

HINDLE'S

SCHOOL OF EXCELLENCE LTD

ATTENDANCE POLICY

Part-time Alternative Provision and Private Tuition

Daytime, evening, weekend, online and home-based sessions

Policy period 1 September 2026 to 31 August 2027

115 Rochdale Road, Bury, BL9 7AB | 0161 764 2415

Document control

Item	Details
Policy owner	Miss Joanne C. Hindle, Director
Attendance lead	Miss Joanne C. Hindle
Lead DSL	Miss Joanne C. Hindle
Additional DSLs	Miss Julie Helm, Miss Jade McFarlane and Mr Aman Javed
Approved by	Miss Joanne C. Hindle, Director
Effective date	1 September 2026
Next review	1 September 2027, or earlier following a change in law, guidance or provision
Applies to	All learners, parents/carers, staff, tutors, volunteers and commissioners using Hindle's provision

Related policies

Safeguarding and Child Protection; Behaviour; SEND; Online Safety; Health and Safety; Data Protection; Complaints; Lone Working; Missing Learner and Collection Procedures; Terms and Conditions.

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1. Purpose and status

Hindle's School of Excellence Ltd is committed to providing safe, consistent and purposeful education. Regular attendance helps learners build relationships, confidence, routines and progress. Absence may also be an early indicator of unmet need or a safeguarding concern.

Important distinction Hindle's provides part-time alternative provision, normally as one of two placements commissioned by a council or school. Hindle's records attendance only for the sessions it is contracted to deliver. It does not maintain the learner's full-time statutory school attendance register.

The commissioning school remains responsible for its official daily attendance register and Department for Education attendance codes. Hindle's supplies prompt, accurate sessional attendance information so the school can meet those duties. Where a council commissions the placement directly, Hindle's follows the council's specified reporting arrangements.

This policy should be read alongside each learner's placement agreement, part-time timetable, risk assessment and education plan.

2. Scope and attendance principles

This policy covers learners attending:

- part-time daytime alternative provision commissioned by a school, academy, local authority or other public body, normally as one of two placements;
- private one-to-one or small-group tuition paid for by a parent, carer or learner;
- evening, weekend, holiday, examination preparation or revision sessions;
- online tuition; and
- agreed home, school, community or outreach sessions delivered by Hindle's staff.

Our principles

- Attendance is everyone's responsibility and is promoted through positive, respectful relationships.
- Every scheduled session is recorded accurately and promptly.
- Unexpected absence is followed up on the same day and never treated only as an administrative matter.
- Responses are supportive, child-centred and sensitive to SEND, disability, health, anxiety, trauma and other barriers.
- Information is shared promptly with the people who need it to safeguard the learner and support attendance.

- Hindle's sessional attendance record supports, but does not replace, a commissioning school's statutory attendance register.

3. Roles and responsibilities

The Director and attendance lead

- maintains this policy and a reliable system for recording attendance;
- ensures staff know the same-day absence and safeguarding procedures;
- reviews patterns, barriers and actions, and escalates concerns appropriately;
- provides accurate attendance information to commissioners and parents/carers; and
- works with the DSL team where absence may indicate risk or unmet need.

Tutors and staff

- open the register at the start of every scheduled session and record attendance, absence, lateness and early departure;
- report an unexpected absence immediately through the agreed internal route;
- do not assume that somebody else has contacted home or the commissioner;
- record relevant facts, contact attempts and disclosures accurately; and
- raise welfare or safeguarding concerns with a DSL without delay.

Parents, carers and learners

- attend every agreed session and arrive ready to learn;
- notify Hindle's as early as possible when absence or lateness is unavoidable;
- provide the reason for absence and expected return date;
- keep contact, medical, collection and emergency information current; and
- engage with reasonable support and attendance reviews.

Commissioning schools and local authorities

- provide an accurate timetable, emergency contacts, safeguarding information, SEND information and agreed reporting route;
- retain oversight of the suitability, safety and impact of the placement;
- receive Hindle's daily or sessional attendance report and record the information on the official school register using the code the school determines is appropriate;
- ensure clear arrangements exist for Hindle's to report attendance and absence promptly; and
- lead statutory attendance action, children-missing-education enquiries and legal intervention where applicable.

4. Registers and session recording

A register is taken for every scheduled session, whether it is delivered during the day, evening or weekend. The record will show, as applicable:

- learner name, date, scheduled start and finish time and delivery location;
- present, absent, cancelled, late, left early or session required;
- actual arrival and departure times;
- the reason provided and whether evidence or further clarification is needed;
- contact attempts, person contacted, response and action taken; and
- the member of staff making or amending the record.

Recording rule Hindle's keeps a sessional record showing whether the learner attended the part-time provision commissioned from us. The registered school decides and enters its own official Department for Education attendance code. Hindle's does not operate the learner's full-time school register.

Opening and closing the register

Staff mark attendance at the scheduled start. A late arrival is recorded with the actual time. The register is checked again when the learner leaves so there is an accurate record of who is on site or in the session.

5. Reporting absence

A parent/carer or authorised professional should notify Hindle's before the session starts, using the telephone number or communication route provided. The message should state the learner's name, reason, likely duration and a contact number.

Situation	Required action
Illness or medical need	Notify Hindle's before the session. Give an expected return date and update us if circumstances change. Medical evidence may be requested only where reasonable and necessary.
Planned appointment	Give advance notice. Where possible, arrange appointments outside the learner's scheduled education and attend before or after the appointment.
Commissioner changes timetable	The school or local authority must notify Hindle's before the affected session and confirm the revised timetable in

Situation	Required action
	writing.
Private tuition cancellation	Give at least 24 hours' notice to cancel without charge. A cancellation with less than 24 hours' notice, or a failure to attend without notice, may still be charged.
Transport difficulty	Contact Hindle's immediately. Staff will consider safe practical support but cannot authorise a learner to travel unsafely.

Known absence

A reason being reported does not prevent staff from considering welfare or safeguarding. Repeated illness, vague explanations, conflicting accounts or absence following a concerning incident may require further discussion or DSL action.

6. Unexplained or unexpected absence

When a learner does not arrive and no satisfactory explanation has been received, staff will act promptly.

1. Check the timetable, register, messages and any known change of arrangement.
2. Contact the parent/carer or agreed emergency contact using the approved details.
3. For school-commissioned AP, notify the named school contact through the agreed same-day route so the school can update its daily register. For council-commissioned AP, follow the council's agreed reporting route.
4. Record every contact attempt, response, decision and action.
5. Consult a DSL immediately if the learner may be unsafe, whereabouts are unknown, contact cannot be made, explanations conflict, or the absence forms part of a concerning pattern.
6. Call 999 where there is an immediate danger or suspected crime. Use 101 for a non-emergency police matter when advised or appropriate.

No successful contact If contact cannot be established, staff must not simply mark the learner absent and take no further action. The attendance lead and DSL will decide the proportionate next step with the commissioner, which may include reasonable enquiries, a welfare check by the appropriate agency or a safeguarding referral.

Private tuition

For a privately funded child, Hindle's will contact the parent/carer when a child unexpectedly fails to attend. Where the child may not be receiving suitable education, is repeatedly absent, or there are welfare concerns, Hindle's may share information with the local authority or children's social care in accordance with safeguarding and data-protection duties.

7. Lateness, early departure and collection

Lateness

Learners should arrive by the agreed start time. Staff record the actual arrival time. Repeated lateness is discussed supportively to identify transport, sleep, anxiety, caring, SEND, family or other barriers. For commissioned placements, material patterns are reported to the commissioner.

Leaving early

A child may leave early only under an agreed arrangement or when collected by an authorised adult. The time, reason and person authorising or collecting are recorded. Staff will not release a child to an unknown or unauthorised person.

Failure to collect

If a child is not collected, staff follow the missing learner and collection procedure, contact parents/carers and emergency contacts, keep the child appropriately supervised and consult the DSL. Where necessary, advice will be sought from children's social care or police.

8. Supporting barriers to attendance

Hindle's seeks to understand the reason for absence rather than relying only on sanctions. Support may include:

- a gradual or phased start agreed with the commissioner;
- a familiar adult, predictable routine, visual timetable or transition visit;
- reasonable adjustments for SEND, disability, sensory or communication needs;
- reviewing session length, location, group size, curriculum or time of day;
- online or home-based delivery where safe, suitable, agreed and regularly reviewed;
- coordinating with parents, the school, local authority, health, social care and other professionals; and
- a written attendance support plan with actions, owners and review dates.

EBSA and anxiety Emotionally based barriers to attendance require a thoughtful, planned response. Pressure without understanding or suitable adjustments can increase distress. Support must still maintain safeguarding oversight, educational ambition and regular review.

Hindle's part-time timetable must be clearly agreed with the commissioner and reviewed as part of the learner's wider education package. The commissioning school or council is responsible for ensuring that the learner's combined placements and arrangements provide suitable education.

9. Repeated or concerning non-attendance

Hindle's reviews attendance only against the sessions it has been commissioned or booked to deliver. Staff consider the frequency, duration, pattern, reason, vulnerability and impact of missed Hindle's sessions. Full-time school attendance percentages and Department for Education persistent or severe absence thresholds are calculated and managed by the registered school, not Hindle's.

Escalation may include

- direct discussion with the learner and parent/carer;
- a placement, education or attendance-support review;
- written actions and a short review period;
- multi-agency discussion or review of the suitability of the placement;
- DSL assessment, safeguarding referral or Family Help/early-help consideration;
- notification to the local authority where a child may be missing education or not receiving suitable education; and
- ending or changing a private tuition arrangement where continued non-attendance prevents safe and effective delivery, after appropriate notice and safeguarding consideration.

For commissioned provision, Hindle's reports the pattern and actions to the school or council. The commissioner decides any action relating to the learner's wider timetable, statutory attendance duties or placement package.

10. Different delivery arrangements

Daytime alternative provision

Attendance is reported to the commissioner through the agreed daily or sessional process. A school commissioner receives the information needed to complete its daily statutory register. A council commissioner receives reports through its

specified system or contact route. Any unexpected absence, early departure or safeguarding concern is communicated promptly.

Evening, weekend and holiday tuition

Every booked session is recorded in the same way as daytime provision. Parents/carers remain responsible for safe arrival and collection unless another written arrangement has been accepted. Evening, weekend and holiday tuition is recorded as private or additional tuition and is not entered by Hindle's on a statutory school register.

Online tuition

A learner is marked present only when they join through the approved platform and meaningfully engage sufficiently for staff to confirm attendance. A brief login, message or technical connection without participation may be recorded separately. If a child unexpectedly fails to join, the same absence follow-up applies.

Home, school or community delivery

Staff record arrival and departure, delivery location and the responsible adult arrangements. If access is refused, nobody is present, the environment is unsafe or the learner cannot be located, staff withdraw to safety, notify the office and follow attendance and safeguarding procedures.

11. Monitoring, reporting and records

Attendance records are reviewed regularly and used to assess engagement, progress, placement suitability and safeguarding. Reports may include sessions offered, attended, absent, cancelled, late, reasons, contact actions and agreed support.

Information sharing

Relevant information is shared with parents/carers, commissioners, local authorities and safeguarding agencies where necessary and lawful. Information is limited to what is relevant, accurate, proportionate and secure. Consent is not required where sharing is necessary to safeguard a child, but the reasons for sharing are recorded.

Record retention and corrections

Records are stored securely in line with the Data Protection Policy and retention schedule. Corrections remain traceable. Staff do not erase or alter an attendance record to conceal an error; they make a dated correction with a reason.

12. Private tuition payments and cancellations

Attendance, safeguarding and payment decisions are related but distinct. A session may be recorded as absent even where no fee is charged, and a charge may apply under agreed terms even though the learner did not attend.

For private tuition, at least 24 hours' notice must be given for a cancelled session not to be charged. Where less than 24 hours' notice is given, or the learner does not attend and no notice is provided, the session may remain chargeable under the agreed Terms and Conditions.

Repeated cancellations, whether notified or unnotified, may result in the learner losing their place in the class. The place may then be offered to another learner. This ensures that a place is not kept unavailable while other learners are waiting for an opportunity to attend and learn.

Booking, notice, cancellation, credit and refund arrangements are governed by the current written Terms and Conditions supplied to the person paying for tuition. Nothing in a payment dispute prevents Hindle's from taking necessary safeguarding action or sharing attendance information lawfully.

13. Complaints, review and relevant references

Concerns should first be raised with the tutor or attendance lead. Formal complaints are handled under the Complaints Policy. A complaint about the Director should follow the independent route specified in that policy. Safeguarding concerns are not delayed while a complaint is considered.

This policy is reviewed annually and sooner following a significant incident, change in provision, legal development or updated national or local guidance.

Principal sources

- Department for Education, Alternative provision statutory guidance (updated February 2025).
- Department for Education, Children missing education statutory guidance (September 2025).
- Department for Education, Keeping children safe in education 2026 (effective 1 September 2026).
- The commissioning school's attendance policy and statutory register arrangements, where a learner remains on that school's roll.
- The relevant council's placement agreement and attendance-reporting requirements, where the council commissions Hindle's directly.

Appendix A: immediate-action guide

Situation	Immediate response
Learner arrives	Mark present at the start, note any lateness and confirm safe departure at the end.
Absence notified	Record the reason, source, time and expected return. Consider whether further welfare or safeguarding action is needed.
Unexpected absence	Check arrangements, contact home, notify the commissioner for AP, record actions and consult the DSL if contact or safety is uncertain.
Repeated or prolonged absence	Review patterns and barriers, agree support and review dates, involve the commissioner and consider safeguarding or CME action.
Immediate danger	Call 999, then notify the Lead DSL/Director as soon as it is safe to do so.

Key contacts

Role/service	Contact
Hindle's office	0161 764 2415
Lead DSL / Director	Miss Joanne C. Hindle joanne@hindlesschoolofexcellence.co.uk
Additional DSLs	Miss Julie Helm Miss Jade McFarlane Mr Aman Javed
Emergency services	999 - immediate danger or crime in progress
Police non-emergency	101
Bury MASH	0161 253 5678
Bury emergency duty team	0161 253 6606 outside normal office hours

Staff reminder Never delay action because the attendance percentage appears acceptable. One unexplained absence may require an immediate safeguarding response.