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Attendance Policy

Policy Control Summary

1	**Policy Title**	Attendance Policy	
2	**Reference No.**	SCH01	
3	**Version number**	1.0	
4	**Policy Author**	Joanne Davies	
5	**Accountable SLG member**	Phil Smith	
6	**Approving Body**	CMCS	
7	**Date of Approval**	25/09/2025	
8	**Date of next formal review**	Term 1 2026	
9	**Policy Level**	Trust	
10	**Personalisation required?**	☒ Y ☐ N	
11	**Published on**	Trust Website School Website Shared Policy Area	☐ Y ☒ N ☒ Y ☐ N ☒ Y ☐ N
12	**Related documents (if applicable)**	See section 10 for Related Policies	
13	**Applies to**	☒ All Staff ☐ Support Staff ☐ Teaching Staff	
14	**Consulted on with relevant stakeholders (Union, legal, staff)**	☐ Y ☒ N	

Summary of Changes

Date	Version	Action	Summary of Changes
12/09/2025	1.0	New Policy	New policy development based on updated statutory guidance.

Contents Page

1.0 Aims 3
2.0 Legislation and Guidance 5
3.0 Roles and Responsibilities of Staff Across the Trust 5
4.0 Recording Attendance 10
5.0 Authorised and Unauthorised Absence 12
6.0 Strategies for Promoting Attendance 15
7.0 Supporting Pupils who are Absent or Returning to School 16
8.0 Attendance Monitoring 18
9.0 Supporting Pupils who are Absent or Returning to School 20
10.0 Links with Other Policies 21
Appendix 1: Attendance Code 22

1.0 Aims

Our mission at STOC, as a Catholic Academy Trust, is to Make Christ Known and ensure we are making lives better for our communities, our children and young people and all of our stakeholders. We have a duty as

a Catholic school to follow the Church's teaching care for the poor and educate those who are socially, academically, physically or emotionally disadvantaged. There is a duty to make the person of Jesus Christ known and loved, and to place Him and the teachings of the Catholic Church at the centre. This includes promoting:

- The Search for Excellence
- The Uniqueness of the Individual
- The Education of the Whole Person
- Moral Principles

Our mission as a school is to:

At St Teresa's Roman Catholic Primary School;
We grow together with Jesus, as we live our lives according to Gospel values.
We grow together as a community in respect, friendship and responsibility.
We grow together in understanding as we encourage each child
to achieve their true potential.
We grow together in God's love.



'I am the vine, you are the branches' (John 15:5)

To be referred to as part of our decision making

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024, through our whole-school culture and ethos that values good attendance, including:

- Fostering a welcoming and safe school environment where all pupils feel heard, respected and valued
- Ensuring staff understand that attendance is everyone's responsibility, reinforced through clear roles and responsibilities
- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Adopting a support first approach and building strong relationships with families to make sure pupils have the support in place to attend school.

We will also promote and support punctuality in attending lessons.

2.0 Legislation and Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the EducationAct2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The School Attendance (Pupil Registration) (England) Regulations 2024
- https://www.legislation.gov.uk/uksi/2006/1751/contentsThe Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

It also refers to:

- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

This policy also complies with our trust's funding agreement and articles of association.

3.0 Roles and Responsibilities of Staff Across the Trust

3.1 The Board of Directors:

Through the Trust Attendance Lead and the wider performance team, the Board of Directors is responsible for:

- Setting high expectations of all trust and school leaders, staff, pupils and parents
- Ensuring school leaders and Local Governing Bodies understand and fulfil expectations and statutory duties, including:
    - Making sure all schools in the trust record attendance accurately in the register, and share the required information with the DfE and local authorities
- Making sure all schools in the trust work effectively with local partners to help remove barriers to attendance, and keep them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the Trust's policies and ethos
- Ensuring the schools' attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Ensuring the trust has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most, through half-termly attendance review meetings with each individual school

- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Overseeing the effective delivery of attendance processes and ensuring staff and resources are targeted to support pupils who need it most, including those with SEND and from disadvantaged backgrounds
- Monitoring attendance figures for the whole trust and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Ensuring all staff receive adequate training on attendance, including with teachers from across the trust, as part of the regular continued professional development offer, so that staff understand:
    - The importance of good attendance
    - That absence is almost always a symptom of wider issues
    - The school's legal requirements for keeping registers
    - The trust's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Ensuring dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Sharing effective practice on attendance management and improvement across the trust and providing regular opportunities for staff from different schools to come together, learn from each other and share resources
- Identifying and monitoring attendance patterns across the trust's schools to identify common issues and barriers, and share effective practice between schools
- Holding the headteacher to account for the implementation of this policy

Our link governor for attendance is Mr David Finch.

3.2 The Headteacher:

The Headteacher is responsible for:

- The implementation of this policy at the school
- Ensuring all staff understand their school's attendance policy and their role and responsibilities in promoting good attendance, whilst contributing to a safe and positive school environment.
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary and/or authorising the Designated Senior Leader responsible for attendance to be able to do so
- Supporting the SENCO working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers

- Supporting the SENCO in communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
- Ensuring staff recognise that children missing education can be a vital warning sign of safeguarding issues, including neglect, sexual abuse, child sexual exploitation, and child criminal exploitation.
- Sharing information from the school register with the local authority, including:
    - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
    - Providing the local authority with details of pupils who fail to attend school regularly, or who have been absent without authorisation for a continuous period of 10 school days.
    - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The Trust Attendance Lead:

The Trust Attendance Lead is responsible for:

- Driving attendance improvement across the trust by supporting and challenging all schools
- Working more intensively with schools who require support to improve attendance
- Supporting school staff with legal processes relating to school attendance
- Ensuring all schools maintain and update accurate attendance records
- Supporting with parent / carer meetings for pupil's with/or at risk of declining attendance
- Acting as a central contact point for schools with attendance queries
- Liaising with the DfE's regional teams for advice about wider support programmes

The Trust Attendance Lead is Mrs Jo Davies and can be contacted via telephone on 0161 705 4374 / 07494 228234 and/or email jdavies@stoccat.org.uk.

3.4 The Designated Senior Leader Responsible for Attendance:

The Designated Senior Leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of data analysis
- Regularly monitoring and evaluating progress in attendance
- Working closely with the Trust Attendance Lead, to overcome barriers that may hinder attendance improvement
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed

- Building close and productive relationships with parents to discuss and tackle attendance issue
- Ensuring staff follow the Trust's Challenging and Improving Attendance checklist when supporting attendance improvement for all pupils
- Ensuring the Trust intervention and/or reintegration plans are executed in partnership with pupils and their parents/carers
- Ensuring through the attendance officer and pastoral team, that targeted intervention and support to pupils and families is delivered in the correct timeframe.

The designated senior leader responsible for attendance is Mrs Sandra Burgess and can be contacted via office@stteresassalford.stoccat.org.uk.

3.5 The School Attendance Officer

The School Attendance Officer at each school is responsible for:

- Taking calls from parents/carers about absence on a day-to-day basis and recording the absence on Arbor
- Conducting meetings with parents/carers to offer support in improving their child's attendance as early as concerns arise, exploring each family's personal situation and understanding what support is needed
- Building strong relationships and supporting pupils and families with attendance interventions including home visits when required
- Liaising and referring to external support agencies when required. Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working closely with the Trust Attendance Lead and the Local Authority officers to tackle persistent and severe absence.
- Working closely with the Trust Attendance Lead to identify and support pupils at risk of declining attendance.
- Advising the headteacher and/or the designated senior leader responsible for attendance (authorised by the headteacher) when to issue fixed-penalty notices.
- Completing all relevant Local Authority documents in relation to school and pupils' attendance

The Attendance Officer is Kristina Harrison and can be contacted via telephone on KHarrison@stoccat.org.uk

3.6 Form Tutors / Class Teachers

All class teachers/form tutors are responsible for recording attendance for both morning and afternoon sessions daily via Arbor, ensuring the correct use of codes (see Appendix 1).

Form tutors are responsible for ensuring that all pupils are made aware of their attendance on a weekly basis, speaking with any pupils in their form whose attendance is showing signs of decline, and making initial contact with parents when a pupil's attendance begins to drop.

Subject teachers are responsible for recording attendance for each timetabled lesson within the first 10 minutes of the lesson on a daily basis. They should inform the relevant staff if a pupil does not arrive at their lesson but has attended previous lessons that day.

3.7 School Office Staff

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system using the correct code.
- Transfer calls from parents/carers to the attendance officer/pastoral team where appropriate, in order to provide them with more detailed support on attendance.

3.8 Special Education Needs Co-ordinator

The special educational needs co-ordinator will:

- Work with the parents of pupils with special educational needs and/or disabilities (SEND) to develop tailored attendance support strategies where pupils face in-school barriers related to their SEND.
- Communicate with the Local Authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers that relate to the pupil's need.

3.9 Pastoral staff

The pastoral teams will:

- Actively promote the importance of good attendance to pupils and their parents/carers
- Set individual and group targets for pupils to improve attendance
- Conduct meetings with parents/carers at the earliest stage of attendance concerns to offer support, explore individual family circumstances, and collaboratively complete an Individual Attendance Support Plan with both the pupil and their parents.

3.10 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e., who lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day and session on time
- Call the school to report their child's absence before 9am on the first day of the absence, and each subsequent day of absence, advising school when they are expected to return
- Provide the school with more than one emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Inform the school of any change in circumstances that may impact on their child's attendance
- Work with school to address any barriers to attendance for their child, including attending all meeting requests to discuss attendance issues
- Seek support, where necessary, for maintaining good attendance, by contacting Mrs S Burgess, Headteacher.
- Adhere to any attendance contracts that they make with the school and/or local authority.

3.11 Pupils:

Pupils are expected to:

- Attend school every day, on time
- Speak to a member of staff if they are experiencing any difficulties at school or at home that may affect their attendance
- Follow school procedures upon arriving late to school.

4.0 Recording Attendance

4.1 Attendance Register

We will keep an electronic attendance register and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

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

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment.

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8:55am and ends at 3:30pm.

Pupils must arrive in school by 8:50am on each school day.

The register for the first session will be taken at time and will be kept open until time – not longer than 30 minutes after the session begins. The register for the second session will be taken at time.

4.2 Unplanned Absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence before 9am or as soon as practically possible, by calling the school via 0161 777 8203

Reasons for absence can only be accepted by listed contacts on the school system. Absences reported by additional contacts who are not listed may be unauthorised.

We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Where there are doubts about the authenticity of the illness, the school will ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.
If the school is not satisfied with the authenticity of the illness, the absence will be recorded as unauthorised, and parents/carers will be notified of this.

4.3 Planned Absence:

Attending a medical or dental appointment will be counted as authorised provided the pupil's parent/carer notifies the school in advance of the appointment and provides evidence of the appointment.

Parents/carers should inform the school by telephone or email if their child needs to leave early.
However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and Punctuality:

Timely arrival at school is of paramount importance, as it establishes a productive tone for the day and ensures that learning can commence without disruption. It is the expectation that all pupils attend school punctually each day.

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code 'L'
- After the register has closed will be marked as absent, using the appropriate code 'U'

4.5 Following up Unexplained Absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason
- If the school cannot reach any of the pupil's emergency contacts, they may conduct a home visit
- Liaise with the school safeguarding team and/or external support agencies if the pupil is deemed a vulnerable learner. If the family is supported by a social worker, then the social worker will be informed of the absence
- Where relevant the school will report the unexplained absence to the pupil's youth offending team officer
- Identify whether the absence is approved or not. Absences will not be authorised unless parents/carers have provided a satisfactory explanation

- Identify the correct attendance code to use and input this as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- In the event of continued unexplained absences, the school will make daily contact with the parent or carer for the duration of the absence to ensure that appropriate safeguarding procedures are followed. If no satisfactory explanation is provided, a home visit will be undertaken on the third day of absence and every three days thereafter if the absence continues. Where there are serious concerns for a pupil's welfare and contact cannot be established, the school may request a welfare check from the police. If the absence remains unresolved, the matter may also be referred to by the Local Authority for further investigation and support
- Where appropriate, offer support to the pupil and/or their parents to improve attendance.
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referral
- Where support is not appropriate, not successful, or not engaged with, the school will consider issuing a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as deemed appropriate.

4.6 Reporting to Parents:

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.10 above) about their child's attendance and absence levels via:

- Half-termly attendance report cards indicating their child's current attendance level, along with the corresponding attendance category
- Parent evenings
- Text messages, emails, letters and telephone calls
- Arbor App
- Attendance support meetings
- Attendance café.

5.0 Authorised and Unauthorised Absence

5.1 Approval for Term-time Absence

The Headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

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

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart.
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- The pupil is currently suspended or excluded from school (and no alternative provision has been made).

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience.

If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis. School will always adopt a 'support first' approach, providing gradual and continual support to families before resorting to legal sanctions.

5.3 Penalty notices

The Headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (ten sessions of unauthorised absence in a rolling period of ten school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate.

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, are not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

5.4 Notices to Improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis

- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

6.0 Strategies for Promoting Attendance

The Trust recognises that poor attendance is often a sign of difficulties or trauma in a child's life. Absence can result from various challenges at home, in school, or both, and some children struggle more than others to attend regularly. Every child's situation is unique and may require additional understanding and support.

The Trust implements a Twin-Track Model to promote high attendance and reduce persistent and severe absence. This approach ensures both early prevention and targeted intervention by addressing issues before they escalate and providing intensive support where absence is already entrenched.

Track 1: Early Identification and Preventative Support (Attendance Below 95%)

- Attendance is monitored continuously, with half-termly attendance report cards sent to all parents/carers. This ensures families are regularly informed and can take early action if concerns arise
- Regular communication with parents/carers and pupils to highlight and celebrate attendance and achievements
- Attendance Café. These are informal gatherings where parents meet staff and other families to discuss the importance of attendance
- Open evenings
- Pastoral and wellbeing support
- If a pupil's attendance falls below 95%, parents/carers are invited to an Attendance Support Meeting. This meeting provides an opportunity to explore the reasons behind the absences, identify any early signs of disengagement, and offer early help if needed
- Individual Consideration and Sensitivity Each case is handled with professional judgement, acknowledging personal circumstances (e.g. bereavement, medical needs)
- Ongoing Support and Early Help. If concerns continue, a personalised Attendance Support Plan is created and reviewed regularly. If there is no improvement or attendance worsens, a follow-up meeting will be held with the Trust Attendance Lead and/or a Senior Leader. The plan will be reviewed, additional support considered, and a new target set. Partnership is emphasised, and the possibility of formal action, such as a Notice to Improve, will be clearly communicated.

Track 2: Intensive Intervention for Persistent and Severely Absent Pupils (<90% / <50%)

- Pupils who are persistently absent (below 90%) or severely absent (below 50%) require **immediate, coordinated, and sustained intervention.** These pupils are at increased risk of **educational disengagement, social isolation,** and **unmet safeguarding or welfare needs.**

- **Attendance monitoring** and are a **standing item in weekly safeguarding meetings.** This consistent approach enables schools to share contextual information, coordinate support, and take timely, multi-agency action.
- Support begins with **early family engagement,** including home visits where appropriate and a **thorough risk assessment** to explore root causes—whether linked to medical needs, mental health, SEND, or social care. A **tailored Attendance Support Plan** is developed in

consultation with parents/carers, outlining clear steps for gradual reintegration, emotional support, and academic re-engagement.

Other support strategies may include:

- Individual reintegration plans with short term, reviewed part-time timetables
- CAMHS referrals
- School health referrals
- Educational Psychologist referrals
- EHCP application and reviews
- Referrals to support agencies such as Early Help and other external agencies
- Addressing emotional barriers to attendance (EBSA/EBNA)
- Additional learning support/SEND assessments
- Multiple transition visits for primary school visits
- Staff training and regular staff briefings to discuss whole school attendance
- Extra-curricular events and activities
- Discussion with the Virtual School where the child is looked after and/or has a social worker
- Pupil voice activities

By adopting the Twin-Track Model, the Trust and schools ensure no pupil is overlooked. Attendance concerns are addressed promptly, proportionately, and with compassion—balancing early intervention with clear accountability. This approach actively monitors and supports pupils with severe absences, giving them every opportunity to re-engage with education in a safe, positive way.

- All schools follow a consistent and supportive framework to improve attendance and reduce persistent absence. This includes strong relationships with families, a tiered communication
- strategy, and early identification of needs. Tailored support is provided for pupils with SEND and those facing disadvantage, ensuring circumstances beyond their control do not hinder their access to education.
- Parents and carers are encouraged to communicate openly with the school about any difficulties or changes in circumstances, so that appropriate support can be identified and accessed in partnership with the family.
- Where attendance fails to improve despite comprehensive support—or if there is persistent lack of parental engagement—the school may escalate to formal intervention, including legal enforcement, in line with Trust and local authority policy. Enforcement is always a last resort, used only when all other avenues of partnership working have been exhausted.

7.0 Supporting Pupils who are Absent or Returning to School

7.1 Pupils Absent Due to Complex Barriers to Attendance

Some pupils may find attending school difficult due to emotional or personal challenges. While these feelings are often a normal part of growing up, regular attendance remains important, as being in school can help address underlying concerns. In some cases, attendance may be affected by a range of complex factors. The school is committed to understanding these barriers and will work collaboratively with pupils,

families, and both internal and external services to provide appropriate support and facilitate a successful return to school. (See section 6)

7.2 Pupils Absent due to Mental or Physical Ill Health or SEND

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that are related to the pupil's needs, the school will inform the local authority. The school will work with the Local Authority to review and update the EHCP, ensuring it reflects any additional or revised attendance support needed.

Some pupils may face long-term physical or mental health challenges or have SEND needs that impact attendance. The school will work in partnership with pupils and families to understand individual circumstances and develop tailored support plans. These will be reviewed regularly to ensure they remain appropriate.

As attendance is a shared responsibility, support may also involve collaboration with internal and external services.

When a pupil has long-term ill health, the school will:

- Provide pastoral support and consider a phased return (part-time timetable – see below) if needed.
- Liaise with health professionals supporting the pupil.
- Make reasonable adjustments in line with the Equality Act 2010, agreed and reviewed with the pupil and family.
- Submit a sickness return to the Local Authority if a pupil is expected to miss 15 or more school days due to illness, to help coordinate appropriate provision.

7.3 Part-time Timetables

All pupils are entitled to full-time education. However, in exceptional circumstances, a temporary part-time timetable may be used to meet individual needs—such as health issues—where it supports reintegration into full-time learning. Part-time timetables must:

- Be agreed with families and recorded accurately (Code C2).
- Be reviewed regularly with the pupil and parents.
- Be time-limited and used only when in the pupil's best interests
- Involve the pupil's social worker (if applicable).
- Be discussed with the Local Authority if the pupil has an EHCP, to ensure any support packages are updated promptly.

7.4 Pupils Returning to School After a Lengthy or Unavoidable Period of Absence

The school is committed to supporting all pupils who have been absent, regardless of the reason, by helping them reintegrate smoothly and confidently. A range of strategies will be used to ensure each child receives the right support to feel safe, rebuild confidence, and re-engage with learning.

Staff will take a personalised approach, identifying and addressing individual barriers to attendance so that every pupil feels secure, valued, and ready to return to the classroom.

Throughout any period of absence, the school will maintain regular contact with parents and carers to monitor wellbeing and offer support. Where appropriate, home visits may be conducted, unless deemed unsuitable by the Senior Leadership Team.

On returning to school, pupils will receive a tailored support plan based on their needs. This may include, but is not limited to:

- A phased return to school, supported by a personalised reintegration plan where appropriate
- Pastoral support to promote emotional wellbeing and a sense of belonging
- Regular check-ins with a trusted adult or key member of staff
- A designated safe space in school for pupils to use if they feel overwhelmed
- Academic catch-up sessions or additional learning support
- Adjustments to the school timetable or workload where necessary
- Collaboration with external agencies or professionals, where appropriate
- Support for parents/carers to help sustain improved attendance

8.0 Attendance Monitoring

8.1 Monitoring Attendance:

The Trust and school will monitor attendance and absence data (including punctuality) weekly, monthly, half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

The school Attendance Officer and pastoral staff will monitor pupil attendance and absence on a daily basis. Specific pupil information will be shared with the DfE on request.

The school has granted the DFE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the governing board.

8.2 Analysing Attendance

The School and the Trust will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of weekly, half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Identify attendance patterns across the trust to identify common issues and barriers and share effective practice between schools.

8.3 Using Data to Improve Attendance:

The school and the Trust will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups, or cohorts that have been identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers/form tutors, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities, and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate.

8.4 Reducing Persistent and Severe Absence:

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the Trust and school's strategy for improving attendance.

The School and the Trust will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Implement all monitoring procedures
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence.
- Engage fully in all targeted Support meetings with the Local Authority
- Implement sanctions, where necessary (see section 5.2, above)
- Follow the Twin Track model to promote high attendance and reduce persistent and severe absence (see section 6).

9.0 Supporting Pupils who are Absent or Returning to School

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Mrs J Davies, Trust Attendance Lead. At every review, the policy will be approved by the full Trust Board of Directors.

10.0 Links with Other Policies

Both the Trust and the school believe that every pupil has the right to learn in an enjoyable, safe, and nurturing environment, free from harm. We collectively respect and value all children, and we are fully committed to providing a caring, friendly, and secure atmosphere where every pupil can thrive, participate fully in school life, and enjoy their learning in a relaxed and supportive setting.

We recognise that regular school attendance is vital for safeguarding and promoting the welfare of children, particularly when they are not in the care of their parents or carers. Safeguarding is a shared responsibility across the Trust, the school, and our wider community. It includes offering early help and support to children and families when needed. Issues such as poor or irregular attendance, persistent lateness, or children missing from education may indicate underlying challenges and, in some cases, may raise safeguarding concerns if a child is at risk of harm.

To help us fulfil our safeguarding responsibilities effectively, it is essential that parents and carers keep the school informed of their current contact details and provide at least one additional emergency contact. It is equally important that any specific vulnerabilities affecting a child, or their home circumstances are shared with the school, as this information helps us to better support the child's safety and well-being.

Further details about our approach to safeguarding and protecting children can be found in the school's Safeguarding and Child Protection Policy, which reflects the shared commitment of both the Trust and the school to ensuring the safety of every pupil.

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy.

Appendix 1: Attendance Codes

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for Educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent - Leave of Absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination

X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – Other Authorised Reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness. (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – Unable to Attend School Because of Unavoidable Cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available.
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national, or international emergency
Y4	Whole school site unexpectedly closed	Every pupil is absent as the school is closed unexpectedly (e.g., due to adverse weather)
		Pupil is unable to attend as they are: • In police detention • Remanded to youth

Y5	Criminal justice detention	detention, awaiting trial or sentencing, or Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – Unauthorised Absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school is not satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative Codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but have been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays