ATTENDANCE POLICY

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At a glance

In developing a policy for Attendance, it is vital that we hold tight to the Oasis vision - for community - a place where everyone is included, making a contribution and reaching their God-given potential. Our ethos is a statement of who we are and it is an expression of our character. Rooted in the story and beliefs of Oasis, we describe our ethos through a particular set of values that inform and provide the lens on everything we do.

- A passion to include.
- A desire to treat people equally respecting differences.
- A commitment to healthy, open relationships.
- A deep sense of hope that things can change and be transformed.
- A sense of perseverance to keep going for the long haul.

It is these ethos values that we want to be known for and live by. It is these ethos values that also shape our policies. They are the organisational values we aspire to and must be the lens on all our work. We are committed to a model of inclusion, equality, healthy relationships, hope and perseverance throughout all the aspects of the life and culture of every Oasis Hub and community.

Therefore:

- We believe all our students and families are precious; we prioritise social inclusion and integration in all we do.
- We model and set high aspirations and expectations for every student and member of staff.
- We provide opportunities and experiences for all our students, as well as their wider families, giving advantage to those being systemically disadvantaged.

The Trust has a robust, clear strategy in place for:

- Promoting good attendance and reducing absence, including persistent absence and severely absence students**.**
- Ensuring every pupil has access to full-time education to which they are entitled.
- Address patterns of absence by using previous academic year attendance rates to trigger early intervention.

Oasis Community Learning (OCL) is committed to developing the character and competence of every student and believes that all students should receive an exceptional education. To attain this level of education, children and young people must have high levels of attendance. OCL aims to ensure that attendance of pupils, both in primary and secondary phase, is at least in line with the national average. It is clear that for students and young people to reach their full potential they should rarely miss a day at school. Attendance is also a safeguarding matter. Poor

attendance may be an indicator that a pupil's welfare is at risk. Weak attendance practice can risk pupils' well-being. Academies must ensure that effective attendance practice is understood by all staff and is closely linked with effective safeguarding practice.

We will also work in partnership with families to find supportive routes to improve attendance in order support parents to perform their legal duty to ensure their children of compulsory school age attend regularly and promote and support punctuality in attending lessons.

The policy should be read alongside the Department for Education guidance Document 'Working Together to Improve Attendance August 2024' and the school's Behaviour policy which sets out the protocols for the day-to-day management of behaviour, including attendance and punctuality.

Checklist

- ❑ We will ensure that our approach to attendance is in line with the Oasis Ethos and 9 Habits.
- ❑ Our approach to attendance is underpinned by the Oasis Ethos and 9 Habits. To create and maintain healthy, open relationships and to ensure we remain committed to treating people equally, we seek to intentionally focus on being patient, humble and forgiving. We need to act humbly and honestly. Equally, it is our intention that being forgiving will form a central part of the way in which we listen to, discuss and deal with attendance together.
- ❑ We will treat all pupils with equity.
- ❑ We will ensure that parents and carers know the importance of effective attendance for their child / children.
- ❑ We will do all we can to remove the barriers that stop some pupils from attending their academy and work with parents to remove barriers.
- ❑ We will support and work with families and the community to promote a positive culture so that pupils / students want to attend the academy.
- ❑ We will ensure that rewards are used to promote good attendance at the academy.
- ❑ We will ensure that all staff are involved in improving attendance at their academy – 'Attendance is everybody's business'.
- ❑ We will ensure that parents understand if their child does not attend the academy, we will work with external services to enforce good attendance at the academy.
- ❑ We will ensure we use the OCL Attendance Standard Operating Procedure (ASOP) to manage and monitor attendance.

Key information

In Phase 1 (Primary)

From Reception to Year 6 the school day starts at 8:35am and ends at 3:20pm Except for Nursery
Morning 8:30am -11:30am and Afternoon 12:20pm – 3:20pm

In Phase 2 (secondary)
the school day starts at 8:40am and ends at the following times:

Year 7 – Monday 3:25pm	All other days 3:00pm
Year 8 – Tuesday 3:25pm	All other days 3:00pm
Year 9 – Wednesday 3:20pm	All other days 3:00pm
Year 10 – Thursday 3:20pm	All other days 3:00pm
Year 11 – Intervention* days 3:45pm	All other days 3:00pm
Sixth Form – Intervention* days 3:45pm	All other days 3:00pm

**Each child in years 11, 12 and 13 has a personal intervention timetable.*

The Senior Attendance Champion is Zhara El-hamri and they can be contacted by email zahara.el-hamri@oasishadley.org or by contacting 0020 8804 6946.

Attendance and punctuality expectations

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have.

It is the legal responsibility of every parent to make sure their child receives that education and to ensure that their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

In brief

Academy Procedures

Attendance register

By law all academies are required to use an electronic management information system to keep an attendance register, and all students must be placed on this register.

The attendance register will be taken at the beginning of each morning session and once during each afternoon session. It will mark whether every student is:

- Present.
- Attending an approved off-site educational activity.
- Absent.
- Unable to attend due to exceptional circumstances.

Any amendment to the attendance register will include:

- The original entry.
- The amended entry.
- The reason for the amendment.
- The date on which the amendment was made.
- The name and position of the person who made amendment.
- A comment on the change will be flagged via the red flag on our MIS system Bromcom.

See Appendix A for the DfE attendance codes.

Unplanned absence

Parents and carers must notify the school on the first day of an unplanned absence - for example, if their child is unable to attend due to ill health - by a time set out by each academy or as soon as practically possible.

Local academy attendance policies will make reporting systems and procedures clear to parents. These will be available on academy websites.

Absence due to illness will usually be authorised unless the school has a genuine and reasonable doubt about the authenticity of the illness.

The academy will only request medical evidence to support the absence if it has a genuine and reasonable doubt about the authenticity of the illness.

If the school is not satisfied about the illness, the absence will be recorded as unauthorised and the parents will be notified of this.

Lateness and punctuality

A student who arrives late but before the register has closed will be marked as late, using the appropriate code.

A student who arrives after the register has closed will be marked as absent, using the appropriate code.

Academies will have systems in place for improving student punctuality. Best practice is shared across each region and nationally through CPD Fridays, NLP Attendance support and the Best Practice Directory and National Conferences.

Following up absence

Academies will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use. The Attendance Policy is available on the academy website.

Children unexpectedly absent

If a child is unexpectedly absent, all efforts must be made to assure their whereabouts and welfare as quickly as possible. Often this will be achieved via a call home but sometimes this may require a home visit. Where a child is vulnerable, we should make a first day home visit and follow the safeguarding policy that confirms the child's whereabouts. Principals must not accept anything short of a definitive confirmation of the child's whereabouts.

The DfE guidance, 'Keeping children safe in education' has been updated September 2024 as follows: Where reasonably, academies should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Reporting to parents and carers

Academies will report student attendance to parents and carers at least once each academic year. This is typically included with the students' annual report.

Each academy should use MCAS to communicate daily attendance updates to parents.

Good attendance

Good attendance, which is 97% of the academic year is essential for pupils to get the most out of their school experience, including their attainment, wellbeing and wider life chances.

The pupils with the highest attainment have higher rates of attendance.

Strategies for promoting attendance

Each academy will have a clear strategy to promote attendance (also see standard operation procedure best practice guide) which will include the use of the Oasis Community Partnership Hubs, Oasis Youth and Community teams, rewards, sanctions, assemblies, an engaging and enjoyable curriculum which should be on offer at every academy and meetings with parents and carers.

These will be in line with those recommended by the Department for Education, recent research and OCL Best Practice.

The table below is a useful tool to share with staff and students because it clarifies the impact on learning absence:

Attendance percentage	Learning days lost per academic year
98%	4
95%	10
90%	19
85%	29
80%	38
75%	48

Responsibilities

All schools have a continuing responsibility to proactively manage and improve attendance across their school community.

The Principal will:

- Develop and maintain a whole school culture that promotes the benefits of high attendance.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.
- Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

- Ensure all Children at risk of missing education are reported according to the DfE Working together to improve school attendance August 24 and OCL SOP.

All academies must:

- Inform the local authority (LA) of any student who fails to attend school regularly or has been absent without the school's permission. As this could be a safeguarding issue, leaders should ensure that regular follow up contact is made with the LA if the whereabouts of the student is not known or communicated to the academy. If a vulnerable child cannot be contacted on the first day of absence, a home visit should continue until the information has been secured. Leaders should follow the guidance issued by the Department for Education: https://www.gov.uk/government/publications/children-missing-education and the OCL Safeguarding policy.

Students leaving the academy and off-rolling

The OCL vision is driven through a passion and commitment to include everyone. We believe all our children and young people are precious and as such, we are keen to ensure that we track the destinations of pupils who leave each academy. Academy leaders must ensure that detailed records are kept for students who stop attending the academy and are removed from the roll/admissions register.

Details must include (but not exclusive to):

- The student's reason for leaving.
- Their destination and the destination's educational provision (e.g. name of school, home-schooling arrangements).
- Group (disadvantaged, SEND, EAL, gender).
- Ethnicity

Where a student moves abroad, leaders must take all reasonable steps to assure themselves that the student is moving to another school. This may include support from the Hub. This is to ensure that all students are safe and in full time education as necessary.

The Principal must meet with the student and family, if off rolling is likely to take place. This is in order to ensure that an effective level of support has been offered to the student and family as well as ensuring that the destination of the student is known.

Leaders must ensure that students are only removed from the academy's roll/admissions register if one or more of the criteria (defined by the Education (Pupil Registration) (England) Regulations 2006; paragraph 8) are met and as described in the Department for Education's guidance:

https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

Leaders should inform their Regional Director and follow their local authority's procedures for off-rolling a student, which will always involve officially notifying the local authority of the reasoning and intention to do so.

On receipt of written notification to home educate, academies must inform the Regional Director and the student's Local Authority that the pupil is to be deleted from the admission register.

Parents and carers have a duty to ensure their child of compulsory school age receives suitable full-time education, but this does not have to be at a school.

See Appendix B for the OCL Off Rolling form to be used to record and monitor off rolling.

Senior Attendance Champion

Academies will ensure that a member of the Senior Leadership Team is appointed as the Senior Attendance Champion (SAC).

The name and contact details of the SAC will be published on the academy website.

The SAC will be responsible for:

- Improving attendance.
- Ensuring the academy's vision for improving attendance is shared with all stakeholders.
- Communicating expectations.
- Evaluating and monitoring procedures.
- Oversight of regular data analysis.
- Communicating messages to pupils and parents.
- Leading training for teachers and non-teachers regarding attendance strategies.
- Management of attendance resources.
- Leadership of rewards and sanctions relating to attendance and punctuality.
- Oversee the arrangements for 'Pastoral Review Meetings' and quality assure the action plans devised.
- Comply with the Department for Education Statutory Guidance on Children Missing Education by informing the Local Authority of the details of children who are regularly absent, missing from academy following a leave of absence and prior to removing a child from the roll of the academy.
- Comply with the requirement set out in the Local Authority's Code of Conduct when requesting issuance of penalty notices.

- Ensure that pupils are given the support that they need including support networks to attend the academy.

Managing day to day attendance

Parents are expected to contact the school when their child is absent to explain the reason. Parents should contact the academy main phone line to report a pupil absent.

Where a reason has not been provided, the academy will contact the parents on the first day of absence. If absence continues without explanation, further contact will be made to ensure safeguarding.

The academy will ensure that there are no unexplained absences and that all codes are updated within 5 working days of the initial absence.

The academy will hold more than one emergency contact number for each pupil to ensure absence can be explained.

When a pupil's absence reaches 5 days, an attendance meeting will be held with parents.

When a pupil has been absent for more than 10 consecutive days, an Attendance Support Plan (ASP) will be put in place to build confidence and bridge gaps in learning.

The SAC will review day-to-day attendance for individual pupils and put in place support from wider partners as quickly as possible, making the necessary referrals. This may be before a pupil is designated as persistently absent.

The SAC will ensure statutory data returns are made to Local Authorities and the DfE.

The SAC will ensure that parents receive an update of their child's attendance every day via MCAS; this will show the pupils attendance.

Use of data to improve attendance

The academy will monitor and analyse weekly attendance patterns and trends for:

- The whole school.
- Year groups.
- Tutor groups.
- Individual pupils.

Attendance will be analysed weekly by pupil characteristic as part of the Public Sector Equality Duty.

Secondary Schools will examine lesson attendance to ensure that all pupils are attending all timetabled lessons.

Attendance reports will be shared with tutors and teachers to facilitate discussions with pupils and parents.

Weekly reports will be shared with the Special Educational Needs Coordinator (SENCO), Pupil Premium Lead and the Designated Safeguarding Lead.
The SAC will analyse data on a half-termly, termly and annual basis, identifying patterns in uses of certain codes, days of poor attendance and, where appropriate, subjects which have low lesson attendance.

The SAC will devise specific strategies to address areas of poor attendance identified through the data.

The SAC will monitor the data to review the impact of attendance strategies.

The SAC will support the Principal to provide data reports to the RD/ND.

Reducing persistent absence / severely absent

A pupil is persistently absent (PA) when they are absent for at least 10% of their school sessions, typically 19 days over the course of an academic year.

A pupil is severely absent (SA) when they are absent for at least 50% of their school sessions, typically 90 days over the course of an academic year.

When a pupil is deemed to be at risk of becoming PA, the SAC will ensure that the academy identifies a member of staff to work with the parents. They will:

- Hold a meeting with the parents.
- Address any in-school barriers to attendance.
- Agree actions to remove the barriers.
- Make referrals to services or organisations which can support, where the barriers are outside of the academy's control.

Where absence intensifies, the school will work with the Local Authority and other relevant partners. This ***may*** result in the provision of:

- Mentoring.
- Careers advice.
- College placements.
- 1-2-1 tuition.
- SEN support or an application for an ECHP where appropriate.
- Alternative provision.
- Voluntary family early help assessment.
- Early Help for Attendance Framework.

Where engagement in support is proving challenging, the SAC will hold a formal meeting to explain the consequences of persistent and severe absence to the pupil and family.

Where voluntary support has not been effective and/or has not been engaged with, the SAC will work with the Local Authority to:

- Put formal support in place in the form of a parenting contract or an education supervision order.
- Issue a fixed penalty notice.
- Intensify support through statutory children's social care.
- Prosecute parents where all other routes have failed.

Use of part-time timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs.

Part time timetables may be used, for example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package.

The academy will not issue part time timetables as part of the behaviour policy or strategy.

Any part time timetable will be temporary and have an end date specified before they are issued.

All part time timetables will be authorised by the Principal.

Prosecution and fixed penalty notices

If a child of compulsory school age fails to attend regularly at a school at which they are registered, or at a place where alternative provision is provided for them, their parents may be guilty of an offence and can be prosecuted by the local authority.

Academies will fine parents for the unauthorised absence of their child from school if not engaging in academy support systems or following an attendance contract.

The decision on whether or not to issue a penalty notice ultimately rests with the Principal, following the local authority's code of conduct for issuing penalty notices. This may take into account:

- A number of unauthorised absences occurring within a rolling academic year and not engaging in the academy's attendance support systems.
- Holidays in term time.

- One-off instances of irregular attendance and not engaging in the academy's support systems.
- Where an excluded pupil is found in a public place during school hours without a justifiable reason.

Local authorities have the power to prosecute:

- Parents who fail to comply with a school attendance order issued by the local authority to require a parent to get their child registered at a named school (under section 443 of the Education Act 1996). This may result in a fine of up to level 3 (£1,000).
- Parents who fail to secure their child's regular attendance at a school, for which there are 2 separate offences: section 444(1) where a parent fails to secure the child's regular attendance; and section 444(1A) where a parent knows that the child is failing to attend school regularly and fails to ensure the child does so. The section 444(1) offence may result in a fine of up to level 3 (£1,000) and the section 444(1A) offence my result in a fine of up to level 4 (£2,500), and/or a community order or imprisonment of up to 3 months.
- Parents who fail to secure the regular attendance of their child at a place where the local authority or governing body has arranged alternative provision (under sections 444 and 444ZA). This may result in a fine of up to level 3 (£1,000), or if the parent is found to have known the child was not attending regularly and failed to ensure that they did so, a fine of up to level 4 (£2,500), and/or a community order or imprisonment of up to 3 months.
- Parents who persistently fail to comply with directions under an Education Supervision Order (under Schedule 3 to the Children Act 1989) or breach a Parenting Order or directions under the order (under section 375 of the Sentencing Act 2020). These may result in a fine of up to level 3 (£1,000).

The decision to prosecute rests solely with the LA as an independent prosecuting authority.

Fixed penalty notices are served on parents as an alternative to prosecution where the Principal judges that voluntary support has not been effective or engaged with.

Fixed penalty notices may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first 5 days of a fixed period or permanent exclusion.

Fixed penalty notices can be issued to each parent liable for the attendance offence. The penalty is £80 if paid within 21 days of receipt, rising to £160 if paid after 21 days but within 28 days. The payment must be paid direct to the local authority.

There is no right of appeal by parents against a fixed penalty notice.

The academy follows the Local Authority Code of Conduct in relation to issuing fixed penalty notices.

Requesting leave of absence

Only exceptional circumstances warrant a leave of absence. The Principal will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request.
If a leave of absence is granted, it is for the Principal to determine the length of the time the pupil can be away from school.

As the Principal will only grant leaves of absence in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

Monitoring of this policy

This policy will be reviewed regularly by the National Education Team (NET). RDs should check and monitor the impact of the Attendance Policy.

Training requirements

This policy is linked to our Child Protection and Safeguarding policy. We have drop-in sessions and CPD through the Oasis Learning Development Zone to support colleagues in academies.

Statutory requirements

Legislation and guidance

This policy meets the requirements of the school attendance guidance from the Department for Education (DfE) and refers to the DfE's statutory guidance on school attendance parental responsibility measures updated version August 2024. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance: Working together to improve school attendance - GOV.UK (www.gov.uk).

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

This policy complies with the Trust's funding agreement and articles of association.

RACI Matrix

[Please write “R” for anyone who is “Responsible” for a task listed in the policy, an “A” for anyone who is “Accountable”, a “C” for anyone who must be “Consulted” under the policy and “I” for anyone who must be “Informed” about aspects of the policy. Delete and columns that are not needed.]

Policy Element		Leadership				Academy	
	Board	OCL CEO	OCL CEdO	OCL COO	Regional Director	Academy Principal	Senior Attendance Champion
We will ensure that our approach to attendance is in in line with the Oasis ethos and values of inclusion, equality, healthy relationships, hope and perseverance.	I	R	R	R	R	R	R
We will treat all pupils equally.	I	R	R	R	R	R	R
We will use all attendance codes that are statutory approved by the DfE and OCL.	I	A	A	A	A	A	A
We will seek to remove the barriers that stop some pupils from attending their academy and work with parents to remove these barriers.	I	R	R	R	R	R	R
We will support and work with families and the community to promote a positive culture so that pupils/students want to attend the academy.	I	R	R	R	R	R	R
We will ensure that rewards are used to promote good attendance at the academy.	I	R	R	R	R	R	R
We will ensure that Senior Attendance Champions are appointed at each academy.	I	I	A	I	A	R	

APPENDIX A – Attendance codes 24-25

Attending

Mark	Mark Name	Mark Description	Attendance
/ or \	Present	Present at the school / = morning \ = afternoon session	Attending
L	Late	Late arrival before the register is closed	Attending
K	EP	Attending education provision arranged by the local authority	Attending
V	Educational Visit	Attending an educational visit	Attending
P	Sporting Activity	Participating in a sporting activity	Attending
W	Work experience	Attending work experience	Attending
B	Education Activity	Attending any other approved education activity	Attending
D	Dual Register	Dual registered at another school	Not possible attendance

Absent

Mark	Mark Name	Mark Description	Absence
C1	LOA	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad	Authorised
M	Medical	Leave of absence for the purpose of attending a medical or dental appointment	Authorised
J1	LOA	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution	Authorised
S	LOA	Leave of absence for the purpose of studying for a public examination	Authorised
X	Non-compulsory	Non-compulsory school age pupil not required to attend school	Not possible attendance
C2	LOA	Leave of absence for a compulsory school age pupil subject to a part-time timetable	Authorised
C	LOA	Leave of absence for exceptional circumstance	Authorised
T	Mobile child	Parent travelling for occupational purposes	Authorised
R	Religious	Religious observance	Authorised
I	Illness	Illness (not medical or dental)	Authorised
E	Behaviour	Suspended or permanently excluded and no alternative provision made	Authorised

Q	**Non attendance**	Unable to attend school because of a lack of access arrangements	Not possible attendance
Y1	**Non attendance**	Unable to attend due to transport normally provided not being available	Not possible attendance
Y2	**Non attendance**	Unable to attend due to widespread disruption to travel	Not possible attendance
Y3	**Non attendance**	Unable to attend due to part of the school premises being closed	Not possible attendance
Y4	**Non attendance**	Unable to attend due to the whole school site being unexpectedly closed	Not possible attendance
Y5	**Non attendance**	Unable to attend as pupil is in criminal justice detention	Not possible attendance
Y6	**Non attendance**	Unable to attend in accordance with public health guidance or law	Not possible attendance
Y7	**Non attendance**	Unable to attend because of any other unavoidable cause	Not possible attendance
G	**Holiday**	Holiday not granted by the school	Unauthorised
N	**No reason**	Reason for absence not yet established (academy will code appropriately as soon as contact has been made)	Unauthorised
O	**Absent**	Absent in other or unknown circumstances	Unauthorised
U	**Late**	Arrived in school after registration closed (unauthorised absence)	Unauthorised
Z	**Not admitted**	Prospective pupil not on admission register	N/A
#	**Closure**	Planned whole school closure	N/A

APPENDIX B – Off rolling a pupil procedure

The unlawful off rolling of a pupil from an academy is a safeguarding issue. Please ensure you have confirmation of the new education provision the pupil is transferring to before removing a pupil from your roll. It is important that the whereabouts of the pupil are known before removal takes place.

The Principal must authorise any off rolling.

If the pupil is missing, please complete an LA CME form.

From September 2017, ALL roll removals, with exception of normal transition points, unless this is requested, must be reported to the LA. Detailed DfE guidance:

https://www.gov.uk/government/publications/children-missing-education

Main circumstances where a pupil can be removed from a school/academy roll:

- Where the pupil is registered at the school in accordance with the requirements of a school attendance order and another school is substituted by the LA.
- Where a pupil is registered at more than one school and is now registered at an alternative school.
- When the pupil transfers to an alternative place of education and the name and address of the new provision has been established.
- When the pupil no longer resides at a place which is at a reasonable distance from the academy.
- When the pupil has failed to return from previously authorised leave within 10 days of the agreed return date.
- When the pupil has been certified medically unfit to attend school and will remain so.
- When the pupil has been absent for 20 continuous days or more without explanation.
- When the pupil is in custody for a period exceeding four months.
- When the pupil has died.
- When the pupil has ceased to be of statutory school age before the academy next meets.
- When the pupil has been permanently excluded.
- When a nursery pupil is not transferring to Reception or a higher class.

See form on next page

APPENDIX C – Request to remove a pupil from roll form

NAME:	**YEAR GROUP:**
DATE OF BIRTH:	
ADDRESS:	

This pupil has been removed from the roll because:

The pupil has moved to another school. New school details:	
Other reason for roll removal: Date home visit completed: (If there are safeguarding concerns, date matter referred to the DSL)	
The pupil has been permanently excluded. Date of the PEX hearing: Date of the end of the appeal period (15 days from PEX hearing)	

The pupil's whereabouts are unknown. Date home visit completed: Date CME completed: Date pupil details uploaded to S2S:	
(If there are safeguarding concerns, date matter referred to the DSL)	

Member of staff requesting removal from the roll:

Confirmation there are no safeguarding concerns:

Permission granted to remove the pupil from the roll YES/NO

Signature: **Date:**

(This must be the Principal)

DATE ROLL REMOVAL WAS NOTIFIED TO THE LOCAL AUTHORITY:

Document Control

Changes History

Version	Date	Owned and amended by	Recipients	Purpose
1.0	18th July 2018	Chris Chamberlain	All OCL Principals	Updated legislation
1.1	23rd September 2019	Chris Chamberlain	All OCL Principals	Updated legislation
1.2	September 2023	Emma Merva	All OCL Principals	Updated legislation and practice
1.3	August 2024	Emma Merva	All OCL Principals	Updated legislation and practice

Policy Tier

☒ Tier 1
☐ Tier 2
☐ Tier 3
☐ Tier 4

Owner

Emma Merva – Regional Director for the NE Primary academies

Contact in case of query

Emma.merva@oasisuk.org

Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
Directors' group			

Position with the Unions

Does the policy or changes to the policy require consultation with the National Unions under our recognition agreement?

☐ Yes
☒ No

If yes, the policy status is:

☐ Consulted with Unions and Approved
☐ Fully consulted (completed) but not agreed with Unions but Approved by OCL
☐ Currently under Consultation with Unions
☐ Awaiting Consultation with Unions

Date & Record of Next Union Review
Not applicable

Location

Tick all that apply:

☐ OCL website

☒ Academy website
☒ Policy portal
☐ Other: state

Customisation

☒ OCL policy
☐ OCL with an attachment for each academy to complete regarding local arrangements
☐ Academy policy
☐ Policy is included in principals' annual compliance declaration

Distribution

This document has been distributed to:

Name	Position	Date	Version
All principals	Principal	September 2023	1.2
All principals	Principal	August 2024	1.3