



# Attendance Policy

Responsibility	Students Parents and Community	
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## 1. Aims

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:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every student has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure students have the support in place to attend school
- Address the link between attendance and safeguarding

We will also promote and support punctuality in attending lessons.

## 2. Legislation and guidance

This policy is based on the DfE's statutory guidance on [Working together to improve school attendance](#) 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](#)
- Maintained schools: Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- The [Equality Act 2010](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- [Ofsted's 2025 framework toolkit](#)

## 3. Roles and Responsibilities

### The Trust Board

The trust board is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy
- Ensure compliance with attendance law, including accurate registers and required information sharing with the DfE and local authority
- Ensure the school works effectively with local partners and keeps them informed where appropriate

- Prioritise staff and resources so processes are delivered consistently and adapted to individual needs
- Set goals/areas of focus and challenge leaders using regular data
- Where attendance is struggling, require a comprehensive action plan
- Ensure regular CPD for all staff on attendance, and dedicated training for staff with attendance functions, including interpreting and analysing data.

The trust board is responsible for monitoring attendance figures for the whole school on at least a termly basis. It also holds the Head Teacher to account for the implementation of this policy.

### **Attendance trustee**

The attendance trustee is Evan Demetriou.

The role of the Attendance Trustee is to liaise with the member of SLT with responsibility for attendance in school and with the Head Teacher regarding issues around student attendance. The Attendance Trustee should ensure that the school has appropriate policies that are implemented and reviewed regularly and will occasionally be asked to sit in on Attendance Panels with parents where student attendance is being discussed.

### **The Head Teacher**

The Head Teacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to trustees
- Supporting staff with monitoring the attendance of individual students
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary
- Share register information with the local authority, including:
  - I. notifying when a student is added to or deleted from the admission register outside standard transition times;
  - II. details of students who fail to attend regularly;
  - III. details of students the school believes will miss 15 days (consecutive or cumulative) because of sickness.
- Work with parents/carers of students with SEND to develop specific approaches for attendance, including where school transport is regularly missed or in-school barriers exist.
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where barriers to attendance relate to the student's needs.

### **The designated senior leader responsible for attendance**

The designated senior leader 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 absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with students, parents/carers and external agencies, where needed

- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with students and their parents/carers
- Delivering targeted intervention and support to students and families

The designated senior leader responsible for attendance is Mr C Briggs and can be contacted via [SLT@rts.richmond.sch.uk](mailto:SLT@rts.richmond.sch.uk)

### **The Attendance Officer**

The school Attendance Officer is responsible for:

- Monitoring and analysing attendance data (see section 8)
- 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 Head Teacher
- Working with education welfare service as directed by the senior leader responsible for attendance to address persistent absence and severe absence
- Advising the Head Teacher/designated senior leader responsible for attendance when to issue fixed-penalty notices

#### Daily

- Conducting spot checks for post registration (and informing parents/carers immediately if this occurs)
- Using the information provided from roll call records, to make and log wellbeing calls on the first and second day of absence for students whose attendance is below 90%
- Monitoring punctuality to school and lessons, ensuring appropriate sanctions are given for persistent lateness in accordance with the school behaviour policy
- Supervision of late detentions and during break time on a rotational basis

The Attendance Officer is Ms E Bull and can be contacted via [attendance@rts.richmond.sch.uk](mailto:attendance@rts.richmond.sch.uk)

### **Heads of Year (HoY)**

The Head of Year (HoY) is responsible for monitoring the attendance of their Year group:

#### Weekly

- Review attendance of their year group using the centralised attendance tracking system
- Reviewing Persistent Absence list and taking action as appropriate to improve attendance

#### Bi-weekly

- Meeting regularly with the Tutors and SLT Line Manager to discuss interventions/action with regards to students whose attendance falls below 90% (Band D)
- Through assemblies and other platforms, ensure that attendance and punctuality issues have a high profile and that good attendance and punctuality are recognised and rewarded
- Providing progress updates on persistent absentees in their year group as part of calendared Raising Achievement and Safeguarding Team meetings
- Receive and review attendance of students attending Alternative Provision placements

#### 3-weekly

- With the SLT Responsible for Attendance to agree on letters to be sent home to families where

attendance is between 96-94% (Band B) and arrange meetings with families whose attendance is between 90-93.99% (Band C)

- Closely monitoring the attendance of students whose attendance falls below 94% (Band C)

When required

- Organising and overseeing the support for students who have been on 'long term absence' or are severe absentees (below 50% - Band E)

### **Academic Tutor**

Registers must be completed using the correct national codes (Appendix 1) and submitted within the session.

The academic tutor is responsible for:

- Taking Roll Call: daily registration during AM academic tutor time
- Acting on monitoring requests made by the HoY to support the close monitoring of attendance, including making wellbeing phone calls home, keeping relevant staff informed of any attendance concerns in their academic tutor group
- Returning any written notes received regarding absence to the Attendance Officer
- As instructed by the HoY, monitor attendance and punctuality of students on attendance report in the academic tutor form, particularly those whose attendance is between 96-92%
- Discussing attendance issues/concerns with the student
- Informing the HoY of any attendance concerns
- Reinforce attendance and punctuality expectations with tutees and their families
- Emphasise the importance of attendance and its impact on attainment
- Promote rewards and celebrate progress but continue to outline sanctions

### **Teachers**

Registers must be completed using the correct national codes (Appendix 1) and submitted within the session.

The teacher is responsible for:

- Taking Roll Call: daily registration - PM - during P5
- Marking the Arbor register each lesson within the first 5 minutes of the lesson starting
- Informing the Attendance Officer, via on call request, of any student who has been highlighted as having a safety plan that they are missing from the lesson
- Updating the register if a student arrives late to the lesson with L and the time and record a P2 Late to lesson
- Informing the curriculum leader of any attendance concerns
- Placing all lesson resources content on Google Classroom
- Devising a plan with/for absent students to ensure all missed work is caught up
- Providing work for students who are missing lessons due to internal or external suspension or the first five days of a permanent exclusion.

## **School Office and Welfare staff**

School Office and Welfare staff will:

- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to the Attendance Officer in order to provide them with more detailed support on attendance

## **Parents/Carers**

In this policy, 'parent' includes all natural parents, all with parental responsibility, and any adult with day-to-day care.

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 08:30 on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with at least 3 emergency contact numbers for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Making medical appointments out of school time as far as possible
- Avoiding holidays during term time and to seek permission from the Head Teacher at least a month in advance of any family holiday which needs to be taken in term time.
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the Head of Year or Attendance Officer, who can be contacted via [attendance@rts.richmond.sch.uk](mailto:attendance@rts.richmond.sch.uk)

## **Students**

Students are expected to:

- Attend every timetabled session on time

## **4. Recording attendance**

### **Attendance register**

We will keep an attendance register, and place all students 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 whether every student is:

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

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made 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 if a student is attending an approved educational activity
- The nature of circumstances where a student 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.

Students must be on site by 08:30; morning registration begins at 08:35.

The register for the first session will be taken at 08:55 and will be kept open until 09:25. The register for the second session will be taken during period 5 (13:50 to 14:15 Monday to Friday)

### **Unplanned absence**

- Parents/carers are asked to notify the school on the first day of an unplanned absence by 08:30 or as soon as practically possible. They can do this by email [attendance@rts.richmond.sch.uk](mailto:attendance@rts.richmond.sch.uk) or by telephone 0208 891 2985 Option 1.
- Parents/Carers are contacted by SMS if students have failed to arrive by 10:00 and notice of their absence has not been received
- 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
- We will ensure the appropriate safeguarding actions have been taken
- If the authenticity of the illness is in doubt, the school may ask the student's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate forms of evidence. We will not ask for medical evidence unnecessarily
- If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance

### **Planned absence**

- Attending a medical or dental appointment will be counted as authorised as long as the student's parent/carer notifies the school in advance of the appointment
- We encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary
- The student's parent/carer must also seek permission from the Head Teacher for other types of term-time absence as far in advance as possible of the requested absence

### **Lateness**

A student who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code
- Students are expected to be in school by 08.30 and to attend registration at 08.35.

## Following up unexplained absence

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

- Call the student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school may conduct a home visit, where possible and in accordance with the school's Home Visit Protocol / Risk Assessment in some cases it may be necessary to contact the police
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to the student's youth offending team officer
- Where appropriate, offer support to the student and/or their parents to improve attendance
- Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: [issue a notice to improve, penalty notice or other legal intervention (see section 6 Legal Sanctions)]

## Reporting to parents/carers

The school will regularly inform parents about their child's attendance and absence levels via half-termly reports. All parents have access to Arbor where they can review live attendance and absence levels on demand.

## 5. Authorised and unauthorised absence

### Approval for term-time absence (authorised)

The Head Teacher will only grant a **leave of absence** to a student 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 Head Teacher's discretion, including the length of time the student is authorised to be absent for.

We define 'exceptional circumstances' in the following way:

### Criteria for Exceptional Circumstances

1. If a parent is service personnel and is returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays.
2. Where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.

3. The death or terminal illness of a close relative, only if Head Teacher is satisfied that the circumstances are truly exceptional;
4. Out of school programmes such as music, arts or sport operating at a high standard of achievement. Documentary evidence of this event will be required.
5. To attend a wedding or funeral of a close relative if the Head Teacher is satisfied that the circumstances are truly exceptional; Leave should only be authorised for this purpose when a Head Teacher is satisfied that there is a persuasive reason for holding the wedding during term time and there will be an onus on parents/carers to show clear evidence that this absence is absolutely an exceptional circumstance. In difficult family situations the Head Teacher may use their discretion in granting leave and each case should be addressed on its individual merits, taking into account the overall welfare of the child.

Evidence would be required in each case.

If a request meets the above exceptional circumstances but falls within the following times, the Head Teacher must be convinced that absence from school is the only option:

- The first half term of any academic year,
- Last two week of the summer term or
- During public exams (Year 11).

Leave of absence will not be granted for a student 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, and in accordance with any leave of absence request form, accessible via a [google form](#).

The Head Teacher may require evidence to support any request for leave of absence.

### **Other valid reasons for authorised absence**

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

- Illness and medical/dental appointments (see additional information under section 4 'Planned absence')
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller students 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 student is attending educational provision
- If the student is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a student 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 the school
- Attending another school at which the student is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the student 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

## 6. Legal 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.

### Penalty notices

The Head Teacher (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 (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that student
- 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

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 student must not be present in a public place on that day).

Each parent who is liable for the student'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 student, 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.

Public place penalty notices. A penalty notice may also be issued where parents allow their child to be in a public place during school hours without reasonable justification in the first 5 school days of a suspension/exclusion (after the school has issued the required notice). These penalty notices are outside the National Framework and do not count towards the PN limit as part of escalation.

## Education supervision order (ESO)

Where early help and attendance contracts have not secured improvement, the school may work with the local authority to seek an education supervision order. An ESO is a civil (not criminal) intervention. It lasts 1 year initially and can be extended (within the last 3 months) by up to 3 years at a time. Failure to meet the directions in an ESO can result in a fine up to £1,000 on conviction.

## 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 student attends school.

They will include:

- Details of the student'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

## 7. Supporting pupils with poor attendance

This section outlines the actions the school takes to improve attendance for all students, students at risk of poor attendance, and students who are persistently absent. RTS uses a staged, data-led approach to prevent escalation, remove barriers, and, where necessary, apply statutory measures proportionately. Identification is continuous; action begins before absence becomes persistent.

### 7.1 Designated senior leader for attendance and Heads of Year

For all students, leaders will:

- Regularly reward excellent attendance through termly assemblies, incentives (e.g. rewards trips), and termly prizes/certificates of achievement.
- Regularly communicate expectations for attendance and punctuality through our usual channels with staff, students and parents.
- Deliver clear messages about expectations, routines and consequences to new students and families through admission and transition events.
- Establish and monitor implementation of rewards for attendance/punctuality and sanctions for absence/lateness.
- Monitor implementation of policy and practice.
- Monitor whole-school data daily, weekly and half-termly to identify reasons for absence, patterns, attendance of particular groups, and the impact of interventions.
- Establish, implement and monitor robust arrangements to identify, report and support children

missing education (CME).

- Develop good support for children with medical conditions (including use of individual healthcare plans), mental health needs and SEND.
- Engage students in consultation on attendance policy, practice, rewards and sanctions.
- Ensure that parents fully understand the demands and responsibilities of elective home education.

To support students at risk of persistent absence, leaders will:

- Implement robust escalation procedures initiated before absence becomes a problem.
- Establish a range of evidence-based interventions to address barriers to attendance.
- Monitor the implementation and quality of escalation procedures and interventions.
- Evaluate the impact of escalation procedures and seek robust evidence of what works best in the RTS context.
- Attend or lead attendance reviews and clinics in line with escalation procedures.
- Engage trustees in attendance panels to reinforce messages and outline relevance for training and employment.

To support students who are persistently absent, leaders will:

- Establish clear and effective service level agreements with external partners to support students with persistent absence.
- Build strong relationships with a network of voluntary organisations and charities to support vulnerable students, including those with persistent absence.
- Lead or participate in attendance reviews and clinics in line with escalation procedures.

## **7.2 Academic tutors and teaching staff**

For all students, staff will:

- Rehearse and reinforce attendance and punctuality expectations continually.
- Emphasise the importance of attendance and its impact on attainment.
- Promote the next lesson and its sequence to motivate students to be in the classroom.
- Promote rewards and celebrate progress while continuing to outline sanctions.
- Apply rewards and sanctions consistently.
- Follow up on absence and lateness with students to identify barriers and reasons for absence.
- Make and log wellbeing calls (Academic tutors).
- Consider the individual needs and vulnerabilities of students.

For students at risk of persistent absence, staff will:

- Welcome students back following an absence and provide good catch-up support to build confidence and bridge gaps.
- Meet with students to discuss absence, patterns, barriers and problems.
- Establish action plans to remove barriers, provide additional support and set targets.
- Lead daily or weekly check-ins to review progress and the impact of support.
- Make regular contact with families to discuss progress.
- Consider support for re-engagement, including for vulnerable groups.

For students who are persistently absent, staff will:

- Ensure classroom resources are available in Google Classroom and organised sequentially so students can access learning when they return.
- Contribute to targeted intervention to address gaps and build confidence.
- Contribute to action plans which attendance staff draw together where appropriate.
- Provide tailored praise and encouragement when students attend and arrive on time.

### **7.3 Attendance Officer, Student Wellbeing Coordinator and pastoral staff**

For all students, the team will:

- Engage with feeder schools to access absence information and identify target cohorts prior to transfer, including mid-year transfers and managed moves.
- Provide appropriate support and challenge to establish good registration practice.
- Carry out robust first-day absence procedures, including priority routine calls for vulnerable children (including children with a social worker).
- Undertake home visits, in line with our Home Visit Protocol and Risk Assessment, to engage families and ensure children are safe.
- Identify and, where possible, mitigate barriers to good attendance in liaison with families and relevant support agencies.
- Implement punctuality routines, including late sign-in procedures (see paragraph 5.7).
- Implement CME procedures when appropriate.
- Ensure that parents/carers fully understand the demands and responsibilities of EHE.
- Where students have additional vulnerabilities requiring multi-agency meetings, try to arrange those meetings outside lesson time where possible.

For students at risk of persistent absence, the team will:

- Provide regular attendance reports to tutors to facilitate weekly reviews with leaders (including SENCOs, DSLs and pupil premium leads).
- Initiate and oversee the administration of absence procedures.
- Provide regular reports to leaders on the 'at-risk' cohort.
- Provide regular reports/caseloads to the LA attendance team or independent attendance consultant to raise awareness of emerging at-risk students.

For students who are persistently absent, the team will:

- Develop and implement persistent-absence action plans with students and families to address barriers and establish positive routines.
- Identify tailored interventions to meet need (e.g. mentoring, careers IAG, out-of-hours learning, and alternative provision where appropriate).
- Lead daily or weekly check-ins to review progress and the impact of support.
- Make regular contact with families to discuss progress.
- Hold regular meetings/reviews of caseload with the LA attendance team, external partners and alternative providers to check welfare and review progress.
- Liaise with school leaders (DSL, SENCO and pastoral leads) on referrals to external agencies and multi-agency assessments.
- Co-ordinate and contribute to multi-agency meetings to review progress and agree actions.
- Work in partnership with the LA attendance team and other agencies to ensure appropriate use of

- statutory parental responsibility measures.
- Provide regular reports to leaders on the impact of action plans and interventions.

## **8. Supporting pupils who are absent or returning to school**

### **Reintegration after absence**

RTS plans reintegration with the student and family, sequencing learning, setting short-term targets, and scheduling check-ins to build confidence and secure sustained return.

### **Complex barriers and vulnerable groups**

Where barriers involve safeguarding, transport, disadvantage, young carer responsibilities, or multi-agency plans, RTS co-ordinates support with relevant partners and adapts provision proportionately.

#### **8.1 Pupils absent due to mental or physical ill health or SEND**

Where students are absent due to mental or physical ill health or SEND, the school may consider some of the following interventions:

- Support through mentoring or counselling referral.
- Soft start/ends to the school day.
- Reduced/adapted timetable (time-bound).
- Reasonable adjustments.
- Reduction/avoidance of public speaking.
- Safe space (HUB Card); Safe Spaces at break/lunch.
- Mindfulness training referral.
- ERSA toolkit.
- Referral to external mental health professionals via GP (CAMHS).
- Health Care Plan/IEHP.
- Buddy/peer mentor.
- GP referral.

Where a student has an education, health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that relate to the student's needs, the school will inform the local authority.

## **9. Monitoring attendance**

The school will:

- Monitor attendance and absence data (including punctuality) daily, weekly, half-termly, termly and annually at whole-school, cohort, year group and individual level.
- Identify groups of students whose absence patterns are a cause for concern and flag these for action.
- Share specific student information with the DfE or local authority where required.
- Provide the DfE with secure access to our MIS for attendance data (read-only, audited).

DfE publishes school absence national statistics each term at national and local-authority level; underlying school-level data is published alongside the release.

## 9.1 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts needing additional support, and use this analysis to target intervention with pupils and families.
- Review historic and emerging patterns of attendance/absence and implement strategies to address them.
- Benchmark attendance at school, year and cohort level against local, regional and national data and report key findings to the Trust Board.

## 9.2 Using data to improve attendance

The school will:

- Provide regular attendance reports to academic tutors, Heads of Year and other leaders to support timely conversations with pupils and families
- Use data to evaluate the impact of interventions and adapt strategies accordingly

## 9.3 Reducing persistent and severe absence

- Persistent absence (PA): pupil misses 10%+ of sessions
- Severe absence (SA): pupil misses 50%+ of sessions

The school will:

- Use data to spot patterns and trends in PA/SA and act early
- Use primary/previous-setting data to highlight pupils at risk of PA from the start of the year
- Hold regular meetings with parents/carers of pupils who are vulnerable, persistently or severely absent to plan support and re-engagement
- Provide access to wider services to remove barriers to attendance; consider alternative support sensitively where appropriate
- Apply sanctions proportionately where necessary (see Section 6)

The school uses a 5 stage attendance monitoring approach to identify students at risk of persistent absence and to promote good attendance.

Stage	Attendance	Actions
Track A	97% above	<ul style="list-style-type: none"> <li>● Reward good attendance through HoY rewards and incentives</li> <li>● Celebrate good attendance through termly assemblies</li> </ul>
Track B	94-96%	<ul style="list-style-type: none"> <li>● Attendance Officer issues Attendance Letter (1)</li> <li>● AO and HoY monitor attendance and agree light-touch actions</li> </ul>
Track C	90.1%-93.99% At risk of Persistent absence	<ul style="list-style-type: none"> <li>● HoY issues Attendance Letter (2)</li> <li>● Parent meeting (HoY &amp; AO)</li> <li>● Tutor monitoring report (6 weeks) with agreed targets and review date</li> </ul>
Track D	<90% Persistent absentee (PA)	<ul style="list-style-type: none"> <li>● SLT Responsible for (Attendance) issues Attendance Letter (3)</li> </ul>

Stage	Attendance	Actions
		<ul style="list-style-type: none"> <li>● Parent meeting (SLT Attendance, SLT link, AO)</li> <li>● Attendance contract (15 days); daily/weekly check-ins; multi-agency referrals as needed</li> <li>● AO maintains a running report and updates leaders</li> </ul>
<b>Track E</b>	<50% Severe Absentee (SA)	<ul style="list-style-type: none"> <li>● Referral to local authority / Education Welfare Service (EWS)</li> <li>● Multi-agency plan; consider alternative/part-time provision and a phased reintegration</li> <li>● Implement sanctions, where appropriate (see Section 6)</li> </ul>

### 7.5 Safeguarding Team Attendance Conferences

- Convened at least fortnightly and no fewer than twice per half-term (calendarised).
- Jointly chaired by the DSL and the senior leader responsible for attendance.
- Attended by the SENCO, Heads of Year, Student Wellbeing Coordinator, AWO and, by invitation, an independent attendance/welfare consultant.
- Purpose: review priority cases, ensure safeguarding actions, coordinate multi-agency support, and quality-assure plans.

### 7.6 Raising Achievement meetings

- Held **three times per term** (calendarised).
- Chaired by the senior leader responsible for attendance; attended by the **SENCO**, Heads of Year, Student Wellbeing Coordinator, AWO and, as required, Curriculum Leaders.
- Purpose: scrutinise cohort trends, evaluate intervention impact, and align academic support to re-engagement plans.

## 8. Linked Policies and documents

- Child Protection and Safeguarding
- Behaviour for Learning

## 9. Monitoring arrangements

This policy will be reviewed annually (or sooner if DfE/LA guidance updates) by Mr Jones, deputy Head Teacher and approved by the Students, Parents and Community Committee.

## Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

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

Code	Definition	Scenario
X	Not required to be in school	student of non-compulsory school age is not required to attend
C2	Part-time timetable	student is not in school due to having a part-time timetable
C	Exceptional circumstances	student has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
T	Parent travelling for occupational purposes	student is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	student is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	student is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	student has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
Q	Lack of access arrangements	student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	student 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	student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	student is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every student absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	student is unable to attend as they are: <ul style="list-style-type: none"> <li>● In police detention</li> </ul>

Code	Definition	Scenario
		<ul style="list-style-type: none"> <li>Remanded to youth detention, awaiting trial or sentencing, or</li> <li>Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	student's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	student is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
<b>U</b>	Arrived in school after registration closed	student has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective student not on admission register	student has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays