

Secondary Attendance and Absence Policy

2026/27

Senior member of staff responsible:	**Miss E Weston, Acting Headteacher**
Designated member of staff:	**Mr M Jervis, Assistant Headteacher**
Governor responsible:	**Beth Rowe, Chair of Governors**
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Statement of intent

Mary Webb School and Science College believes that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

We understand that barriers to attendance are complex, and that some pupils find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents.

We take a whole-school approach to securing good attendance and recognise the impact that our efforts in other areas – such as the curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources such as pupil premium – can have on improving pupil attendance.

We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, parents and pupils.
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

The school's Attendance Administrator can be contacted via email at: attendance@marywebbschool.com. Staff, parents and pupils will be expected to contact the Attendance Administrator for queries or concerns about attendance.

Please click on the link below to access the Department for Education booklet, Working together to improve school attendance: Working together to improve school attendance: July 2026

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- DfE (2026) 'Working together to improve school attendance'

- DfE (2016) ‘Children missing education’
- DfE (2026) ‘Keeping children safe in education 2026’

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Pupils with Additional Health Needs Attendance Policy

2. Definitions

The following definitions apply for the purposes of this policy:

Absence:

- Arrival at school after the register has closed
- Not attending school for any reason

Authorised absence:

- An absence for sickness for which the school has granted leave
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

Unauthorised absence:

- Parents keeping children off school unnecessarily or without reason
- Truancy before or during the school day
- Absences which have never been properly explained
- Arrival at school after the register has closed
- Absence due to shopping, looking after other children or birthdays
- Absence due to day trips and holidays in term-time which have not been agreed
- Leaving school for no reason during the day

Persistent absence (PA):

- Missing 10 percent or more of schooling across the year for any reason

Severe absence (SA):

- Missing 50 percent or more of possible sessions.

3. Roles and responsibilities

The governing board has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the school.
- Promoting the importance of good attendance through the school's ethos and policies.
- Arranging attendance training for all relevant staff that is appropriate to their role.
- Working with the SLT to set goals for attendance and providing support and challenge around delivery against those goals.
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Having regard to 'Keeping children safe in education' when making arrangements to safeguard and promote the welfare of children.
- Ensuring there is a Children Missing Education Policy in place and that this is regularly reviewed and updated. This is included in section 11 below.

The Headteacher is responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Appointing a member of the SLT oversee attendance – The Assistant Headteacher, in charge of Behaviour and Attendance, acts as the school's Senior Attendance Champion.
- Ensuring all parents are aware of the school's attendance expectations and procedures.
- Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence.
- Ensuring attendance remains a strategic priority across the school and reporting regularly to governors on attendance performance, vulnerable groups and the impact of interventions.

The Assistant Headteacher (Behaviour and Attendance) is responsible for:

- The overall strategic approach to attendance in school.
- Developing a clear vision for improving attendance.
- Monitoring attendance and the impact of interventions.
- Analysing attendance data and identifying areas of intervention and improvement.

Staff are responsible for:

- Following this policy and ensuring pupils do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.

- Where designated, taking the attendance register at the relevant times during the school day.

The Attendance Administrator is responsible for:

- Communicating with pupils and parents with regard to attendance.
- Following up on incidents of persistent poor attendance.
- Informing the LA of any pupil being deleted from the admission and attendance registers.

Parents are responsible for:

- Providing accurate and up-to-date contact details.
- Providing the school with more than one emergency contact number.
- Updating the school if their details change.
- The attendance of their children at school.
- Promoting good attendance with their children.

Pupils are responsible for:

- Attending their lessons and any agreed activities when at school.
- Arriving punctually to lessons when at school.

4. Attendance expectations

The school has high expectations for pupils' attendance and punctuality and ensures that these expectations are communicated regularly to parents and pupils.

Pupils will be expected to:

- Attend school every day they are required to be at school, for the full day.
- Attend school punctually.
- Attend every timetabled lesson.

The school day starts at 08:45, and pupils will be in their classroom, ready to begin lessons at this time; therefore, pupils will be expected to be on the school site by 8:40am. Pupils will have a morning break at 11:05, which will last until 11:25, and a lunch break at 12:25, which will last until 13:10 – pupils will be expected to have returned from each break and be ready to recommence learning at the stated times.

Registers will be taken as follows throughout the school day:

- The morning register will be marked by 09:05. Pupils will receive a late mark if they are not in their classroom by this time. Pupils attending after this time will receive a mark to show that they were on site, but this will count as a late mark
- The morning register will close at 09:30. Pupils will receive a mark of absence if they do not attend school before this time
- The afternoon register will be marked by 13:25. Pupils will receive a late mark if they are not in their classroom by this time
- The afternoon register will close at 13:30. Pupils will receive a mark of absence if they are not present

Class teachers will also take registers at the start of each lesson period to ensure that pupils are attending all timetabled lessons. These registers will be analysed alongside formal registers in line with the section of this policy.

Pupils will be encouraged to communicate any concerns related to attendance and absence as soon as possible to the relevant member of staff.

5. Absence procedures

Parents and carers will be required to contact the school office via telephone before 08:15 on the first day of their child's absence – they will be expected to provide an explanation for the absence and an estimation of how long the absence will last, e.g. one school day.

Where a pupil is absent, and their parent and carer has not contacted the school by the close of the morning register to report the absence, administrative staff will contact the parent via telephone call as soon as is practicable on the first day that the pupil does not attend school.

Priority 1

- List of red pupils - cross check
- Followed by N marks

Priority 2

- We need specific illness recorded e.g. sick/diarrhoea etc. - "still unwell" requires a call back

The Attendance Administrator is the first point of contact in the morning to record absences from a phone call/email from parent/carer:

Telephone calls

09:30 onwards	No response (record) no response
09:30	Call again to main contact on list, no reply then try all numbers available against the pupil
By 10:00	Reverts back to Attendance Administrator to continue trying all numbers listed until we get a response

Message to leave when calling parents - "Please call Mary Webb School & Science College back as soon as possible regarding concerns around the absence of your child today.

The school will always follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

Where a pupil is absent for more than three school days in a row, or more than 10 school days in one term, the pupil's parent or carer will be expected to provide a signed letter or email with an explanation for the absence(s).

The school will not request medical evidence in most circumstances where a pupil is absent due to illness; however, the school reserves the right to request supporting evidence where there is genuine and reasonable doubt about the authenticity of the illness.

In cases of Persistent Absence (PA), the school will work proactively with pupils and their families to identify and address barriers to attendance at the earliest opportunity. Parents/carers will be invited to meet with the Attendance Administrator and Pastoral Support Workers to discuss concerns and agree appropriate support strategies. Pastoral Support Workers will work closely with the pupil and their family, providing tailored interventions, regular monitoring and bespoke support designed to improve attendance and engagement with school.

The school will notify the Local Authority, on a termly basis, of pupils who fail to attend regularly or who have missed 10 school days or more without authorisation.

Where a pupil's attendance falls below 90%, they will be identified as persistently absent. A graduated programme of support and intervention will be implemented, which may include attendance support plans, pastoral intervention, Early Help, multi-agency involvement and review meetings with parents/carers. Where appropriate, the Educational Welfare Officer (EWO) may arrange a formal attendance meeting with the pupil and their parent/carer to review concerns, agree next steps and secure improvements in attendance.

When a pupil's attendance falls below agreed levels, the Head of Year and the Attendance Administrator will discuss the pupil's circumstances with the EWO and a first letter of concern will alert that pupil's parents/carers of the situation.

If the pupil's attendance falls further, a second letter will be sent.

If the pupil's attendance continues to fall, further action will be planned by agreement with school and the EWO. This will include (in no particular order):

- Direct contact by the EWO, probably by a home visit.
- Fast Track procedures where parents, pupil, school and EWO meet to discuss the pupil's attendance and offer support in improving the situation. A time limited plan of action for improvement will be agreed.
- Issue of Formal Warnings – initially an EWO5 (EWO4 for Year 11) and then a Final Warning (FW).
- Invitation to School Attendance Panel - an opportunity for parents/carers to present to the Local Authority any reasons for non-attendance. Fixed Penalty Notices and court proceedings in line with Local Authority Policy, may result from this meeting.

6. Attendance register

The school uses Arbor to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Designated staff members will take the attendance register at the start of each school day, each lesson and at the start of the afternoon session. This register will record whether pupils are:

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

When the school has planned in advance to be fully or partially closed, the code '#' will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.

The school uses the current DfE National Attendance and Absence Codes. Staff will comply with the most recent DfE attendance code guidance.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.

Every entry received into the attendance register will be preserved for three years.

7. Authorising parental absence requests

Parents will be required to request certain types of absence in advance. All requests for absence, in the first instance, will be handled by the relevant Head of Year – the decision to grant or refuse the request will be at the sole discretion of the headteacher or assistant headteacher in charge of Behaviour and Attendance, taking the best interests of the pupil and the impact on the pupil's education into account. The Headteacher's decision is not subject to appeal; however, the school will consider requests for absence by parents on a case-by-case basis.

Leave of absence

The school will only grant a pupil a leave of absence in exceptional circumstances. In order to have requests for a leave of absence considered, the school will expect parents to complete a leave of absence form at least two weeks prior to the proposed start date of the leave of absence, providing the reason for the proposed absence and the dates during which the absence would be expected to occur.

Any requests for leave during term time will be considered on an individual basis and the pupil's previous attendance record will be taken into account. Where the absence is granted, the Assistant Headteacher will determine the length of time that the pupil can be away from school. The school is not likely to grant leaves of absence for the purposes of family holidays.

Requests for leave will not be granted in the following circumstances:

- During Year 7 when a pupil is settling into the school, unless certain exceptional circumstances apply, e.g. the death of a family member
- Immediately before and during assessment periods
- When any pupil's attendance record shows any unauthorised absence

- Where any pupil's authorised absence record is already above 10 percent for any reason

If term-time leave is not granted, taking a pupil out of school will be recorded as an unauthorised absence and may result in sanctions, such as a penalty notice. The school cannot grant leaves of absence retrospectively; therefore, any absences that were not approved by the school in advance will be marked as unauthorised

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a fine, or penalty notice, each parent must pay £80 within 21 days or £160 within 28 days, per child. The payment must be made directly to the local authority.

Penalty notices can be issued by a headteacher, local authority Administrator.

The decision on whether or not to issue a penalty notice may consider:

The number of unauthorised absences occurring within a rolling academic year

One-off instances of irregular attendance, such as holidays taken in term time without permission

Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

- Second penalty notice within three years automatically charged at £160
- No third penalty notice within a three-year period. Case progresses to other legal intervention.

Illness and healthcare appointments

Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents will be expected to obtain approval for their child's absence to attend such appointments as far in advance as is practicable. Parents will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment, morning appointments can return for afternoon registration and vice versa. Appointment cards should be made available.

Performances and activities, including paid work

The school will ensure that all pupils engaging in performances or activities, whether they receive payment or not, which require them to be absent from school, understand that they will be required to obtain a licence from the LA which authorises the school's absence(s).

Additional arrangements will be made by the school for pupils engaging in performances or activities that require them to be absent from school to ensure they do not fall behind in their education – this may involve tutoring. These arrangements will be approved by the school/LA who will ensure that the arrangements are suitable for the pupil.

The pupil will receive education that, when taken together over the term of the licence, amounts to a minimum of three hours per day that the pupil would be required to attend a school maintained by the LA issuing the licence. This requirement will be met by ensuring a pupil receives an education:

- For not less than six hours a week; and
- During each complete period of four weeks (or if there is a period of less than four weeks, then during that period), for periods of time not less than three hours a day; and
- On days where the pupil would be required to attend school if they were attending a school maintained by the LA; and
- For not more than five hours on any such day.

Where a licence has been granted by the LA and it specifies dates of absence, no further authorisation will be needed from the school. Where an application does not specify dates, and it has been approved by the LA, it is at the discretion of the headteacher to authorise the leave of absence for each day. The Headteacher will not authorise any absences which would mean that a pupil's attendance would fall below 96 percent. Where a licence has not been obtained, the Headteacher will not authorise any absence for a performance or activity.

Religious observance

Parents will be expected to request absence for religious observance at least 10 school days advance.

The school will only accept requests from parents for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school will define this as a day where the pupil's parents would be expected by an established religious body to stay away from their employment to mark the occasion.

The school may seek advice from the religious body in question where there is doubt over the request.

Gypsy, Roma and Traveller absence

Where a pupil's parent belongs to a community covered by this code and is travelling for occupational purposes, the parent will be expected to request a leave of absence for their child at least 10 school days in advance. Absences will not be granted for pupils from these communities under this code for reasons other than travel for occupational purposes.

8. SEND, EBSA and health-related absences

The school recognises that pupils with Special Educational Needs and Disabilities (SEND), medical conditions, and social, emotional or mental health needs may experience additional barriers to regular school attendance. The school is committed to identifying and removing these barriers at the earliest opportunity and ensuring that all pupils receive the support necessary to access their education successfully.

In accordance with the school's SEND Policy, Supporting Pupils with Medical Conditions Policy, and Equality Act 2010 duties, reasonable adjustments will be considered and implemented to support attendance for pupils with identified needs. Where appropriate, these adjustments will be informed by Education, Health and Care Plans (EHCPs), Individual Healthcare Plans (IHPs), risk assessments, pastoral support plans and advice from external professionals.

The school recognises that attendance difficulties can often be a manifestation of an unmet need, underlying anxiety, or wider family circumstance. As such, support will be guided by a child-centred, graduated approach that seeks to understand and address the root causes of absence rather than solely focusing on attendance outcomes.

Mental Health and Attendance

The school acknowledges the significant impact that mental health difficulties can have on school attendance. Where concerns arise, the school will work closely with pupils, parents/carers and relevant professionals to identify barriers and implement appropriate support.

Where a member of staff has concerns that a pupil's emotional wellbeing is affecting their attendance, the matter will be discussed with parents/carers and appropriate support strategies considered. Where a mental health concern also presents a safeguarding risk, staff will immediately inform the Designated Safeguarding Lead (DSL) and procedures outlined within the Child Protection and Safeguarding Policy will be followed.

All pupils will be supported in accordance with the school's Social, Emotional and Mental Health (SEMH) provision and wider pastoral systems.

Supporting Pupils Experiencing Emotionally Based School Avoidance (EBSA)

The school recognises that Emotionally Based School Avoidance (EBSA) is a complex issue that requires a compassionate, collaborative and graduated response. Attendance difficulties linked to anxiety, emotional distress or mental health challenges should not automatically be viewed as behavioural concerns.

Where EBSA is identified or suspected, the school will work in partnership with pupils, families and external agencies to develop a personalised support plan. Interventions may include:

• Early identification and assessment of barriers to attendance.
• Graduated Attendance Support Plans or Attendance Improvement Plans.
• Reasonable adjustments tailored to the pupil's needs.
• Multi-agency collaboration involving health, SEND, educational psychology, Early Help and other relevant services.
• Pastoral and emotional wellbeing support.
• Reintegration planning following periods of absence.
• Flexible, time-limited attendance arrangements where appropriate.

• Regular review meetings with parents/carers and professionals.
• Strategies that prioritise support, engagement and relationship building rather than punitive responses where barriers to attendance have been identified.

The school will seek to maintain high expectations for attendance while ensuring that intervention strategies are proportionate, supportive and responsive to individual circumstances.

Pupils with Long-Term Medical Conditions or Extended Absence

Where a pupil is unable to attend school due to physical or mental health needs for an extended period, the school will work collaboratively with the Local Authority, health professionals and parents/carers to ensure continuity of education and support.

The school will:

• Notify the Local Authority where a pupil is expected to miss 15 days or more of education due to health needs.
• Provide relevant information regarding the pupil's educational needs, attainment and programme of study.
• Support access to alternative educational provision where appropriate.
• Maintain regular communication with the pupil and their family during periods of absence.
• Ensure the pupil remains connected to the wider school community, including enrichment opportunities where possible.
• Support reintegration through a structured and personalised return-to-school plan.
• Monitor attendance, wellbeing and progress following reintegration.

Attendance Support for Pupils with SEND and Health Needs

Where attendance is impacted by SEND, medical conditions or emotional wellbeing factors, the school may consider a range of support measures, including:

• Regular review meetings with parents/carers and professionals.
• Attendance Support Plans, Attendance Improvement Plans or Pastoral Support Plans.
• Reasonable adjustments to routines, timetables or learning environments.
• Assessment of strengths, needs and barriers through appropriate screening tools and support frameworks.
• Referral to internal or external specialists where appropriate.
• Access to mentoring, counselling or therapeutic support.
• Provision of a safe space or identified trusted adult within school.
• Time-out arrangements where required to support emotional regulation.
• Temporary, time-limited adjustments such as phased returns, late starts or early finishes where professionally recommended.
• Enhanced transition support between lessons, key stages or educational settings.
• Tailored interventions designed to build confidence, resilience and engagement with school.

Any support plan implemented will be subject to regular monitoring and review. The aim will always be to help the pupil achieve sustained, full-time attendance wherever possible, while ensuring their individual needs, wellbeing and educational entitlement remain at the centre of decision-making.

9. Absence in exceptional circumstances

Exceptional circumstances will include when a pupil is unable to attend because:

- Transport provided by the school, LA or parent is not available and the pupil's home is not within walking distance.
- There has been widespread disruption to travel services which has prevented the pupil from attending.
- The pupil is in custody and will be detained for less than four months.

The use of the 'Y' code for exceptional circumstances will be collected in the school census for statistical purposes.

10. Truancy

Truancy will be considered as any absence of part, or all, of one or more days from school, during which the school has not been notified of the cause behind such absence.

All staff will be actively engaged in supporting the regular attendance of pupils and understand the importance of continuity in each pupil's learning.

Any pupil with permission to leave the school during the day must sign out at the reception and sign back in again on their return.

Immediate action will be taken when there are any concerns that a pupil might be truanting. If truancy is suspected, SLT/HOY are notified and contact will be made to staff 'On Call', and they will contact the parent in order to assess the reasons behind the pupil not attending school.

The following procedures will be taken in the event of a truancy:

- In the first instance, a phone call will be made to the parents of the pupil, informing them of the truancy and stating that any future occurrences could result in further action being taken. Pupils will be issued with an after-school detention to pay back time owed.
- If any further truancy occurs, then the school will consider issuing a penalty notice.
- A penalty notice will be issued where there is overt truancy, inappropriate parentally condoned absence, excessive holidays in term-time and persistent late arrival at school.

11. Missing children

Pupils will not be permitted to leave the school premises during the school day unless they have permission from the school. The following procedures will be taken in the event of a pupil going missing whilst at school:

- The member of staff who has noticed the missing pupil will inform the reception immediately.
- All the office staff will also be informed as they will act as a point of contact for receiving information regarding the search.
- SLT will be notified and the 'on call' system deployed.
- Available members of SLT will conduct a thorough search of the school premises as directed by the Headteacher.
- The following areas will be systematically searched:
    - All classrooms
    - All toilets
    - Changing rooms
    - The library
    - Any outbuildings
    - The school grounds
    - PLC
- SLT will begin a search of the area immediately outside of the school premises and will take a mobile phone or radio with them so they can be contacted.
- If the pupil has not been found after 10 minutes, then the parents of the pupil will be notified.
- The school will attempt to contact parents using the emergency contact numbers provided.
- If the parents have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted.
- The missing pupil's form tutor will fill in an incident form, describing all circumstances leading up to the pupil going missing.
- If the missing pupil has an allocated social worker, is a looked-after child, or has any SEND, then the appropriate personnel will be informed.
- When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well.
- Parents and any other agencies will be informed immediately when the pupil has been located.

Senior leadership team will take the appropriate action to ensure that pupils understand they must not leave the premises, and sanctions will be issued if deemed necessary. Appropriate disciplinary procedures will be followed in accordance with the Behaviour Policy.

SLT will carry out a full investigation and will draw a conclusion as to how the incident occurred if necessary. A written report will be produced, and policies and procedures will be reviewed in accordance with the outcome where necessary.

12. Attendance Monitoring, Intervention and Escalation

Mary Webb School and Science College operates a proactive and graduated approach to attendance management. Attendance is monitored daily, weekly and monthly to identify concerns at the earliest opportunity, understand barriers to attendance and implement appropriate support before absence becomes entrenched.

The Attendance Administrator, supported by the Senior Leadership Team, will:

- Establish a range of evidence-based interventions to address barriers to attendance.

- Monitor the implementation and effectiveness of attendance procedures and interventions.
- Review attendance data regularly to identify trends, emerging concerns and vulnerable pupils.
- Promote a supportive, graduated approach to attendance intervention that prioritises engagement and support before enforcement measures are considered.
- Attend and lead attendance reviews in line with the school's escalation procedures.
- Work collaboratively with pupils, parents/carers, attendance services, the Local Authority and other agencies to improve attendance outcomes.

Daily Attendance Monitoring

The Attendance Administrator will:

- Monitor attendance and punctuality registers each day.
- Identify pupils absent without explanation and undertake first-day contact with parents/carers.
- Follow safeguarding procedures where a pupil's whereabouts cannot be established.
- Identify emerging attendance concerns, including repeated lateness, frequent illness absence or absence occurring on particular days.
- Share concerns with pastoral, safeguarding and SEND colleagues where appropriate.

Weekly Attendance Monitoring

The Pastoral Support Workers and Heads of Year will:

- Review attendance reports across all year groups.
- Identify pupils whose attendance is declining or where patterns of absence are emerging.
- Hold attendance discussions with pupils where concerns have been identified.
- Contact parents/carers to discuss concerns and reinforce attendance expectations.
- Implement early intervention measures, including attendance mentoring, pastoral support, reasonable adjustments or referral to internal support services.
- Conduct weekly Education welfare officer (EWO) reviews where appropriate.
- Monitor punctuality trends and implement targeted interventions.

Monthly Attendance Monitoring

School leaders will:

- Review whole-school attendance alongside year group, vulnerable group and cohort attendance data.

- Analyse trends relating to persistent absence, severe absence, punctuality and key groups of pupils.
- Conduct attendance review meetings with Heads of Year and attendance staff.
- Evaluate the effectiveness of interventions and amend support plans where necessary.
- Consider whether additional support, multi-agency involvement or formal attendance procedures are required.
- Report attendance trends and priorities through established governance and trust reporting arrangements.

Attendance Intervention and Support

The school will use attendance data, alongside professional judgement, to identify pupils requiring support and intervention. Interventions will be tailored to individual circumstances and will consider any barriers to attendance, including those associated with SEND, medical needs, mental health, family circumstances or safeguarding concerns.

In line with national attendance guidance, the school places significant emphasis on early identification, Early Help and targeted attendance support. Support will always be considered before enforcement action and will aim to remove barriers which may be preventing regular school attendance.

Where attendance concerns are identified, the school may implement:

- Early attendance discussions with pupils and parents/carers.
- Attendance Support Plans.
- Attendance Improvement Plans.
- Attendance Contracts.
- Attendance clinics and targeted intervention programmes.
- Early Help assessments and multi-agency support.
- Referrals to Local Authority attendance services and other relevant agencies.

Attendance Support Plans will be used where attendance concerns are emerging, particularly where a pupil's attendance is declining, where there is a risk of persistent absence, or where specific barriers to attendance have been identified. Plans will be developed collaboratively with pupils, parents/carers and relevant professionals and will include agreed actions, support strategies, review dates and measurable success criteria. Plans will be reviewed regularly to evaluate impact and determine whether further intervention is required.

Escalation of Attendance Support

The school operates a graduated response to attendance concerns. Intervention will be proportionate to the level of concern and may include:

1. Universal attendance promotion and communication.

2. Early parental contact and pupil discussion.
3. Targeted attendance support and monitoring.
4. Attendance Support Plans and Attendance Improvement Plans.
5. Formal attendance meetings and reviews.
6. Attendance Contracts.
7. Multi-agency support and Local Authority involvement.
8. Consideration of legal intervention, including Fixed Penalty Notices and other statutory measures, where support strategies have been exhausted and statutory thresholds are met.

The school will ensure that appropriate support, intervention and opportunities for engagement have been offered and evidenced before enforcement measures are pursued.

Promoting Positive Attendance

The school recognises the importance of creating a culture where attendance is valued, celebrated and understood as fundamental to educational success. Positive attendance will be recognised through assemblies, newsletters, rewards and other forms of recognition and communication.

The school will seek to understand and remove barriers to attendance wherever possible and will work in partnership with pupils, families, the Local Authority and external agencies to secure sustained improvements in attendance.

Attendance Monitoring Framework

Frequency	Responsibility	Key Actions
Daily	Attendance Administrator	First-day calling, unexplained absence checks, safeguarding follow-up and punctuality monitoring
Weekly	Pastoral Workers and Heads of Year	Attendance reviews, identification of pupils below expected attendance levels, parental contact and early intervention
Monthly	Attendance Lead and Senior Leaders	Whole-school analysis, intervention review, persistent absence monitoring and escalation decisions
Half-Termly	Attendance Lead and Senior Leadership Team	Attendance review meetings, intervention impact analysis and vulnerable pupil monitoring
Termly	Governors and Trust Leaders	Strategic review of attendance performance, vulnerable groups and school improvement priorities

13. Working with parents to improve attendance

The school will work to cultivate strong, respectful relationships with parents, carers and families and work to build trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with pupils and their families to support attendance, e.g. social services.

The school will ensure that there are two sets of emergency contact details for each pupil wherever possible to ensure the school has additional options for getting in touch with adults responsible for a pupil where the pupil is absent without notification or authorisation.

The school will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the headteacher in advance. The school will regularly inform parents about their child's levels of attendance, absence and punctuality, and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

If a pattern of absence becomes problematic, the attendance Administrator will work collaboratively with the pupil and their parents to improve attendance by addressing the specific barriers that prevent the pupil from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support rather than immediately reach for punitive approaches.
Where these barriers are related to the pupil's experience in school, e.g. bullying, the attendance Administrator will work with the headteacher and any relevant school staff, e.g. the DSL and SENCO, to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the pupil's family, the attendance Administrator will liaise with any relevant external agencies or authorities, e.g. children's social care or the LA, and will encourage parents to access support that they may need.

14. PA

There are various groups of pupils who may be vulnerable to high absence and PA, such as:

- Children in need
- LAC
- Young carers
- Pupils who are eligible for FSM/PP
- Pupils with EAL
- Pupils with SEND
- Pupils who have faced bullying and/or discrimination

The school will ensure it provides support to pupils at risk of PA, in conjunction with all relevant external authorities where necessary.

The school will use a number of methods to help support pupils at risk of PA to attend school. These include:

- Offering catch-up support to build confidence and bridge gaps in learning.
- Meeting with the pupil and their parent to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support.
- Leading weekly check-ins to review progress and assess the impact of support.
- Making regular contact with the pupil's parent to discuss progress.
- Assessing whether an EHC plan or IHP may be appropriate.
- Considering what support for re-engagement might be needed, including with regard to additional vulnerability.

The school will focus particularly on pupils who have rates of absence over 50 percent, and will work with the LA and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these pupils are facing.

Where a pupil at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care. The school will also bear in mind that the continuation of severe PA following intervention may, in itself, constitute neglect, and will escalate any concerns in this regard in line with the Child Protection and Safeguarding Policy.

15. Legal intervention

The school will allow sufficient time for attendance interventions and engagement strategies to improve pupils' attendance; however, where engagement strategies to improve attendance have not had the desired effect after half term, the attendance Administrator will consider:

- Holding a formal meeting with parents and the school's point of contact in the School Attendance Support Team.
- Working with the Local Authority to review and strengthen Attendance Support Plans, Attendance Improvement Plans, Attendance Contracts, Parenting Contracts or Education Supervision Orders where appropriate.
- Engaging children's social care where there are safeguarding concerns.

Where the above measures are not effective, the Education Welfare team will issue a fixed penalty notice in line with the LA's code of conduct.

Where attendance still does not improve following a fixed penalty notice, the school will work with the LA to take forward attendance prosecution as a last resort.

16. Monitoring and analysing absence

The attendance Administrator and EWO will monitor and analyse attendance data weekly to ensure that intervention and support is delivered quickly to address habitual absence at the first signs.

The school will collect data regarding punctuality, truancy, and authorised and unauthorised absence, for:

- The school cohort as a whole.
- Individual year groups.
- Year groups preparing for exams.
- Individual pupils.
- Demographic groups, e.g. pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g. pupils with SEND, LAC and pupils eligible for FSM/PP.
- Pupils at risk of PA.

The attendance Administrator, EWO and relevant assistant headteacher will conduct thorough analysis of the above data on a half-termly, termly and full-year basis to identify patterns and trends. This will include identifying, for each group:

- Patterns in uses of certain codes.
- Particular days of poor attendance.
- Subjects which have low lesson attendance.
- Historic trends of attendance and absence.
- Barriers to attendance.

The attendance Administrator will provide regular reports to enable them to tracking attendance of pupils and to implement attendance procedures. The attendance Administrator will also be responsible for monitoring how attendance data changes in response to any interventions implemented to increase attendance in future.
The governing board will regularly review attendance data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

The school will also benchmark its attendance data against local-, regional- and national-level data to identify areas of success and areas for improvement, and will share practice which has been shown to be effective with other schools.

The board of trustees will ensure staff from different schools within the trust regularly share expertise and collaborate on interventions.

17. Training of staff

The school will recognise that early intervention can prevent poor attendance. As such, staff will receive training in identifying potentially at-risk pupils as part of their induction and refresher training.

The governing board will ensure that teachers and support staff receive training in line with this policy as part of their induction. Following this initial training, staff will be offered regular and ongoing training as part of their CPD opportunities.

Training will cover at least the following:

- The importance of good attendance
- That absence is almost invariably a result of wider circumstances
- The legal requirements on schools, e.g. the keeping of registers
- The school's strategies and procedures for monitoring and improving attendance

- The school's procedures for multi-agency working to provide intensive support for pupils who need it

The governing board will provide dedicated and enhanced attendance training to the attendance Administrator and other staff with specific attendance functions in their role – this will include training regarding interpreting and analysing attendance data and supporting pupils to overcome barriers to attendance.

Staff will receive training to ensure they understand that increased absence from school could indicate a safeguarding concern, and know how such concerns should be managed.

18. Monitoring and review

The school will set annual attendance improvement targets which are reviewed by governors in light of national, local and school performance data.

This policy will be reviewed annually by the Senior Leadership Team to ensure continued compliance with statutory guidance and local authority expectations. The next scheduled review date for this policy is Autumn 2027.

Any changes made to this policy will be communicated to all relevant stakeholders.