

5. Roles and responsibilities

Role	Core responsibilities
Proprietor / governing body	Approve the policy; ensure resources, oversight and challenge; review attendance and safeguarding assurance; satisfy itself that registers and returns are compliant.
Headteacher	Set culture and expectations; appoint the senior attendance champion; ensure legal compliance, staffing, training and escalation.
Senior attendance champion	Lead the attendance strategy; monitor data; coordinate support; liaise with the DSL, SENDCO, boarding and local authority; report to leaders and proprietor.
DSL and deputies	Assess safeguarding implications; lead referrals and information sharing; ensure repeated or prolonged absence receives a safeguarding response.
SENDCO / medical / pastoral leads	Identify and address barriers; coordinate reasonable adjustments, healthcare and reintegration plans.
Registration and administrative staff	Maintain accurate registers; complete first-day contact and statutory returns; preserve audit trails; escalate anomalies.
Teachers and tutors	Take registers accurately and promptly; challenge lateness; notice patterns; report concerns; support reintegration.
Parents	Ensure regular and punctual attendance; report absence promptly; provide accurate information; attend meetings and cooperate with support.
Pupils	Attend punctually; engage with support; report barriers, worries or safety concerns to a trusted adult.

6. The school day and punctuality

Pupils are expected to be on site, ready to learn, before the published registration time. The school will communicate the distinction between the arrival time, register-opening time and register-closing time.

SCHOOL TIMES

- Pupils expected by: 08:45
- Morning register opens: 8:50
- Morning register closes: 9:15
- Afternoon register opens and closes: 13.00 to 13.30

- A pupil arriving after the expected time but before the register closes will be recorded late using the correct code.
- A pupil arriving after the register closes will be recorded absent for that session using the applicable statutory code, unless another permitted code applies.
- Repeated lateness will prompt discussion and support. It will not be concealed by altering the register-opening or closing times case by case.
- Where school transport is delayed, the school will record attendance accurately and review transport arrangements; it will not automatically attribute fault to the pupil.

7. Admission and attendance registers

- The admission register will contain all information prescribed by law and will be kept electronically or in another lawful form with appropriate security, back-up and retrieval arrangements.
- The attendance register will be taken at the start of each morning session and once during each afternoon session.
- Every pupil must be marked using the prescribed code. Blank entries, invented codes and retrospective guesswork are not permitted.
- Registers will be preserved for the statutory period and made available to inspectors and authorised officers as required.

- The school will retain an audit trail showing who made any amendment, when it was made, the original entry, the revised entry and the reason.

The School will maintain an effective process for identifying and resolving missing register marks promptly and a documented contingency for maintaining attendance information during system outages, emergency evacuations or other disruption

8. Attendance codes and register amendments

The school will use only the national attendance and absence codes prescribed by the School Attendance (Pupil Registration) (England) Regulations 2024 and current DfE guidance. Staff will receive code training and will not choose a code merely because it appears favourable in reports.

- A code records the factual reason for the session; it does not replace safeguarding action or support.
- Where the reason is not yet known, the school will use the appropriate temporary or unauthorised code and update it only when reliable information is received.
- No register entry will be deleted. Corrections must preserve the original entry and reason for amendment.
- The attendance lead will conduct regular code audits, including illness, other authorised circumstances, education off site, remote education, leave, late arrival and unexplained absence.
- Remote education will be coded only where the statutory conditions for the relevant code are satisfied. Participation in remote work does not automatically mean the pupil is attending school.

9. Parent reporting and first-day response

1. Parents must report an unexpected absence by 09:00 using email secretary@abbotsfordprepschool.co.uk, giving the pupil's name, the reason for absence, expected duration and a contact number.
2. If no satisfactory explanation is received, the school will contact every available parent or emergency contact promptly on the first day.
3. The school will make repeated and proportionate enquiries, checking internal information, transport, siblings and known professionals where relevant.
4. If the child's whereabouts or safety cannot be established, the matter will be escalated to the DSL and, where appropriate, children's social care, the police or local authority CME service without delay.
5. The outcome of enquiries, decisions and actions will be recorded.

9A. Uncollected children at the end of the school day

Where a pupil is not collected at the expected time, the school will treat the situation as a welfare and safeguarding matter. The child must remain safe, appropriately supervised and reassured while reasonable steps are taken to arrange collection.

- The pupil will remain with a suitable member of staff in an agreed safe location and will not be left unsupervised or permitted to leave with a person who is not authorised to collect them.
- A pupil will only be permitted to leave the school independently where this is allowed under the school's published collection and travel arrangements and, where required by those arrangements, parent or carer authorisation has been recorded.
- Staff will make reasonable attempts to contact the parent or carer and then the authorised emergency contacts using the most up-to-date information held by the school. Contact attempts and significant decisions will be recorded.
- The response will take account of the pupil's age, vulnerability, SEND or medical needs, transport arrangements, siblings, family circumstances and any known safeguarding concerns.
- If the delay is unexplained, repeated, concerning, or the child's welfare may be at risk, the matter will be escalated promptly to the DSL or a deputy.
- If collection remains unresolved after one hour, the responsible senior leader or DSL will decide whether advice or assistance is required from children's social care, the local emergency duty service or the police. Emergency services will be contacted immediately where there is an immediate risk of harm.
- Repeated late or failed collection will be reviewed with the family and may lead to pastoral, attendance or safeguarding support. The child will not be blamed or sanctioned for the actions of an adult.
- Where EYFS, wraparound care, transport or an after-school activity is involved, the school will apply the relevant safeguarding and handover arrangements alongside this procedure.
- The School will maintain and communicate appropriate local collection, handover and escalation arrangements to implement this section

10. Safeguarding response to absence

A child being absent, repeatedly absent, late, missing from lessons or unexpectedly withdrawn may indicate neglect, abuse, exploitation, mental ill health, peer abuse, trafficking, criminal or sexual exploitation, radicalisation, forced marriage, homelessness, family stress or another safeguarding concern.

Safeguarding escalation

- Where there is reason to suspect harm, staff must follow the Safeguarding and Child Protection Policy immediately. A child does not need to reach persistent-absence status before safeguarding action is taken.
- The DSL will consider the child's history, siblings, social-care status, SEND, medical needs, transport, online contact and changes in behaviour or presentation.
- The school will agree with social workers and other professionals who will make contact, visit, share information and lead the plan.
- Children absent from education on repeat occasions or for prolonged periods will receive particular safeguarding scrutiny.
- If a pupil goes missing during the school day, the school's missing-child or missing-boarder procedure will be activated immediately.

11. Promoting attendance and preventing barriers

- Teach pupils why attendance and punctuality matter, while avoiding language that blames children for circumstances beyond their control.
- Make routines, calendars, term dates and reporting arrangements easy for families to understand.
- Use welcome calls, transition support, trusted adults, mentoring, breakfast or transport support and flexible pastoral responses where appropriate.
- Review curriculum, relationships, bullying, racism, sexual harassment, SEND support, sensory environment, toilets, food, uniform, transport where these may affect attendance.
- Work with families through a support-first approach, agreeing specific actions, owners, review dates and measures of progress.
- Use formal attendance contracts or local-authority support only where appropriate and after or alongside reasonable support.

12. Support, reasonable adjustments and individual plans

Where attendance is affected by disability, SEND, medical or mental-health need, the school will consider reasonable adjustments and support without lowering its safeguarding vigilance or assuming that absence is unavoidable.

- The pupil and parent will be listened to and, where appropriate, medical, therapeutic or local-authority advice will be obtained.
- Plans may address phased reintegration, safe spaces, check-ins, modified transitions, transport, timetabling, access to medication, sensory needs, fatigue or trusted-adult support.
- Adjustments will be recorded, implemented, reviewed and changed where ineffective.
- The school will not insist on medical evidence for every short illness. Evidence may be requested where it is reasonable and necessary to understand need or determine the correct code and support.

Where an individual attendance support plan is used, it will identify the barriers being addressed, agreed support and adjustments, responsible persons, pupil and parent involvement, review arrangements and the action to be taken if the plan is ineffective.

13. Illness, medical and mental-health absence

- Parents should explain illness promptly and keep the school updated during continuing absence.
- The school may authorise absence where it is satisfied that illness prevents attendance, using professional judgement and the information available.
- Where absence is frequent, prolonged or inconsistent, the school will discuss barriers and support rather than relying only on repeated evidence requests.
- Mental-health difficulties will be treated with the same seriousness as physical health needs. The school will avoid arrangements that unintentionally reinforce long-term avoidance.
- Where a pupil cannot attend because of health needs, the school will liaise with the local authority where its section 19 education duty may be engaged and support continuity and reintegration.
- Medication, intimate care, allergy or healthcare needs will be addressed under the relevant individual plan and policy.
- Where absence relates to an infectious disease or communicable illness, the school will follow current UKHSA health-protection and public-health exclusion guidance, together with any case-specific advice from health professionals or the relevant health-

protection team. Fixed exclusion periods will not be reproduced in this policy where national public-health guidance may subsequently change.

14. Leave of absence and exceptional circumstances

Parents must request leave in advance using the school leave of absence form, available from the School Office. The Headteacher may grant leave only where the applicable legal conditions are met and will determine the number of sessions authorised.

- Each request will be considered individually. No list can predetermine every exceptional circumstance.
- The decision will consider the reason, timing, duration, previous leave, educational impact, safeguarding, family circumstances and any disability, medical or religious factors.
- Retrospective authorisation will be exceptional and based on reliable evidence that the circumstances justified it.

15. Religious observance, performances, sport and other activities

- Absence for religious observance will be recorded in accordance with the statutory code conditions, normally for a day exclusively set apart by the relevant religious body.
- The school will consider cultural and faith needs sensitively and discuss additional leave requests under the exceptional-circumstances route.
- Participation in regulated performance, employment, sporting or other approved activity will be coded only where the statutory conditions, licences and supervision arrangements are met.
- School-organised educational activity away from the premises will be supervised, risk assessed and coded accurately.

16. Study leave, examinations and sixth form

Not applicable. The school does not provide secondary or sixth-form provision.

17. Reduced or part-time timetables

A reduced or part-time timetable is not a routine attendance-management tool, disciplinary sanction or substitute for suitable education. It may be used only in exceptional circumstances, for a short period, with a clear plan to return to full-time education as soon as possible.

Controls for reduced or part-time timetables

- Written agreement with the parent and, where appropriate, the pupil and relevant professionals.
- A documented safeguarding and equality assessment, including the effect on supervision and education when the pupil is not on site.
- Defined start date, hours, support, review dates and end date; no open-ended arrangement.
- Correct attendance coding for every session and notification or liaison with the local authority where required.
- Regular senior review and a clear pathway back to full-time attendance.
- The school will not pressure a parent to accept a reduced timetable, withdraw the child or elect home education.

18. Remote education and alternative provision

- Remote education may support continuity but will not be used to disguise exclusion, non-attendance, unmet need or off-rolling.
- The school will record remote education using the correct statutory code and verify that all conditions for that code are met.
- Where alternative provision is arranged, the school remains responsible for safeguarding, suitability, attendance monitoring and timely follow-up of absence unless lawful arrangements clearly allocate duties otherwise.
- The school will obtain daily or sessional attendance information from the provider and act immediately on unexplained absence.

19. Persistent and severe absence

The school will identify pupils approaching or meeting persistent-absence and severe-absence levels and will respond through individual assessment and support. Percentages are indicators for action, not automatic proof of parental fault or automatic sanction thresholds.

- The Senior Attendance Champion will review individual attendance frequently enough to identify emerging concerns promptly and will analyse cohort and whole-school trends at planned intervals so that support and attendance-improvement activity can be targeted effectively.

- A case lead will coordinate an assessment of barriers, safeguarding, SEND, health, bullying, transport, family circumstances and previous support.
- The school will involve the local authority and other services early where barriers cannot be resolved by the school alone.
- For severe absence, the school will intensify support, agree frequent reviews and ensure senior and DSL oversight.

20. Unauthorised absence and local-authority enforcement

The school will work supportively with families but will record unauthorised absence accurately. Where support has not secured improvement, or where absence is deliberately unauthorised, the school may refer the case to the local authority for consideration of its statutory powers.

- The school does not issue penalty notices unless expressly authorised to do so under local arrangements and law. The local authority decides whether enforcement criteria are met.
- Evidence supplied to the local authority will be accurate, complete and include attendance records, communications, support offered, safeguarding considerations and reasonable adjustments.
- Enforcement action will not replace an urgent safeguarding referral or the duty to support a child with disability, SEND or health needs.

20A. Attendance and sickness returns to the local authority

The school will make the attendance and sickness returns required by the School Attendance (Pupil Registration) (England) Regulations 2024 and current statutory attendance guidance.

• An attendance return will be made where a pupil of compulsory school age has been absent continuously for 10 school days (20 sessions) and the absence has been recorded using one or more of the unauthorised absence codes G, N, O or U, in accordance with the current statutory requirements. The school will also make any wider attendance returns required by regulation or agreed with its local authority.

• A sickness return will be made where a pupil of compulsory school age has been recorded absent because of illness and the school has reasonable grounds to believe that the pupil will miss at least 15 school days, whether consecutively or cumulatively during the school year, in accordance with the current statutory requirements.

• These reporting thresholds do not delay first-day enquiries, attendance support, children-missing-education action or an immediate safeguarding referral where concerns arise.

• Returns will be submitted using the local authority's current route and evidence of submission will be retained

21. Children missing educration and unexplained disappearance

The school will work with the local authority to identify and support children missing education and will make reasonable enquiries when a pupil's whereabouts or education cannot be established.

- A registered pupil who is absent is not automatically CME, but unexplained absence may lead to CME action and safeguarding referral.
- The school will check all available contacts and information, liaise with previous or prospective schools, transport, professionals and local authorities, and record each enquiry.
- The pupil will remain on the admission register until a lawful deletion ground is fully met. Deletion will not be backdated.
- Where the child may be in immediate danger, the school will contact the police or children's social care without waiting for CME processes.

22. New pupils, non-arrival, leavers and register deletion

- A pupil will be entered on the admission register from the beginning of the first session on the agreed or notified first day, or on the first day attended if no date was agreed or notified.
- Where required for a non-standard transition, the school will make the new-pupil return to the local authority within five days.
- If a pupil does not arrive on the agreed first day, the school will contact the family immediately, make safeguarding enquiries and notify the relevant authority where necessary.
- Before a pupil leaves, the school will obtain and verify the destination, address and expected start date so far as possible and will transfer safeguarding and education records securely.
- The school will remove a pupil from the admission register only when a statutory deletion ground applies and all required notifications or joint enquiries have been completed.

- The school will notify the local authority of additions and deletions with the prescribed information and within the required timescale.

22A. Student and Child Student sponsorship, (where applicable)

Where the school holds a Student sponsor licence and sponsors pupils under the Student or Child Student routes, it will comply with current Home Office Student Sponsor Guidance alongside the school attendance, safeguarding and registration requirements in this policy.

- The school will monitor the attendance and academic engagement of each sponsored pupil and investigate unexplained absence or non-engagement promptly.
- Expected contact points will be identified and monitored in accordance with the school's sponsor duties. Where current sponsor rules require reporting or sponsorship action following missed expected contact points, the school's authorised sponsor personnel will take the required action within the applicable timescale.
- Sponsor reporting does not replace safeguarding action. Unexplained or concerning absence will be considered under the school's absence and safeguarding procedures at the same time.
- Non-arrival, withdrawal, deferral, change of circumstances and other reportable events will be handled by the school's authorised sponsor personnel in accordance with current Home Office requirements and the Admissions and Exclusions Policy.

STUDENT SPONSOR ARRANGEMENTS

- Sponsor-Compliance lead/authorised user: Keith Cahillane
- Attendance/Expected contact monitoring system: school attendance records, with absence recorded in Sponsor Notes on the Sponsorship Management System (SMS)
- Sponsorship Management System reporting and records route: Sponsor Notes on the Sponsorship Management System (SMS)
- Safeguarding escalation route: DSL Keith Cahillane

23. Elective home education

Parents may usually choose elective home education. The school will provide balanced information and will not pressure or induce a parent to withdraw a child in order to manage attendance, behaviour, attainment, SEND, safeguarding or school performance.

- A parent's notice must be clear and in writing. The school will offer a discussion, especially where the pupil is vulnerable, has SEND, an EHC plan, a social worker or concerning attendance.
- The DSL will consider whether the proposed withdrawal raises safeguarding concerns and will share information lawfully.
- Any safeguarding concern, referral or protective action will proceed under the Safeguarding and Child Protection Policy without delay; the proposed move to elective home education does not replace or postpone safeguarding action.
- The school will notify the local authority and delete the pupil only when the applicable statutory conditions are met.
- Where local-authority consent is required for a pupil registered at a special school, the school will not delete before that consent is received.

24. EYFS arrangements

Where the school provides EYFS, attendance and absence will be monitored as a safeguarding and welfare matter even where the child is below compulsory school age or attendance is not legally compulsory.

- Parents must notify the setting of absence or changes to attendance patterns using the published process.
- Unexplained absence will receive prompt follow-up, with the key person, DSL and emergency contacts involved as appropriate.
- Repeated or prolonged absence, failure to return after expected leave, or inability to contact the family will be assessed for safeguarding action.
- The school will maintain accurate attendance information needed for safeguarding, staffing, funding and contractual purposes.

EYFS ARRANGEMENTS

- EYFS age range and sessions: 4 months to 5 years old
- Absence contact and follow-up time: Parents must notify the School Office by 09:00 at danielle.betts@abbotsfordprepschool.co.uk; if no notification is received, the School Office will contact parents on the first day by 10:00.
- Key-person role: Danielle Betts
- Escalation to DSL / local authority: Keith Cahillane

25. Boarding arrangements

Not applicable. The school does not provide boarding or residential accommodation.

26. SEND, disability, equality and vulnerable pupils

- The school will comply with the Equality Act 2010 and make reasonable adjustments for disabled pupils in attendance processes and support.
- Data and decisions will be reviewed for potential disparity affecting pupils with SEND, disability, medical needs, protected characteristics, social workers, looked-after status, young-carer responsibilities, service-family status or other vulnerability.
- Staff will avoid stereotypes, including assumptions that a disabled or anxious pupil cannot improve attendance or that family difficulty amounts to deliberate non-cooperation.
- Communication, meetings, forms and evidence requirements will be adjusted where reasonably necessary.
- The pupil's voice will inform planning, with communication support where needed.

27. Information sharing, confidentiality and retention

Attendance information will be processed under UK GDPR, the Data Protection Act 2018, the Data (Use and Access) Act 2025, safeguarding law, statutory register requirements, the school's Privacy Notice and retention schedule.

- Information will be shared on a relevant, necessary and proportionate basis with parents, local authorities, receiving schools, social care, police, health professionals and others where lawful.
- Consent is not always required for safeguarding or statutory information sharing. Staff must not promise secrecy.
- Attendance and admission registers, amendment records, statutory returns, correspondence, attendance plans and enforcement evidence will be retained in accordance with applicable legal requirements and the School's approved Records Retention Schedule.
- Access will be restricted according to role, and sensitive safeguarding information will be recorded in the safeguarding system rather than solely in attendance notes.

28. Monitoring, proprietor oversight and review

- The senior attendance champion will monitor whole-school, cohort and individual attendance, punctuality, coding, unexplained absence, persistent and severe absence, part-time timetables and pupil movement.
- Analysis will distinguish authorised and unauthorised reasons and will identify patterns by day, session, subject, transport and relevant pupil characteristics.
- The Headteacher and DSL will review high-risk and severe-absence cases and ensure actions are completed.
- The proprietor will receive regular assurance on attendance culture and trends, vulnerable pupils, register compliance, statutory returns, persistent and severe absence and the impact of support.
- This policy will be reviewed at least annually and sooner after legislative change, a serious case, inspection finding, system change or evidence that practice is ineffective.

29. Policies to be read in conjunction

- Safeguarding and Child Protection Policy
- Admissions and Exclusions Policy
- Behaviour and Discipline Policy
- Anti-Bullying Policy
- Non-Discrimination and Inclusion Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Mental Health and Wellbeing Policy, where applicable
- First Aid Policy
- Risk Assessment Policy
- Data Protection Policy and Data Protection Privacy Notice
- Complaints Procedure
- Internet Policy
- Alternative Provision procedures
- Educational Visits Policy

- Boarding policies and missing-boarder procedure, where applicable
- EYFS policies and procedures, where applicable
- Parent contract and published term dates

30. Source register

Source	Application
Education (Independent School Standards) Regulations 2014	Requires independent schools to maintain admission and attendance registers in accordance with the prescribed regulations and to meet welfare and information standards.
Independent school standards guidance, April 2026	DfE explanation of the standards and the evidence expected from independent schools.
School Attendance (Pupil Registration) (England) Regulations 2024	Prescribed admission and attendance registers, national codes, amendments, returns, preservation and deletion grounds.
Working together to improve school attendance, July 2026	Statutory guidance for maintained schools, academies, independent schools and local authorities.
Children missing education, September 2025	Statutory guidance on preventing, identifying and supporting children missing education, reasonable enquiries, notifications and off-rolling.
Keeping Children Safe in Education 2026	Statutory safeguarding guidance from 1 September 2026, including the response to children absent from education.
Working Together to Safeguard Children 2026	Statutory multi-agency safeguarding guidance and recognition of education and attendance as protective factors.
Education Act 1996, including sections 7, 19, 436A and 437	Parental education duty, local-authority provision for children unable to attend and CME framework.
Equality Act 2010	Non-discrimination, accessibility and reasonable-adjustment duties.
Children and Families Act 2014 and SEND Code of Practice	EHC plan and SEND duties, participation and coordinated support.
EYFS statutory framework for group and school-based providers, September 2026	Safeguarding and welfare requirements for registered EYFS provision.
Boarding schools: national minimum standards, updated May 2026	Attendance, whereabouts, welfare and missing-boarder controls where boarding is provided.
UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025	Lawful processing, retention and sharing of attendance and safeguarding information.
Inspection information and operating guide for non-association independent schools, September 2026	Inspection evidence of implementation, safeguarding, pupil movement and register compliance.