

Last updated: 23rd September 2026

1 Introduction

- 1.1 Bright Heart Education Ltd (company number 11179043) of 20-22 Wenlock Road, London, N1 7GU (the “**Company**”) has a moral and legal obligation to ensure that, when given responsibility for young people, they are treated with the highest possible standard of care, that we safeguard them and promote their welfare, and that they are provided with a safe working environment.
- 1.2 This policy outlines the procedures and expectations for managing, monitoring, and recording the attendance of students receiving tutoring from the Company – whether arranged privately, through local authority referrals, or through schools.
- 1.3 The purpose of this policy is to ensure that all students attend regularly and punctually, to safeguard their well-being and enhance educational outcomes. The policy is informed by *Keeping Children Safe in Education (“KCSiE”)*, *Working Together to Improve School Attendance*, and other statutory guidance.
- 1.4 This policy applies to all clients, parents/carers of students receiving tutoring from the Company, and directors, staff, and tutors.
- 1.5 The Company’s Safeguarding and Child Protection Policy, Online Tutoring and Safeguarding Policy, and Anti-bullying Policy should also be read in conjunction with this policy.
- 1.6 **Carol Minkoulou** is the Company’s **Designated Safeguarding Lead (DSL)** and **Nominated Attendance Lead**. Carol can be reached on **0203 807 2894**.
- 1.7 **Rosie Gillman** is the Company’s **Deputy DSL**. Rosie can be reached on **0203 807 2894**.
- 1.8 **Rebecca Reidel-Fry** is the Company’s **Deputy DSL**. Rebecca can be reached on **0203 807 2894**.

- 1.9 **Ryan Stevenson** is the Company’s **Executive Lead for Safeguarding**. Ryan can be reached on **0203 807 2894**.
- 1.10 Carol Minkoulou, Ryan Stevenson, Rosie Gillman and Rebecca Reidel-Fry are collectively referred to as the **Safeguarding Team**.
- 1.11 The Company operates a **dedicated safeguarding inbox** at safeguarding@brightheart.co.uk, which is **monitored by the Safeguarding Team during working hours**. The Deputy DSLs provide cover when the DSL is unavailable.
- 1.12 The Safeguarding Team can be reached in an **after-hours safeguarding emergency** on **0203 807 2894**.

2 Attendance and behaviour expectations - students

- 2.1 Students are expected to attend all scheduled tutoring sessions punctually.
- 2.2 Students are expected to meet a minimum standard of acceptable behaviour and be respectful towards their tutor – this includes the temporary removal of mobile phones to ensure adequate attention is given to the learning process.

3 Absence and behaviour procedures – parents/carers

- 3.1 Parents/carers are responsible for ensuring their child attends all scheduled sessions punctually, except in the case of adult learners.
- 3.2 For students under 18, in accordance with the Company’s Safeguarding and Child Protection Policy, a parent or legal guardian must be present during all tuition in the home. Where tuition takes place at a third-party venue (e.g. library or community centre), the student must be accompanied by a parent, legal guardian, or other responsible adult appointed by the parent/guardian or Company. In exceptional circumstances, and only with explicit written consent from a parent/legal guardian, tuition may proceed at a third-party venue without a parent or carer present, but with another

responsible adult with oversight of the venue present (e.g. librarian or centre staff).

For adult learners, Bright Heart may require a carer or other responsible adult to be present or readily available where this is considered appropriate having regard to the learner's individual needs, vulnerability and risk assessment.

- 3.3 Parents/carers should inform the tutor of any planned absences or delays in advance, noting that if cancellation is less than 24 hours before a scheduled lesson, the Company may (at its discretion, based on the tutor's recommendation) charge the client for the cancelled lesson.
- 3.4 Parents/carers should also ensure that the student meets a minimum standard of acceptable behaviour and is respectful towards their tutor – this includes ensuring the temporary removal of mobile phones to ensure adequate attention is given to the learning process.
- 3.5 Parents/carers are expected to work in partnership with the tutor and Company to address any attendance or behavioural concerns, supporting the child's regular attendance.

4 Absence and behaviour procedures – tutors

- 4.1 Tutors should discuss the reasons for any planned or unplanned student absences with the parent/carers.
- 4.2 Tutors should immediately phone the parent/carers in case of an unplanned student absence when the parent/carers is unavailable in person and the student's whereabouts cannot be confirmed.
- 4.3 **First-day calling: If a tutor cannot reach the parent/carers, this should be escalated to the assigned education consultant, or in their absence, the Safeguarding Team, by phoning 0208 064 3800.** Notification should take place as soon as possible, and in any event **within 1 hour of the lesson's scheduled start.**

- 4.3.1 The assigned education consultant or Safeguarding Team will then immediately attempt to contact the parent/carers to confirm that the student is safe.
- 4.3.2 **If the Company is unable to reach the parent/carers and the pupil's whereabouts remain unknown, the Safeguarding Team will assess and act the same day.**

In a **heightened-risk context** (e.g. for **LA-commissioned pupils; tuition at third-party venues without a parent/legal guardian present; known risk factors; or repeated unexplained absences**), this will include contacting the commissioner and, where relevant, the social worker and/or MASH.

For a **lower-risk context** (e.g. sessions normally delivered in the home with a parent/legal guardian present), escalation will focus on confirming arrangements with the parent/carers; where a satisfactory explanation is likely or confirmed and there are no other safeguarding concerns, no external referral is required.

- 4.3.3 Absence follow-up will usually be evidenced through existing communications (e.g. phone and email records). Where escalation to the commissioner, MASH, or another safeguarding agency is required, the Safeguarding Team will ensure the case is recorded in the Company's safeguarding log.
- 4.4 Tutors are expected to work with parents/carers and the Company to address any attendance or behavioural concerns and support the student's regular attendance.

5 Absence and behaviour procedures – Company

- 5.1 The Company will work proactively with parents/carers, local authority and school clients to encourage good attendance through:

Attendance Policy

- 5.1.1 Carrying out introductory discussions with parents/carers and local authorities/schools to better understand students' needs, barriers to learning, learning preferences, and interests, in addition to any concerns around attendance or safeguarding;
- 5.1.2 Carrying out detailed documentary reviews, e.g. EHCPs, and detailed consultations with the local authority caseworker, parents/carers and other relevant practitioners, e.g. a social worker, to gather additional details and understand the student's unique needs, learning styles, any impediments to regular attendance, or any safeguarding concerns;
- 5.1.3 Maintaining regular communication with parents/carers/clients, including providing lesson reports and attendance data;
- 5.1.4 Identifying and addressing any barriers to attendance, such as transport or health issues; and
- 5.1.5 Providing flexibility where necessary as far as possible to accommodate student needs.
- 5.2 For school or local-authority commissioned provisions, the Company will share relevant attendance information with the commissioner and promptly raise significant or repeated attendance concerns. Where appropriate, including for looked-after children or children with a social worker, the Company will cooperate with the social worker, commissioner and/or Virtual School Head in supporting attendance and safeguarding.

6 Attendance / lesson reporting

- 6.1 Attendance is recorded by the tutor after every session through the Company's tuition management system.
 - 6.1.1 **Tutors must record unscheduled non-attendance** by the student **on the day the lesson was scheduled** and **provide a**

reason for non-attendance in the lesson report. In addition, please add “ – **Cancelled by Client (Unscheduled)**” to the lesson topic. Note, the tutor must also carefully follow the procedures outlined in Clause 4.

- 6.1.2 **Tutors must record scheduled non-attendance** by the student **by no later than the day the lesson was scheduled** and **provide a reason** for non-attendance in the lesson report. In addition, please add “ – **Cancelled by Client (Scheduled)**” to the lesson topic.
- 6.1.3 **Tutors must also record lessons cancelled by the tutor by no later than the day the lesson was scheduled** and **provide a reason** for this in the lesson report. In addition, please add “ – **Cancelled by Tutor**” to the lesson topic.
- 6.1.4 **For lessons not delivered during a notice period, the Tutor should check with the Company to confirm what can be booked.** Please add “ – **Cancelled in Notice Period**” to the lesson topic.
- 6.2 If a tutor subsequently provides an additional session in the week to make-up for a previously cancelled session, please add “ – **Make-up lesson**” to the lesson topic.
- 6.3 **Lessons cancelled must not be booked as Complete.**
 - 6.3.1 If cancelled by the tutor, lessons should always be booked as Cancelled.
 - 6.3.2 If cancelled by a client with less than 24 hours' notice, lessons can be charged for, i.e. booked as Cancelled but Chargeable.
 - 6.3.3 If cancelled with more than 24 hours' notice, lessons should be booked as Cancelled, unless otherwise agreed with the Company, for example, during a notice period.
- 6.4 Tutors have two business days to complete their detailed lesson reports for lessons that take place. In addition to tracking attendance, lesson reports also:

- 6.4.1 track student engagement;
 - 6.4.2 track whether learning and SEMH targets as outlined in individual learning plans are on track; and
 - 6.4.3 cover learning objectives, a description of the session, comments about the session, comments about the student, comments on lesson outcomes, and comments if engagement/targets are flagged.
- 6.5 The assigned education consultant monitors attendance as part of provision oversight, which includes reviewing all lesson reports and discussing any concerns with the tutor and/or the parent/carer or client as appropriate.

7 Managing persistent absenteeism

- 7.1 The Company carefully monitors students' attendance to identify patterns of concern, such as:
- 7.1.1 High overall levels of absenteeism, for example, missing 10% or more of sessions in aggregate over a particular tuition period;
 - 7.1.2 Missing several scheduled sessions of tuition in a row;
 - 7.1.3 Patterns of lateness or absences, for example, being regularly absent or late on a particular day of the week;
 - 7.1.4 A pattern of unexplained absences.
- 7.2 **Tutors should raise any concerns about persistent absenteeism with the Company directly**, in addition to following the important procedures around unexplained absences and recording attendance data in the Company's tuition management system.
- 7.3 The Company will escalate concerns around consistent absenteeism to parents/carers/clients to explore strategies to improve attendance or mitigate against poor attendance.

8 Safeguarding concerns

- 8.1 As outlined in KCSiE and the Company's Safeguarding and Child Protection Policy, **Children being absent from education for prolonged periods and/or on repeat occasions can be a vital warning sign of safeguarding concerns**. These may include neglect, child sexual or criminal exploitation (including county lines), mental health concerns, substance misuse, FGM, honour or faith-based abuse, forced marriage, or other forms of abuse or exploitation.
- Particular attention should be given where the child is already known to children's social care or has other identified vulnerabilities.**
- 8.2 If a tutor has any **safeguarding concerns** about a student's absence, they should **follow the safeguarding procedures outlined in the Company's Safeguarding and Child Protection Policy**, including:
- 8.2.1 **Contacting Carol Minkoulou, the Company's DSL**, about the concern (or, in her absence, one of the Deputy DSLs); and
 - 8.2.2 **Carefully following any instructions given.**
- 8.3 In addition, the tutor should **ensure they carefully follow the Company's policy for immediately reporting unexplained absences as outlined in Clause 4.3.**
- 8.4 The Company will carefully handle any concerns raised in accordance with its Safeguarding and Child Protection Policy, including investigating the incident, contacting the relevant authorities, and producing written reports.