

# Attendance Policy

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|------------------------|---------------------------------|
| Date of Policy review: | July 2026                       |
| Date for Review:       | September 2027                  |
| Lead for Review:       | Deputy Head Pastoral & Boarding |

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## Introduction

At Guildhouse School, excellent attendance is vital to help students Aim High, Work Hard, and Be Kind. Consistent and punctual attendance supports academic progress, wellbeing, personal development, and fosters a culture of commitment and respect. Good attendance also safeguards students by ensuring their safety and welfare. Guildhouse School is committed to a support-first approach, working closely with students and families to promote and improve attendance. Unexplained or unauthorised absences will be followed up urgently to confirm student safety and identify any barriers to attending school. This policy applies to all students, including those of compulsory school age (CSA), aged 16–17, and 18+. This policy meets the requirements of the [Working Together to Improve School Attendance 2024](#) (DfE, 2024) statutory guidance and supports a whole-school culture that values high attendance. Its aims are to:

- Promote and maximise student attendance, achievement, and safety
- Provide accurate daily, weekly, and termly attendance data through efficient systems and reporting
- Monitor patterns of absence
- Ensure prompt and effective communication with Student Administration and Attendance Officer, Personal Tutors, parents, and agents
- Support Personal Tutors and Pastoral Directors in following up attendance concerns efficiently
- Comply with the Independent Schools Inspectorate (ISI) and Independent School Standards on attendance, and report accurately to parents and governance
- Comply with UKVI requirements for Student and Child Student visas (UKVI, 2023)
- Set an aspirational target of 100% attendance for all students, while recognising individual needs and barriers

The academic school day begins at 8:45-9:00 with Personal Tutor Registration each weekday. A second Personal Tutor Registration takes place at 14:00-14:10. The school day ends at either 16:20 or 17:10, depending on each student's timetable.

Timetables show the start time of every lesson. Students are released from their previous lesson five minutes before the scheduled start of the next lesson to allow time for transit and preparation and are expected to arrive punctually. Registers remain open for 20 minutes after the start of each lesson. Students arriving after the scheduled start time are marked as late ('L'), with the number of minutes late recorded. Students arriving more than 20 minutes late, after the register has closed, are marked with code 'U'. Unauthorised absences are recorded with code 'N'.

All boarders and day students are required to sign out through the Reach system when leaving the school site. Reach is also used to monitor student movements and, where necessary, attendance trends and patterns. In addition, CSA students are not allowed to leave the school during the school day. In the case of emergency, they are to contact the Student Administration and Attendance Officer or the Pastoral Director to discuss the matter further.

Attendance is monitored every lesson by the Student Administration and Attendance Officer to safeguard student welfare and investigate any unexplained absences. A full list of attendance codes is provided in Appendix 3.

Authorised absences are individual lessons, morning or afternoon sessions missed for valid reasons, such as illness, pre-arranged and approved appointments, or other unavoidable circumstances.

Unauthorised absences are those that the school does not consider reasonable or for which prior approval has not been granted.

In line with statutory guidance, this policy is published on the school website, provided in an accessible format to parents with English as an additional language when their child joins Guildhouse School, and re-issued annually at the start of each academic year.

## Roles and Responsibilities of Staff

All staff are responsible for supporting and promoting excellent attendance. The policy will be introduced at INSET and reviewed annually, with training provided on updates and staff responsibilities.

**Senior Attendance Champion: Mr. Jamie Forbes, Deputy Head Pastoral/Designated Safeguarding Lead**

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- Oversees attendance procedures and ensures clear communication of roles and responsibilities to students, staff, and parents.

### Staff Responsibilities

- Follow procedures for recording attendance, including understanding registration codes and distinctions between compulsory school age (CSA), 16–17, and 18+ students.
- Teaching staff must complete attendance registers within the first 10 minutes of every lesson. The Student Administration and Attendance Officer monitors attendance throughout the day, follows up on absences, and gives immediate priority to any unexplained absence involving students under 18, CSA students, or boarders.
- Adhere strictly to register codes (see Appendix 3)
- Only the Nurse may authorise absences due to illness or injury.
- Unauthorised absences (including unapproved EXEATS) will be recorded as such. Students must seek authorisation from the Headteacher for compassionate leave or other exceptional cases; term-time holidays are never authorised.
- Daily absence and punctuality reports are generated and shared with the Pastoral and Boarding Team.
- Unmarked registers are chased promptly, with disciplinary follow-up for repeated occurrences, despite two reminders in line with the School Behaviour Ladder.

### Pastoral Team

- Reviews cases of low attendance and poor punctuality, liaising with the Student Administration and Attendance Officer and relevant staff to identify concerns, provide appropriate support, and apply sanctions where necessary.
- Arranges and coordinates specialist support for students who require additional assistance to improve their attendance, punctuality, wellbeing, or engagement with school.

## Attendance Monitoring and Compliance

- Attendance statistics are published and shared in line with statutory and school requirements.
- The school aims for 100% attendance annually, working to improve attendance year on year.
- Complies with UKVI requirements by monitoring attendance closely and reporting unauthorised absences exceeding 10 consecutive school days ("contact points").
- Students reported to UKVI may be reinstated under exceptional circumstances, subject to Headteacher discretion and documented reasons for absence.
- A student may not undertake paid employment during their time as a member of the school without the written permission of the Headteacher. Visa restrictions must also be adhered to.

## Induction and Training

- New teachers receive induction on attendance policies, register marking, and authorised/unauthorised absences.

## Actions for Persistent Absence

When attendance issues persist despite support, the school may implement:

- Hourly lesson attendance checks
- Introduction of a Daily Report card for monitoring attendance and engagement
- Specialist interventions based on investigations
- Collaboration with Local Authority Attendance Team, Early Help, health professionals, and other partners
- Home visits for Independent Accommodation students
- Increased Behaviour Discipline Stages and use of the Discipline Stage Ladder
- Meetings with senior staff and parents
- Internal Suspension at Discipline Stage Four, with potential expulsion thereafter
- Behaviour and Attendance Contracts where concerns about a student's attendance, punctuality, or conduct have been identified during the current academic year or carried over from the previous academic year.

## Supporting Students After Absences

The school recognises critical periods such as post-illness, family issues or bereavement and takes proactive steps to support students returning to school, including:

- Staff awareness for tailored support
- Setting and marking work prior to return, overseen by Deputy Head Academic
- Enhanced attendance monitoring, using Daily Report Cards

## Other Considerations

- Late returns or early departures due to holidays or flights require school approval and will only be authorised for valid reasons.
- The school may authorise absences for significant multicultural or faith-based religious festivals if requested in advance.
- Parents and agents will be promptly informed of attendance issues in line with school Terms and Conditions.

- Students with attendance below 95% are closely monitored and managed through Discipline Stages and other interventions.

## Individual Staff Responsibilities

### Student Administration and Attendance Officer

Contacts:

- Ms. Shuyi Liu ([sliu@guildhouseschool.com](mailto:sliu@guildhouseschool.com))  
Guildhouse School Attendance( [ghattendance@guildhouseschool.com](mailto:ghattendance@guildhouseschool.com))

Their responsibilities include:

- Ensuring all registers are accurately marked and recorded. Registers should be checked 10 minutes into lessons and updated again at 35 minutes, starting with Personal Tutor registration each teaching day.
- Investigating any unauthorised absences by contacting and locating students or referring them to Medical/Welfare support.
- Liaising with the School Nurse and Boarding Staff where relevant to identify students unable to attend due to medical or wellbeing reasons.
- Compiling attendance reports, including:

| Report Type                                                                               | Staff Involved                                                                                                                       |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Daily absence and lateness reports                                                        | Student Administration and Attendance Officer, Personal Tutors, Pastoral Directors, Boarding Staff                                   |
| 'N' code investigation and updates (cleared within five days)                             | Student Administration and Attendance Officer                                                                                        |
| Weekly attendance and punctuality reports (including low attenders and follow-up actions) | Student Administration and Attendance Officer, Personal Tutors, Pastoral Directors, Deputy Head Pastoral, DSL, Boarding Staff        |
| Half-termly attendance and punctuality reports                                            | Student Administration and Attendance Officer, Personal Tutors, Pastoral Directors, Deputy Head Pastoral, DSL, Boarding Staff        |
| Cohort-based attendance reports                                                           | Student Administration and Attendance Officer, Personal Tutors, Pastoral Directors, Deputy Head Pastoral, DSL, Boarding Staff        |
| Weekly unmarked register reports                                                          | Student Administration and Attendance Officer, Data Officers, Deputy Head Pastoral and Deputy Head Academic                          |
| Weekly 'I' code (illness) reports                                                         | Student Administration and Attendance Officer, Medical/Welfare Team (including Nurse), Pastoral Directors, Deputy Head Pastoral, DSL |

- Collaborating with Pastoral Directors, Personal Tutors and Boarding Staff where relevant, to identify absence trends or patterns that may indicate concerns. They report findings and remedial actions to the Deputy Head Pastoral.

## Teachers

- Record attendance within the first 10 minutes of each lesson, marking students as present (/am, \pm), absent (N), late up to 20 minutes (L), or late over 20 minutes (U).
- Only the Student Administration and Attendance Officer or the Nurse may authorise absences or amend attendance codes. Teachers cannot authorise absences. (See Appendix 3 for full attendance codes and authorised staff.)
- Students arriving after the lesson start must be marked Late (L) with minutes recorded. Teachers should discuss punctuality with late students at the end of the lesson; repeated lateness may lead to a Stage warning in line with the School Behaviour Ladder.
- For students issued a Daily Report Card, teachers should review, sign, and comment on the report at the end of each lesson for the Pastoral Team's review.

## Pastoral Team: Personal Tutors and Pastoral Directors

- Personal Tutors monitor the attendance and punctuality of their tutees and address concerns through regular one-to-one meetings.
- Attendance data is reviewed weekly to identify individual students and cohorts causing concern. Emerging trends and patterns are analysed to inform interventions and support attendance improvement.
- Students whose attendance falls below 95% are identified for investigation and intervention, which may include contact with parents, carers, or guardians.
- Repeated lateness or unauthorised absence result in a Stage Warning in accordance with the School Behaviour Ladder.
- Pastoral staff work closely with the Boarding Team, School Nurse, Wellbeing Counsellor, and other relevant professionals to support students and manage authorised absences where appropriate.
- Students achieving 100% attendance each term are recognised through assemblies, newsletters, bulletins, and reward systems. Collective achievements, including house attendance awards, are also celebrated.
- International students sponsored and with attendance below 85% may be subject to a visa compliance review. Where attendance does not improve, this may result in reporting to UK Visas and Immigration (UKVI) and, ultimately, withdrawal of sponsorship.
- Where attendance does not improve despite support and intervention, sanctions may include:

Restricted use of free periods for supervised study  
Attendance or behaviour report cards  
Gating or an earlier boarding curfew  
Refusal of exeat requests  
Stage Warnings

## Detentions Behaviour and Attendance Contracts

### Medical/Welfare Team

- Following a student appointment, the School Nurse will record relevant notes and notify the Student Administration and Attendance Officer of any authorised absence.
- When a student is ready to return to lessons, the School Nurse will record the time of release and confirm the student's return to class with the relevant teacher via Microsoft Teams.
- Where a student experiences persistent absence due to physical or mental health needs or has additional learning needs that may be affecting attendance, the Student Administration and Attendance Officer and Medical/Welfare Team will notify the SENCo and Designated Safeguarding Lead (DSL).
- Following a prolonged absence for medical reasons, the student will attend a welfare check-in meeting with the School Nurse before returning to their normal timetable.

### Student responsibilities

- Students must attend all timetabled lessons, registrations, and scheduled school activities.
- Where a planned absence is anticipated, students must seek authorisation in advance.
- Absence reporting procedures are explained during Student Induction and detailed in Appendix 1. Students are expected to follow these procedures at all times.
- Appropriate evidence must be provided for all absences in accordance with the procedures set out in Appendices 1 and 3.
- **Illness or injury:** Students should attend the School Nurse for assessment and support. Boarding students who are unable to reach the Nurse must contact their Houseparent and follow the guidance provided. Students living in independent accommodation must notify the Student Administration and Attendance Officer or the School Nurse via Microsoft Teams and await further instructions. Students must not leave school without seeing the Nurse, their Pastoral Director or a relevant member of staff by going to the front desk.
- **Medical or professional appointments:** Students must provide evidence of appointment dates and times to the Student Administration and Attendance Officer and the School Nurse for the absence to be considered for authorisation.
- Students requiring an absence of more than two days must obtain prior approval from the Headteacher. Approved absences will be recorded using the appropriate authorised absence code.
- Term-time holidays will not be authorised and will be recorded using code 'G' (unauthorised holiday). Absences taken without approval, including unauthorised exeats, will be recorded using code 'O' and followed up by the Pastoral Director.
- Only the School Nurse (for medical absences) or the Headteacher (for other exceptional circumstances, such as compassionate leave) may authorise an absence.
- Requests for absences exceeding two days must be submitted in writing by a parent, guardian, or approved carer to Student Services or the Deputy Head Pastoral. Requests must include the reason for the absence and the relevant dates and times. Any authorised leave must be processed through the appropriate exeat procedure.
- Students are encouraged to raise attendance concerns or seek support through:
  - Direct communication with their Personal Tutor or Pastoral Director.
  - Student surveys conducted by the Student Council, Welfare Team, or other school staff.

- Student Council meetings, where attendance-related concerns and potential solutions may be discussed.
- All students must comply with the school's sign-in and sign-out procedures. Boarders and day students must use the Reach system when leaving the school site, while CSA students must not leave the school site.

## **Boarding Students: End of Academic Day Arrangements**

Boarding students whose timetabled lessons finish before the end of the academic day must continue to comply with the school's attendance, supervision, and sign-out procedures. Students may participate in approved activities, supervised study, appointments, or other appropriate pursuits within Zone 1, provided they have signed out correctly using the Reach system and any required permissions have been obtained.

All boarding students are required to return to the Boarding House by 17:30, unless alternative arrangements have been approved in advance by Boarding Staff. Boarding Staff and the Student Administration and Attendance Officer maintain oversight of students' whereabouts through the Reach system, sign-in/sign-out records, direct communication, attendance checks, and regular welfare check-ins.

Boarding Staff will monitor and approve students' movements and activities as appropriate and will carry out follow-up calls, messages, and welfare checks where necessary. Any unexplained absence, failure to sign out correctly, or failure to return by the required time will be followed up promptly and managed in accordance with the school's attendance, boarding, and safeguarding procedures to ensure student safety and wellbeing.

## **Parents/Guardians/Agents**

At Guildhouse School, students are encouraged to take responsibility for managing their own attendance and communicating proactively about absences. Parents, guardians, and staff support students in developing these essential life skills.

Parents, guardians, carers, and agents can notify the school of their child's absence to ensure student safety, maintain accurate attendance records, and enable appropriate academic and pastoral support. Timely communication helps the school meet safeguarding, legal, and visa compliance requirements while strengthening the partnership between home and school to promote student wellbeing and success.

Where attendance concerns arise, the school will work collaboratively with students, parents, guardians, and relevant staff to identify barriers to attendance. Where appropriate, meetings will be arranged to discuss concerns, agree support strategies, and establish clear targets for improvement.

For any queries or communications, Guildhouse School Attendance ([ghattendance@guildhouseschool.com](mailto:ghattendance@guildhouseschool.com)) or Student Services can be contacted at [studentservices@guildhouseschool.com](mailto:studentservices@guildhouseschool.com) and will forward messages to the relevant member of staff. For specific matters, please contact the following:

| Reason                                                             | Who                                                                                                                                                          |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Illness/injury or welfare concerns                                 | <b>School nurse:</b> <a href="mailto:nurse@guildhouseschool.com">nurse@guildhouseschool.com</a>                                                              |
| Absence/leave requests of over two days (e.g. compassionate leave) | <b>Deputy Head Pastoral</b> <i>who will liaise with the Headteacher</i> <a href="mailto:jforbes@guildhouseschool.com">jforbes@guildhouseschool.com</a>       |
| Emergency safeguarding concerns about attendance                   | <b>Deputy Head Pastoral/Designated Safeguarding Lead:</b> Mr. Jamie Forbes<br><a href="mailto:jforbes@guildhouseschool.com">jforbes@guildhouseschool.com</a> |
| Visa (UKVI) related attendance queries                             | <b>Registrar:</b><br>Dr Nicholas Ellsworth<br><a href="mailto:nellsworth@guildhouseschool.com">nellsworth@guildhouseschool.com</a>                           |

## Student Support and Sanctions

When students are identified as late or truanting, the school will promptly contact them to ensure their safety and establish their whereabouts. The reason for the absence will be sought, and appropriate advice, support, or intervention offered. All staff promote excellent attendance and understand that only the Medical Team, Senior Leadership Team (SLT), and Pastoral Team have the authority to authorise unplanned absences based on the reason provided and supporting evidence. Where an absence cannot be authorised, the following support measures and sanctions may be implemented:

- Meetings with a Personal Tutor, Pastoral Director, or other pastoral staff to set targets and monitor progress through a Pastoral Intervention Plan
- Issuing of a Stage Warning in line with the School Behaviour Ladder
- Communication with parents, guardians, or approved carers
- Daily wake-up calls and specialist support from Boarding Staff, including assistance with sleep routines and patterns
- Time management and organisational support
- Peer mentoring
- Meetings with the School Nurse or Wellbeing Counsellor
- Removal of free periods in favour of protected or supervised study time
- Implementation of a Daily Report Card
- Detentions
- Gating or reduced curfew times in residence
- Issuing of a Behaviour and Attendance Contract, including agreed targets, monitoring arrangements, and review meetings

The school will seek to balance support and accountability, tailoring interventions to the individual circumstances and needs of the student.

## Mental Health

The school recognises that mental health challenges can have a significant impact on a student's attendance, punctuality, engagement, and overall wellbeing. Guildhouse School is committed to providing sensitive, timely, and proactive support through the School Nurse, Wellbeing Counsellor, and pastoral staff.

Persistent or concerning absences linked to mental health needs will trigger early intervention. Meetings may be arranged with the student, relevant staff, and family members to identify barriers to attendance, assess risk, agree support strategies, and set achievable attendance targets. The school will seek to balance support with high expectations, helping students maintain engagement with their education wherever possible.

Where attendance concerns are associated with an identified mental health condition, special educational need, disability, safeguarding concern, or medical need, the School Nurse, Wellbeing Counsellor, SENCo, Designated Safeguarding Lead (DSL), and other appropriate professionals will work together to ensure that support is coordinated and proportionate to the student's needs. Where appropriate and with due regard to consent, confidentiality, and safeguarding requirements, the school may liaise with parents or guardians, health professionals, Early Help services, the local authority, and other relevant agencies to secure additional support and promote positive outcomes for the student.

The school will monitor the effectiveness of interventions through regular review meetings and will adjust support arrangements as necessary to promote successful reintegration, sustained attendance, positive wellbeing, and continued engagement with learning.

### **Incentivising Good attendance**

The school recognises the importance of celebrating and rewarding excellent attendance and punctuality. Positive reinforcement helps promote engagement, wellbeing, and academic success.

Positive incentives may include certificates, attendance awards, public recognition in assemblies, newsletters and school communications, house or merit points, prizes, and reward trips or activities. Students may be recognised for achieving excellent attendance, demonstrating significant improvement, or consistently arriving on time. Group rewards may also be used to encourage collective success, with tutor groups, houses, or boarding houses recognised for strong attendance or notable improvement.

Parents, guardians, and carers are informed of their child's attendance achievements through positive communication. The school seeks to recognise both sustained high attendance and meaningful improvement, taking account of individual circumstances and progress.

### **Senior Leadership Team (SLT) Responsibilities**

- The Senior Leadership Team, comprising the Headteacher, Deputy Head Pastoral/DSL, and Deputy Head Academic, oversees Stage 4 and 5 of the disciplinary process.
- The Headteacher or Deputy Head Pastoral/DSL is responsible for informing police, agents, and parents about serious absences.
- The Registrar liaises with UK Visas and Immigration (UKVI) where required.
- The Deputy Head Pastoral may intervene at Stage 5 in the absence of the Headteacher during disciplinary or attendance proceedings.

- The Headteacher makes final decisions regarding expulsion where attendance fails to improve despite sustained intervention and support.
- Following a Stage 4 warning and suspension, students will attend a reintegration meeting with the Deputy Head Pastoral and their Pastoral Director along with parents/guardians. Expectations, targets, support measures, and consequences will be reviewed and clearly communicated by means of behaviour/attendance contract agreement.
- Students at Stage 4 will attend regular review meetings with their Pastoral Director and/or the Deputy Head Pastoral to monitor attendance, punctuality, engagement, and progress against agreed targets.
- Progress is closely monitored from Stage 4 onwards. Where insufficient improvement is demonstrated, concerns will be escalated and addressed initially by the Deputy Head Pastoral.
- While the school is committed to supporting students to improve their attendance, persistent failure to engage with support or meet expected standards will be treated seriously.
- Visa sponsorship will be withdrawn where a student is expelled or where the school is no longer able to meet its sponsorship duties under UKVI requirements.

## Students living in Independent Accommodation

- Students living in Independent Accommodation are expected to follow the same attendance and absence reporting procedures as all other students, including notifying the school promptly of illness or unavoidable absence.
- Students must maintain regular communication with the Student Administration and Attendance Officer and comply with all attendance monitoring and sign-in/sign-out requirements.
- Where attendance, punctuality, welfare, or safeguarding concerns arise, the school may arrange meetings with the student, parents or guardians, and relevant staff to identify barriers and agree support strategies.
- The school reserves the right to conduct welfare or home visits where attendance concerns persist or where there are concerns regarding a student's safety or wellbeing.
- Parents, guardians, and approved carers are expected to support the school's attendance procedures and work in partnership with the school to promote good attendance and punctuality.
- In an emergency, the Boarding House (Premier House) can be contacted on **07713 313 224**.
- Students living in Independent Accommodation are expected to maintain an attendance rate of 95% or above. Where attendance falls below this threshold, the school may implement additional monitoring, support measures, attendance review meetings, or a Behaviour and Attendance Contract.
- Where attendance concerns continue despite appropriate support and intervention, the school reserves the right to require a student to relocate to the Boarding House in order to provide enhanced pastoral oversight, attendance monitoring, and wellbeing support.

## UK Visas and Immigration (UKVI) Compliance

- Authorised absences must be “reasonably granted,” ensuring the student intends to continue their course and absence does not impede course completion.
- In accordance with UK Visas and Immigration (UKVI) regulations, students whose attendance falls below 80% will require comprehensive documentation and evidence from the school to justify their continued enrolment.
- The school monitors attendance closely as per visa conditions and will withdraw sponsorship for students missing 10 consecutive contact points (full days), including those on Child Student, Student Visas, or other visa types.
- A student living in independent accommodation (IA) will be required to maintain 95% overall attendance or risk being asked to move into boarding.
- Exceptional cases may be allowed to return with documented reasons and Headteacher approval.
- When sponsorship ends, the school reports to UKVI, which may curtail the student’s visa.

## **Contact with the Local Authority (Camden)**

- The school will work in partnership with Camden Local Authority, parents, students, and relevant agencies to promote good attendance, identify barriers to education, and provide early support where concerns arise.
- Where attendance concerns involve a student under the age of 18, the school may liaise with parents, guardians, health professionals, Early Help services, children's social care, the Local Authority, and other relevant agencies to safeguard the student's welfare and support their education.
- The school will monitor attendance closely and may seek advice, intervention, or multi-agency support where a compulsory school age (CSA) student is at risk of becoming persistently absent, severely absent, or where attendance concerns are linked to wider welfare, safeguarding, or educational needs.
- In accordance with statutory requirements, the school will notify the Local Authority when a compulsory school age (CSA) student is expected to be absent, or has been absent, for 15 consecutive or cumulative school days due to illness, and will share information as required to fulfil its attendance, safeguarding, Children Missing Education (CME), and other statutory responsibilities.
- Where a student's whereabouts cannot be established, or there are concerns that a student may be missing education or at risk of harm, the school will follow its safeguarding procedures and make appropriate referrals to the Local Authority and other relevant agencies.
- In line with the DfE's support-first approach, the school will participate in attendance reviews, targeted support meetings, and multi-agency planning where appropriate, working collaboratively to remove barriers to attendance and improve outcomes for students. The Senior Attendance

Champion will also attend relevant local authority and attendance network meetings to share best practice and support ongoing attendance improvement across the school.

## Monitoring and review

- Attendance data is analysed regularly to monitor engagement, identify trends and patterns, and enable timely intervention where attendance, punctuality, or welfare concerns arise.
- Attendance monitoring supports safeguarding, student wellbeing, educational progress, and visa compliance. Attendance concerns are reviewed in partnership with students, parents, guardians, and relevant staff to identify barriers and agree appropriate support.
- Admission and attendance registers are kept electronically, backed up regularly, and preserved for six years. The Local Authority has the right to examine and extract attendance records as required.
- Attendance trends, interventions, and outcomes are reviewed regularly by senior leaders to evaluate the effectiveness of the school's attendance strategy and identify areas for improvement.
- Staff receive regular training, guidance, and updates on attendance procedures, safeguarding responsibilities, and statutory requirements to ensure the consistent implementation of this policy.
- Attendance is a standing item in relevant meetings, briefings, and pastoral reviews, with targeted support and intervention planned where necessary.
- This policy will be reviewed annually, or sooner if there are changes to legislation, statutory guidance, or school procedures. Feedback from students, parents, guardians, and staff may be sought through surveys, consultations, and Student Council discussions to inform policy development.
- The school is committed to promoting equality of opportunity and complying with the Equality Act 2010. Reasonable adjustments will be made where required to support students with disabilities, medical needs, mental health needs, special educational needs, or other vulnerabilities that may affect attendance. Individual support or attendance plans may be developed in collaboration with students, families, staff, and external professionals where appropriate.
- All attendance information is collected, stored, shared, and processed in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. Access to attendance records is restricted to authorised personnel and managed in line with the school's data protection and record retention procedures.

## UK DfE Regulations and Linked School Policies:

- [Working Together to improve School Attendance 2024](#)
- School Attendance Regulations (2024) [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- Student Behaviour Policy



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- Safeguarding Policy
- EXEAT Policy
- Admissions Policy



## Appendix 2: Stage Warning Behaviour Discipline Ladder

| Level                                                                                                               | Examples of Misbehaviour<br>(not limited to)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Stage 0</b><br><br><b>Verbal Warning</b><br><br><b>Issued by</b><br><b>Personal Tutor/House</b><br><b>Parent</b> | <p>Emerging problems with:</p> <ul style="list-style-type: none"> <li>• Missed deadlines</li> <li>• Sleeping in class</li> <li>• Littering</li> <li>• Lack of engagement in class and/or low-level disruption</li> <li>• Lateness to timetabled sessions</li> <li>• An unauthorised absence from a timetabled session/personal tutor session</li> <li>• 98% overall attendance</li> <li>• Rudeness to staff/students</li> <li>• Lack of preparedness for class</li> <li>• Inappropriate use of digital device</li> <li>• Missing lanyard/ID card</li> <li>• Late return to the Boarding House</li> <li>• Untidy room</li> <li>• Absent/leaving early from Boarding study time without prior approval</li> <li>• Low-level noise and disruption in the Boarding House</li> </ul> <p><b>Consequences:</b></p> <p><b>Logged behaviour notes, reduced curfew time, detention, refused EXEAT</b></p> <p><b>Review: After 1 week</b></p> |
| <b>Stage 1</b><br><br><b>First Warning</b><br><br><b>Issued by</b><br><b>Personal Tutor/House</b><br><b>Parent</b>  | <ul style="list-style-type: none"> <li>• Failure to improve after verbal warning</li> <li>• Repeated incidents or behaviour from Stage 0</li> <li>• Three instances of lateness</li> <li>• Three instances of unauthorised absence</li> <li>• Three instances of missed deadlines</li> <li>• 95% overall attendance</li> <li>• Repeated disregard of medical absence procedures</li> <li>• Failure to attend detention/early curfew</li> <li>• Repeatedly forgetting ID/key card</li> <li>• Admitting other Guildhouse students into school/boarding house with ID card</li> <li>• Repeated late return to the Boarding House</li> <li>• Repeated untidy room</li> <li>• Leaving bedroom after lights out without prior approval</li> </ul> <p><b>Consequences:</b></p>                                                                                                                                                            |

|                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                             | <b>Restorative conversation, email to parents, reduced curfew time, detention, refused EXEAT</b><br><b>Review: At monthly review date</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Stage 2</b><br><br><b>Second Warning</b><br><br><b>Issued by</b><br><b>Personal Tutor/House Parent</b>   | <ul style="list-style-type: none"> <li>• Failure to meet targets at Stage 1</li> <li>• Repeated incidents or behaviour from Stage 0</li> <li>• 92% overall attendance</li> <li>• Repeated missed detention</li> <li>• Verbally insulting any member of the school community</li> <li>• First offence of academic dishonesty or misuse of AI</li> <li>• Bringing an Independent Accommodation student into the Boarding House without prior permission</li> <li>• Leaving the Boarding House without official leave</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                             | <b>Consequences:</b><br><br><b>Restorative conversation, email to parents, reduced curfew time, detention, refused EXEAT, report monitoring card (2 weeks)</b><br><b>Review: At monthly review date</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Stage 3</b><br><br><b>Third Warning</b><br><br><b>Issued by</b><br><b>Pastoral Director/House Leader</b> | <ul style="list-style-type: none"> <li>• Failure to meet targets at Stage 2</li> <li>• Repeated incidents or behaviour from Stage 2</li> <li>• Bullying, intimidation, harassment, and/or abuse of any member of the school community, including online</li> <li>• Any form of hate speech</li> <li>• 89% overall attendance</li> <li>• Submission or creation of false, altered, or misleading documentation</li> <li>• Repeated academic dishonesty or misuse of AI or academic dishonesty in assessment and/or coursework</li> <li>• Capturing, possessing, accessing, or sharing audio, images, or video recordings of students or staff without their explicit consent</li> <li>• Bringing a non-Guildhouse person into the Boarding House without prior permission</li> <li>• Fraudulent EXEAT</li> <li>• Possession of prohibited item*</li> <li>• Deliberate damage to school/accommodation property</li> <li>• Failure to evacuate during a fire alarm or to follow fire safety instructions or regulations in school and the boarding house</li> <li>• Suspicion of smoking or vaping on school/boarding premises</li> </ul> |
|                                                                                                             | <b>Consequences:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                            | <p><b>Restorative conversation, email to parents, parent meeting, reduced curfew time, refused EXEAT, removal of approved host where applicable, report monitoring card (3 weeks), pastoral director/curriculum director/house leader weekly intervention meeting</b></p> <p><b>Review: After 4 weeks</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Stage 4</b></p> <p><b>Fixed internal/external suspension</b></p> <p><b>Issued by Deputy Headteacher Pastoral</b></p> | <ul style="list-style-type: none"> <li>• Failure to meet targets at Stage 3</li> <li>• Repeated incidents or behaviour from Stage 3</li> <li>• 85% overall attendance</li> <li>• Dangerous, illegal, or abusive behaviour</li> <li>• Discriminatory behaviour (including racist, sexist or homophobic abuse)</li> <li>• Serious antisocial behaviour towards students, staff, or the public</li> <li>• Intimidation, threats or verbal abuse towards staff</li> <li>• Repeated bullying or harassment including online</li> <li>• Misuse of fire, smoke or intruder alarms</li> <li>• Theft</li> <li>• Capturing, possessing, viewing or sharing unlawful or inappropriate content</li> <li>• Repeated failure to follow fire safety procedures</li> <li>• Possession of prohibited items</li> <li>• Entering another student's room/cluster without permission</li> <li>• Significant breaches of boarding routines or supervision expectations</li> <li>• Behaviour likely to damage the school's reputation</li> <li>• Fraudulent EXEAT or dishonesty relating to travel</li> <li>• Smoking or vaping on school or boarding premises</li> </ul> <p><b>Consequences:</b></p> <p><b>Fixed internal/external suspension, email to parents, parent meeting, a week's reduced curfew time, refused EXEAT, removal of approved host where applicable, reintegration meeting with Deputy Head Pastoral and behaviour Contract and report monitoring card (4 weeks).</b></p> <p><b>Review: After 4 weeks</b></p> |
| <p><b>Stage 5</b></p> <p><b>External suspension/Permanent exclusion</b></p> <p><b>Issued by Head Teacher</b></p>           | <ul style="list-style-type: none"> <li>• Failure to meet targets at Stage 4</li> <li>• Repeated incidents or behaviour from Stage 4</li> <li>• 80% overall attendance</li> <li>• Serious assault, fighting, or violent behaviour</li> <li>• Use of, or threat with, a weapon or dangerous item</li> <li>• Serious threats to staff or students</li> <li>• Sexual assault, sexual harassment, or harmful sexual behaviour</li> <li>• Inappropriate or illegal sexual activity (on or off-site during school activities)</li> <li>• Use, possession, supply, or dealing of illegal drugs or substances</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Possession of alcohol</li> <li>• Being under the influence of alcohol on school premises</li> <li>• Supplying alcohol or vaping/smoking materials to under-18s</li> <li>• Underage smoking or vaping</li> <li>• Continued or escalated bullying, harassment, or abuse, including online</li> <li>• Theft of valuable items</li> <li>• Fraud or serious dishonesty</li> <li>• Serious damage to property or reputation of the school</li> <li>• Accessing, creating, possessing or distributing indecent images</li> <li>• Serious misuse of IT systems or illegal digital activity</li> <li>• Breaches of UK GDPR or misuse of personal data</li> <li>• Serious breach of health and safety regulations</li> <li>• Possession of weapons or other highly dangerous prohibited items***</li> </ul> |
|  | <p><b>Consequences:</b></p> <p><b>External suspension/Permanent exclusion</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|  | <p><i>These are examples and are not an exhaustive list. Stage warnings are decided at the discretion of the Senior Leadership Team.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| STAGE LEVEL | ACTION                                        | MANAGED BY                                         |
|-------------|-----------------------------------------------|----------------------------------------------------|
| 0           | Verbal Warning                                | Managed by<br>Personal Tutor or House<br>Parent    |
| 1           | First Warning                                 | Managed by<br>Personal Tutor or House<br>Parent    |
| 2           | Second Warning                                | Managed by<br>Personal Tutor or House<br>Parent    |
| 3           | Final Warning                                 | Managed by<br>Pastoral Director or House<br>Leader |
| 4           | Internal/External<br>Suspension               | Managed by<br>Deputy Head Teacher<br>Pastoral      |
| 5           | External<br>Suspension/Permanent<br>Exclusion | Managed by<br>Head Teacher                         |

## Appendix 3: Attendance register codes

### Attendance codes ('Working Together to Improve School Attendance' (National Codes for absence, UK Govt. 2024))

Please note that our reporting system is managed by CATS Global Schools (CGS), who are managing the updates. The school will use the appropriate national attendance and absence codes 13(as stated in School Attendance (Pupil Registration) (England)(Regulations) 2024 wherever possible, subject to student record system restrictions.

| Code |                                                                                                                               | Type                                   |
|------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| /    | present morning session                                                                                                       | Present                                |
| \    | present afternoon session                                                                                                     | Present                                |
| N    | Absent                                                                                                                        | Unauthorised absence                   |
| U    | Arrived in school after registration (20 minutes)                                                                             | Unauthorised absence                   |
| O    | Absent in other or unknown circumstances                                                                                      | Unauthorised absence                   |
| G    | Holiday not authorised by the school (despite exeat being granted)                                                            | Unauthorised absence                   |
| L    | Late arrival before the register is closed                                                                                    | Not classified as absences             |
| K    | Attending alternative education provision arranged by the local authority                                                     | Not classified as absences             |
| V    | Attending an educational visit or trip                                                                                        | Not classified as absences             |
| W    | Work experience                                                                                                               | Not classified as absences             |
| P    | Participating in an approved sporting activity                                                                                | Not classified as absences             |
| B    | Attending any other approved offsite educational activity                                                                     | Not classified as absences             |
| D    | Dual registered at another school                                                                                             | Not classified as absences             |
| C    | Leave of absence for exceptional circumstance                                                                                 | Authorised absence                     |
| C1   | Participating in a regulated performance or undertaking employment abroad                                                     | Authorised absence                     |
| C2   | Pupil is absent from school for part of the week (on a part-time timetable)                                                   | Authorised absence                     |
| M    | Leave of absence for the purpose of attending a medical or dental appointment                                                 | Authorised absence                     |
| J1   | Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution | Authorised absence                     |
| S    | Study leave                                                                                                                   | Authorised absence                     |
| R    | Religious observance                                                                                                          | Authorised absence                     |
| I    | I: Illness (not medical or dental appointment)                                                                                | Authorised absence                     |
| E    | Suspended or permanently excluded and no alternative provision made                                                           | Authorised absence                     |
| T    | Parent travelling for occupational purposes                                                                                   | Authorised absence                     |
| Z    | Prospective pupil not on admission register                                                                                   | Not collected for statistical purposes |

|    |                                                                                   |                                        |
|----|-----------------------------------------------------------------------------------|----------------------------------------|
| #  | Planned whole school closure                                                      | Not collected for statistical purposes |
| Q  | Unable to attend the school because of a lack of access arrangements              | Not counted in possible attendance     |
| X  | Pupils of non-compulsory school age absent when they are not timetabled to attend | Not counted in possible attendance     |
| Y1 | Transport normally provided not being available                                   | Not counted in possible attendance     |
| Y2 | Unable to attend due to widespread disruption to travel                           | Not counted in possible attendance     |
| Y3 | Part of school premises being closed                                              | Not counted in possible attendance     |
| Y4 | Whole school site being unexpectedly closed                                       | Not counted in possible attendance     |
| Y5 | Pupil is in criminal justice detention                                            | Not counted in possible attendance     |
| Y6 | Public health guidance or law not to attend                                       | Not counted in possible attendance     |
| Y7 | Any other unavoidable cause                                                       | Not counted in possible attendance     |

### Teaching staff

Only the marks listed below are to be used by Teaching staff. All other marks are for entry by the Student Administration and Attendance Officer only.

|   |                                            |                      |
|---|--------------------------------------------|----------------------|
| / | present morning session                    | Present              |
| \ | present afternoon session                  | Present              |
| L | Late arrival before the register is closed | Present              |
| N | Absent                                     | Unauthorised absence |
| U | Arrived in school after registration       | Unauthorised absence |

### Evidence of absence

To record an absence as authorised, the following evidence may be required, depending on the reason for absence. *Editable files (e.g., Word documents) will not be accepted.* Once the evidence is received and verified the Student Administration and Attendance Officer should save a copy under the appropriate category (Attendance Documents) in the shared global drive: Intakes - Student Files. In the case of Medical files, the School Nurse should also save any evidence in the Medical Centre profile on ISAMS.

### Medical/Dental Appointments (Code M)

**Acceptable:** Scanned appointment letter or forwarded email from the medical provider, with full translated version where applicable.

Evidence must include student's name, date/time of appointment, and provider contact details.

### Religious Observance (Code R)

Parents must notify the school in advance.

The day(s) must align with recognised religious festivals.

Evidence may be requested if observance is outside typical dates.

### **Holidays or Travel (Code G)**

Holidays during term time are not authorised.

Evidence may be required for exceptional circumstances (e.g., flight details for a family emergency).

Travel information such as flight information and proof is stored on the REACH system.

### **Other Authorised Absences (e.g., bereavement, interviews, university visits)**

Submit details in writing with supporting evidence where possible (e.g., interview invite, time or schedule). The school may request further documentation to confirm the reason.

Failure to provide timely and sufficient evidence may result in the absence being marked as unauthorised. Persistent unauthorised absence may lead to disciplinary action, referral to the Local Authority, or risk to visa sponsorship.

## Appendix 4: Absence Reporting Follow-up Process

### Daily Attendance Follow-Up

The Student Administration and Attendance Officer, liaising accordingly with the broader Pastoral Team, Boarding Team and Senior Attendance Champion, is responsible for monitoring attendance registers throughout the school day and ensuring unexplained absences are investigated promptly. All attendance concerns, contact attempts, decisions, actions, and outcomes will be recorded on the school's Management Information System (MIS) to ensure an accurate audit trail and support effective safeguarding oversight.

Registers are initially reviewed by **9:00 each school day**, and any student absent without prior notification will be subject to the following procedures.

#### **First-Day Response**

##### **Stage 1: Student Contact**

For any unexplained absence:

- Contact the student via Microsoft Teams, telephone, and any other approved communication methods.
- Request confirmation of their whereabouts and the reason for absence.
- Update attendance records and notes with all contact attempts and responses received. Attendance registers will be amended promptly once the reason for absence has been established and the appropriate attendance code determined.
- Notify the relevant Pastoral Director or School Nurse where appropriate.

##### **Stage 2: Emergency Contacts**

If no response is received from the student:

- Contact parents, guardians, approved carers, educational guardians, boarding staff, or other emergency contacts.
- Verify the student's whereabouts, welfare, and expected return date.
- Request evidence where appropriate.
- Record all communications and outcomes on the MIS system (ISAMS).

**For compulsory school age (CSA) students, boarders, and other vulnerable students, emergency contacts will be contacted as soon as it becomes apparent that the student's whereabouts cannot be established**

### **Stage 3: Pastoral Review**

If the school's concerns remain unresolved:

- Refer the matter to the Deputy Head Pastoral/DSL or a Deputy DSL.
- Review safeguarding information, previous attendance concerns, vulnerabilities, medical needs, SEND information, boarding status, and any known risk factors.
- Consider whether the absence may indicate a safeguarding concern. Determine whether additional safeguarding action is required.

### **Escalation of Unexplained Absence**

The school will adopt a risk-based approach when determining further action.

Factors considered may include:

- Age of the student.
- Compulsory School Age (CSA) status.
- Boarding status.
- SEND, medical, or mental health needs.
- Safeguarding history.
- Previous missing episodes.
- Known vulnerabilities.
- Risk of exploitation, harm, or neglect.
- Whether the student's whereabouts are known.

**Where concerns remain unresolved, the school may:**

- Arrange welfare checks.
- Conduct a home visit where appropriate.

- Convene a safeguarding meeting.
- Refer to Early Help or Children's Social Care.
- Notify the Local Authority.
- Seek advice from external agencies.
- Contact the Police where there is an immediate safeguarding concern or a student is believed to be missing.

### **Missing CSA Students, Boarders and Vulnerable Students**

Any unexplained absence involving a CSA student, boarder, or other vulnerable student will be treated as a safeguarding priority.

#### **Immediate Actions**

1. Check the student's timetable, Reach records, sign-in/sign-out records, boarding records, authorised activities, approved appointments, and any known absence notifications.
2. Conduct a search of the site, including classrooms, study areas, social spaces, welfare areas, and boarding accommodation/independent accommodation where applicable.
3. Speak with teachers, boarding staff, friends, and relevant staff to establish the student's last known location.
4. Inform the Deputy Head Pastoral/DSL immediately.
5. Contact parents, guardians, educational guardians, or emergency contacts.

### **Safeguarding Escalation**

Where the student's whereabouts remain unknown, or there is concern for their immediate safety:

- The DSL will determine whether referral to the Police, Children's Social Care, the Local Authority, or other agencies is required.
- All actions and decisions are fully recorded.
- Parents and guardians are informed throughout.
- The school will cooperate fully with any external investigation.

### **Following Resolution**

Once the student is located:

- A welfare and return-to-school meeting will be conducted as soon as reasonably practicable, normally on the student's first day back in school.

- Any safeguarding concerns will be reviewed.
- Attendance and support plans will be issued/updated where necessary.
- Risk assessments will be devised, reviewed or amended as appropriate considering:
  - age
  - health needs
  - SEND
  - mental health concerns
  - safeguarding history
  - previous missing episodes
  - known vulnerabilities
  - environmental risks
- Lessons learned will be considered to strengthen attendance and safeguarding procedures.

#### **Children Missing Education (CME)**

Where a student's whereabouts remains unknown, attendance concerns persist, or there is reason to believe a student may be missing education, the Designated Safeguarding Lead (DSL) will consider whether the matter meets the threshold for referral to the Local Authority's Children Missing Education (CME) service. The school will maintain detailed records of enquiries, communications, actions taken, and outcomes in accordance with safeguarding and statutory requirements.

**Any student who has been absent without explanation, reported missing, or who has been the subject of a welfare or safeguarding concern will attend a return-to-school meeting with a member of the Pastoral Team or DSL. The purpose of the meeting is to establish the reason for the absence, identify any safeguarding, welfare, medical, or wellbeing concerns, review support needs, agree any necessary interventions, and reduce the likelihood of recurrence. Outcomes will be recorded and shared with relevant staff where appropriate.**



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