



Attendance Policy

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1. Aims

This policy aims to demonstrate Fountains High School's commitment to meeting its obligations in relation to school attendance, including those set out in the Department for Education's statutory guidance, Working Together to Improve School Attendance.

At Fountains High School, we believe that regular attendance is important for students' learning, wellbeing, personal development, preparation for adulthood and future opportunities. We are committed to creating a positive culture in which attendance is valued, expected and supported, and where students feel safe, included, understood and connected to their school community.

We maintain high expectations for the attendance and punctuality of all students whilst recognising that some students may experience barriers to attendance arising from special educational needs and disabilities (SEND), health needs, emotional wellbeing, family circumstances, safeguarding concerns or other vulnerabilities. We believe that positive relationships and a strong sense of belonging are central to promoting good attendance. We are committed to working collaboratively with students, families and professionals to identify concerns early, understand barriers to attendance and provide timely and appropriate support.

The school recognises that attendance can be an important indicator of a student's safety and wellbeing. Attendance information will be considered alongside safeguarding, wellbeing, behaviour and pastoral information to support the early identification of need and ensure that appropriate support and intervention are provided where required.

We aim to achieve this through a whole-school culture and ethos that values attendance and punctuality and includes:

- Setting high expectations for the attendance and punctuality of all students.
- Promoting good attendance and the benefits of regular attendance, engagement and participation in school life.
- Fostering a strong sense of belonging, inclusion and connection to the school community.
- Reducing absence, including persistent absence and severe absence.
- Ensuring every student can access the education to which they are entitled.
- Acting early to identify and address patterns of absence before they become entrenched.
- Building positive partnerships with students and families to ensure appropriate support is in place.
- Working collaboratively with families, external agencies and other professionals to understand and address barriers to attendance.

- Recognising attendance as an important aspect of safeguarding and student wellbeing.
- Meeting statutory responsibilities and promoting good practice in relation to school attendance.

We will also promote and support punctuality and readiness to learn.

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2. Attendance approach

At Fountains High School, we take a support-first approach to promoting good attendance. In line with our commitment to positive relationships, belonging and early intervention, we work proactively with students, families and external partners, where appropriate, to identify and address attendance concerns at the earliest opportunity.

In line with the Department for Education's guidance, Working Together to Improve School Attendance, we work collaboratively with students, families and external partners, where appropriate, to:

Expect: Aspire to high standards of attendance and punctuality from all students and families and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

Monitor: Rigorously use attendance information to identify patterns of poor attendance, both at individual and cohort level, as soon as possible so that students, families and professionals can work together to address concerns before they become entrenched.

Listen and Understand: When a pattern of absence is identified, discuss with students and families to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

Facilitate Support: Remove barriers in school and support students and families to access the help they need to overcome barriers to attendance. This may include pastoral, wellbeing, SEND, family and multi-agency support where appropriate.

Formalise Support: Where absence persists and voluntary support is not working, or is not being engaged with, work together to explain expectations and potential consequences clearly and ensure support is in place to enable improvement. Depending on the circumstances, this may include formal attendance support plans, attendance contracts or other formal support arrangements.

Enforce: For students of statutory school age, where all other avenues have been exhausted and support is not working or is not being engaged with, enforce attendance through statutory intervention in line with relevant legislation, Department for Education guidance and local authority procedures to protect the student's right to education.

3. Legislation and guidance

This policy is based on the Department for Education's statutory guidance Working Together to Improve School Attendance and School Attendance Parental Responsibility Measures.

The guidance is based on the following legislation, which sets out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 7 of the Education and Inspections Act 2006
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) Regulations 2007, as amended
- The Equality Act 2010

This policy also refers to:

- Keeping Children Safe in Education (KCSIE) 2026
- School census guidance
- Mental health issues affecting pupils' attendance: guidance for schools
- Relevant local authority attendance guidance and procedures

4. Roles and responsibilities

4.1 The School

The school will:

- Develop and maintain a positive whole-school culture that promotes the benefits of regular attendance, punctuality, belonging and engagement in learning.
- Promote high expectations for attendance and punctuality for all students.
- Work with students, families and external agencies, where appropriate, to identify, understand and address barriers to attendance.
- Listen to and understand the needs of students and families when attendance concerns arise and provide support at the earliest opportunity.
- Consider individual circumstances when implementing this policy, including the needs of students with SEND, health needs, social, emotional and mental health needs and other vulnerabilities.
- Investigate unexplained absence and follow the school's attendance, safeguarding and children missing education procedures where appropriate.

- Share information and work collaboratively with the local authority and other relevant agencies in accordance with statutory duties, legislation and guidance.
- Regularly monitor, review and analyse attendance and absence information to identify students, groups of students or wider trends requiring additional support.
- Consider attendance information alongside safeguarding, wellbeing, behaviour and pastoral information to support the early identification of need and ensure appropriate support and intervention are provided.
- Ensure students can access education appropriate to their individual needs and circumstances.
- Promote and support punctuality across the school.
- Record attendance accurately and maintain attendance registers in accordance with statutory requirements.

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4.2 The Governing Body

The Governing Body is responsible for:

- Setting high expectations for attendance and punctuality across the school.
- Promoting the importance of school attendance across the school's policies and ethos.
- Ensuring school leaders fulfil their responsibilities and statutory duties relating to attendance.
- Ensuring attendance receives regular scrutiny and challenge through the school's governance processes.
- Monitoring attendance information and patterns of absence.
- Seeking assurance that effective action is being taken to promote attendance, support students and reduce absence.
- Holding the Headteacher to account for the implementation of this policy.

4.3 The Headteacher

The Executive Headteacher/Head of School is responsible for:

- The implementation of this policy across the school.
- Promoting a culture where attendance is valued, supported and expected.
- Ensuring attendance is given a high profile and remains a strategic priority.
- Monitoring school-level attendance and absence information and reporting this to governors.

- Ensuring effective systems are in place for recording, monitoring and improving attendance.
- Supporting staff to monitor and improve attendance of individual students.
- Ensuring attendance concerns are identified and addressed at the earliest opportunity.
- Monitoring the impact of attendance improvement strategies and interventions.
- Working with the local authority and external partners, where appropriate, to improve attendance outcomes.
- Ensuring attendance is considered as part of the school's safeguarding, wellbeing and inclusion responsibilities.

4.4 Senior Attendance Champion

The Senior Attendance Champion is responsible for:

- Leading and championing attendance improvement across the school.
- Setting and maintaining a clear vision for attendance improvement.
- Monitoring and analysing attendance and absence information, including identifying trends, patterns and priorities for action.
- Evaluating attendance processes, support and interventions.
- Ensuring attendance concerns are identified and responded to at the earliest opportunity.
- Working with students, families and external agencies, where appropriate, to improve attendance outcomes.
- Building positive and productive relationships with families to support attendance.
- Supporting the development of attendance support and reintegration plans where required.
- Reporting attendance information to senior leaders and governors as required.

4.5 Attendance Officer

The Attendance Officer is responsible for:

- Monitoring daily attendance and absence information.
- Supporting first-day response procedures and the follow-up of unexplained absences.
- Identifying attendance concerns and sharing these with relevant staff.

- Supporting the implementation of attendance interventions and attendance support plans.
- Maintaining accurate attendance records.
- Supporting attendance analysis and reporting processes.
- Liaising with families and external agencies, where appropriate, regarding attendance matters.

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4.6 Class Teachers

Class Teachers are responsible for:

- Recording attendance accurately for morning and afternoon registration sessions using the appropriate attendance codes.
- Completing attendance registers within the required timescales.
- Promoting good attendance and punctuality.
- Building positive relationships with students and families.
- Identifying attendance concerns and emerging patterns of absence and sharing these with appropriate staff.
- Supporting students to feel safe, included, engaged and ready to learn.
- Maintaining professional curiosity regarding changes in attendance and patterns of absence.

4.7 School Office Staff

School Office Staff are responsible for:

- Receiving and recording absence notifications from parents/carers.
- Maintaining attendance records and attendance registers in accordance with statutory requirements.
- Following up unexplained absences in line with school procedures.
- Referring attendance concerns to appropriate staff where further support may be required.
- Supporting communication between families and relevant school staff regarding attendance matters.

4.8 Parents/Carers

Where this policy refers to a parent/carers, it refers to the adult the school and/or local authority considers most appropriate to work with, including all those with parental responsibility and those who have day-to-day care of the child.

Parents/carers are expected to:

- Ensure their child attends school every day and arrives on time.
- Notify the school of the reason for any absence on the first day of absence and each subsequent day of absence unless alternative arrangements have been agreed.
- Provide the school with more than one emergency contact number wherever reasonably possible.
- Keep contact details up to date and inform the school of any changes.
- Ensure that, where possible, appointments are arranged outside of the school day.
- Request leave of absence in advance where required.
- Work in partnership with the school to promote good attendance.
- Engage with attendance support, meetings and interventions where concerns arise.
- Inform the school of any circumstances that may affect their child's attendance or punctuality.
- Seek support at the earliest opportunity if they are experiencing difficulties that may impact attendance.

4.9 Students

Students are expected to:

- Do their best to attend school every day and arrive on time.
- Speak to a safe adult, where possible, if they are experiencing difficulties that may affect their attendance.

5. Recording and reporting attendance

5.1 Attendance register

The school will maintain an electronic attendance register and place all students on this register.

Attendance will be recorded at the start of each morning session and once during each afternoon session using the appropriate attendance and absence codes in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

The attendance register will record whether a student is:

- Present
- Attending an approved educational activity or off-site provision
- 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 role of the person making the amendment

See Appendix 1 for Department for Education attendance codes.

The school will also record:

- Whether an absence is authorised or unauthorised
- The nature of any approved educational activity
- The nature of any exceptional circumstances affecting attendance.

Attendance records will be retained for six years in accordance with statutory requirements.

The school opens to welcome students through the main entrance at **8:40am**.

Students are expected to arrive in school and be ready for registration by **8:55am**.

The school day ends at **3:10pm**.

The morning register will be taken at **8:55am** and will remain open until **9:25am**.

The afternoon register will be taken at **1:15pm** and will remain open until **1:20pm**.

Students arriving after **8:55am** must report to the school office so that their attendance can be recorded and a reason for lateness obtained.

5.2 Unplanned absence

Parents/carers must notify the school of the reason for a student's absence on the first day of absence and on each subsequent day unless alternative arrangements have been agreed.

Parents/carers should contact the school office before **8:55am**, or as soon as reasonably practicable, by:

Telephone: 01283 247580

Email: enquiries@fountains-high.staffs.sch.uk

When reporting an absence, parents/carers should provide:

- The student's name
- The reason for the absence
- The expected date of return, where known

Reporting an absence to school transport providers does not replace the requirement to notify the school directly.

Absence due to physical or mental illness will normally be authorised unless the school has a genuine concern regarding the authenticity of the illness.

When an absence continues for more than five days, or where there are concerns regarding the authenticity of an illness, the school may request medical evidence. This may include:

- An appointment card
- Prescription information
- A doctor's note
- Hospital documentation
- Other appropriate evidence

Medical evidence will not be requested unnecessarily.

If the school is not satisfied that an absence is genuine, the absence may be recorded as unauthorised, and parents/carers will be informed.

5.3 Planned absence

Medical and dental appointments will be authorised provided that parents/carers notify the school in advance.

Parents/carers may be asked to provide evidence of the appointment.

Where possible:

- Appointments should be arranged outside school hours.
- Students should attend school before and/or after the appointment.
- Time away from school should be kept to a minimum.

Requests for leave of absence during term time must be made in advance by completing a leave of absence request form, available from the school office. Requests will be considered in accordance with statutory guidance and the procedures outlined within this policy.

5.4 Lateness and punctuality

Students are expected to arrive at school on time each day and be ready for registration at **8:55am**.

A student who arrives after **8:55am** but before the register closes at **9:25am** will be recorded as late using the appropriate attendance code.

A student who arrives after the register has closed will be recorded using the appropriate attendance code in accordance with statutory guidance.

Students arriving late must report to the school office so that their attendance can be recorded and a reason for lateness obtained.

The school recognises that occasional lateness may occur for a variety of reasons. However, persistent lateness can have a significant impact on a student's education, wellbeing and ability to access the curriculum.

Where patterns of lateness or punctuality concerns are identified, the school will work with students and families to understand any barriers and provide support where appropriate. Ongoing concerns may be referred to the Attendance Officer for further consideration and intervention.

5.5 Following up unexplained absence

Where a student who is expected to attend school does not attend, or stops attending without explanation, the school will take appropriate action to establish the reason for absence and ensure the student's safety and wellbeing.

The school will:

- Contact parents/carers and emergency contacts to establish the reason for the absence.
- Identify whether the absence is authorised or unauthorised.
- Record the appropriate attendance code as soon as the reason for absence is established and no later than five working days after the relevant session.
- Follow safeguarding and Children Missing Education (CME) procedures where required.
- Make referrals to external agencies where necessary.

The school will respond proportionately to individual circumstances and may accelerate any stage of the procedure where there are immediate safeguarding concerns.

The school's response to unexplained absence is outlined on the next page:

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Unexplained Absence Procedure

Timescale	School Response
Day 1	- The school office will contact parents/carers and emergency contacts using all available methods, including telephone, text message and email, to establish the reason for the absence. - If no contact has been established by 11:00am, the safeguarding team will be informed and attempts to contact will continue. - Where appropriate, social workers and other involved professionals will be informed.
Day 2	- Further attempts will be made to contact parents/carers and emergency contacts. - Attendance concerns will be reviewed and shared with the safeguarding team.
Day 3	- If contact has not been established, a welfare visit will be completed by a member of the safeguarding team to establish the student's whereabouts and ensure they are safe and well. - A safeguarding concern will be raised and recorded on the school's safeguarding system. - Safeguarding concerns will be acted upon as appropriate.
Day 5	- A welfare visit will be completed by a member of the safeguarding team for any student absent for five consecutive school days, regardless of whether contact has been established with the family. - The purpose of the visit is to establish wellbeing, identify any barriers to attendance and consider any support that may be required. - Additional safeguarding action will be considered where appropriate.
Ongoing absence	- The school will continue to make reasonable attempts to establish the student's whereabouts and maintain contact with the family. - Additional welfare visits, safeguarding enquiries and multi-agency involvement may be undertaken where appropriate. - Referrals to external agencies, including Children's Social Care, may be made where concerns are identified. - All actions and attempts to contact the family will be recorded appropriately.
Unable to establish whereabouts	- Where the school is unable to establish a student's whereabouts, or there are concerns that a student may not be receiving a suitable education, local authority and national Children Missing Education procedures will be followed and referrals made as required. - The school will continue to work with relevant agencies until the student's whereabouts and educational provision have been established.

Important information:

- This procedure may be adapted according to the individual circumstances and needs of the student.
- Safeguarding concerns will always take priority and be responded to in accordance with the school's Safeguarding and Child Protection Policy.
- External agencies may be contacted at any stage where there are concerns regarding a student's safety or wellbeing.
- The police may be contacted immediately where there is an identified risk of harm.
- All actions taken in response to unexplained absence will be recorded appropriately.
- This procedure applies to all students, including those who are not of compulsory school age.

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5.6 Reporting attendance to parents/carers

The school will regularly inform parents/carers about their child's attendance and absence levels.

Attendance information may be shared through:

- Termly attendance letters.
- The annual school report.
- Progress evenings.
- Meetings and review discussions.
- Other appropriate communication methods.

Where concerns arise, attendance information will be shared more frequently and the school will work in partnership with students and families to identify barriers, provide support and improve attendance outcomes.

6. Authorised and unauthorised absence

Attendance codes will be applied by the school office and Attendance Officer in accordance with relevant legislation, Department for Education guidance and school procedures.

Decisions regarding leave of absence requests, exceptional circumstances and other cases requiring professional judgement will be made by the Executive Headteacher, Head of School or another appropriate senior leader acting under delegated authority.

Only the school can authorise an absence. A note, telephone call or email from a parent/carers does not automatically mean that an absence will be authorised.

6.1 Approval for term-time absence

The school will only grant a leave of absence during term time where the request meets the circumstances set out in the School Attendance (Pupil Registration) (England) Regulations 2024.

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These circumstances include:

- Taking part in a regulated performance or regulated employment abroad.
- Attending an interview for employment or admission to another educational institution.
- Study leave.
- A temporary, time-limited part-time timetable.
- Exceptional circumstances.

A leave of absence is granted at the discretion of the school, including the length of time a student is authorised to be absent.

The school defines exceptional circumstances as circumstances that are rare, significant and beyond the control of the student or their family and which would not reasonably be expected to occur during school holiday periods.

Each request will be considered individually, taking account of the specific facts, circumstances and relevant background information relating to the request.

Requests for leave of absence during term time must be made in advance by completing a leave of absence request form, available from the school office. Where possible, requests should be submitted at least two weeks before the proposed absence.

The school may request evidence to support an application.

As leave of absence will only be granted in exceptional circumstances, it is unlikely that a request for a family holiday during term time will be authorised.

Parents/carers should not assume that leave will be authorised and should not make travel arrangements until a decision has been confirmed by the school.

6.2 Other reasons for authorised absence

Examples of absence that may be authorised include:

- Illness, including physical or mental health needs, where the school is satisfied that the student is unable to attend.
- Medical or dental appointments that cannot reasonably be arranged outside school hours.

- Religious observance, where the day is exclusively set apart for religious observance by the religious body to which the parent/carer belongs.
- Parent/carer travelling for occupational purposes, where this is permitted within current attendance regulations.
- Other absences authorised in accordance with relevant legislation and statutory guidance.

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The school may request evidence to support an absence request where appropriate.

6.3 Unauthorised absence

An absence may be recorded as unauthorised where:

- No explanation for the absence has been provided.
- The school is not satisfied with the reason given for the absence.
- The absence has not been approved by the school.
- Leave of absence has been taken without the agreement of the school.
- The absence does not meet the criteria for authorisation set out in legislation or statutory guidance.

Unauthorised absence may result in attendance support being implemented and, where appropriate, formal intervention in accordance with this policy and local authority procedures.

6.4 Absence from the school site that is not classified as absence

Students may be recorded as attending an approved educational activity where they are participating in an activity arranged or approved by the school.

Examples include:

- Attending an approved off-site educational activity, sporting activity, educational visit or trip.
- Attending another school at which the student is also registered (dual registration).
- Attending provision arranged by the local authority.
- Attending work experience.
- Other circumstances permitted under relevant legislation and statutory guidance, including where there is an unavoidable cause preventing attendance at the school site.

6.5 Penalty notices and notices to improve

The statutory attendance enforcement measures set out below apply to students of compulsory school age. Different approaches may be required for students who are above compulsory school age.

The school will make use of the full range of support and legal interventions available to improve attendance where appropriate. 18

Where support is considered appropriate and parents/carers have not engaged with support, or attendance has not improved despite support being offered, a notice to improve may be issued in accordance with local authority procedures.

A notice to improve will set out:

- The attendance concerns identified.
- The support that has been offered.
- The actions expected from parents/carers.
- The period during which improvement is expected.
- The potential consequences of failing to secure sufficient improvement.

The Executive Headteacher, Head of School (or another appropriately authorised senior leader), the local authority or the police may issue a penalty notice for the unauthorised absence of a student of compulsory school age.

Before issuing or requesting a penalty notice, the school will consider the individual circumstances of the case, including:

- Whether the national threshold for considering a penalty notice has been met.
- 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 under the Equality Act 2010 make issuing a penalty notice inappropriate.

Each parent/carer who is liable for a student's unauthorised absence may be issued with a penalty notice, although this will usually only apply to the parent(s)/carer(s) who allowed the absence.

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

Under the National Framework for Penalty Notices:

- If issued with a **first** penalty notice, the parent/carers must pay £80 within 21 days, or £160 within 28 days.
- If a **second** penalty notice is issued to the same parent/carers in respect of the same student, the parent/carers must pay £160 if paid within 28 days.
- A **third** penalty notice cannot be issued to the same parent/carers in respect of the same student within three years of the date of issue of the first penalty notice. Where the national threshold is met for a third time within those three years, alternative legal action may be considered.

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A penalty notice may also be issued where parents/carers allow their child to be present in a public place during school hours without reasonable justification during the first five days of a suspension or exclusion, where the school has notified parents/carers that the student must not be present in a public place on those days.

Any use of notices to improve, penalty notices or other legal interventions will be in accordance with current legislation, Department for Education guidance and local authority procedures.

7. Promoting and supporting good attendance

At Fountains High School, we believe that good attendance is promoted most effectively through positive relationships, a strong sense of belonging and a school environment in which students feel safe, valued, understood and supported.

We recognise that students are more likely to attend and engage successfully when they experience positive relationships, feel connected to their school community and have access to the right support at the right time.

Attendance is promoted through:

- High expectations for attendance and punctuality.
- Positive and trusting relationships between students, families and staff.
- An inclusive school culture that promotes belonging, participation and engagement.
- Regular communication with parents/carers regarding attendance and absence.
- Early identification of attendance concerns and emerging barriers to attendance.
- Celebration and recognition of positive attendance, improved attendance, engagement and individual achievements.
- Access to pastoral, wellbeing, SEND and family support where required.
- Collaborative working with families and professionals to understand and address barriers to attendance.

- Targeted support through Early Help and multi-agency working where appropriate.
- Support to enable students to access learning, engage with school life and achieve positive outcomes.

Where attendance concerns arise, the school will work collaboratively with students, families and relevant professionals to understand barriers, identify solutions and ensure appropriate support is in place. | 20

Support will be tailored to the individual needs of the student and may include pastoral support, wellbeing support, SEND support, family support, reasonable adjustments and involvement from external agencies where appropriate.

The school will consider attendance information alongside safeguarding, wellbeing, behaviour and pastoral information to ensure students receive the right support at the right time and concerns are identified and addressed as early as possible.

8. Supporting students with attendance needs

8.1 Students experiencing barriers to attendance

The school recognises that attendance difficulties are often a symptom of wider needs or barriers rather than the cause of concern itself.

Students may experience barriers to attendance for a variety of reasons, including:

- Special educational needs and disabilities (SEND).
- Physical health needs.
- Emotional wellbeing and mental health needs.
- Anxiety-based attendance difficulties.
- Family circumstances.
- Safeguarding concerns.
- Transport difficulties.
- Other vulnerabilities that may affect attendance.

The school is committed to building positive relationships with students and families in order to understand and address barriers to attendance at the earliest opportunity.

Where attendance concerns arise, the school will work collaboratively with students, families and professionals, where appropriate, to identify barriers and agree appropriate support.

The school recognises that attendance concerns may be linked to a student's identified needs, health needs, wellbeing, family circumstances or other vulnerabilities. Where appropriate, the school will work collaboratively with parents/carers, the local authority

and other professionals to identify barriers to attendance and ensure appropriate support is in place.

Where required, the school will provide information to the local authority regarding students whose absence due to illness is causing significant concern.

8.2 Reintegration following absence

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The school recognises that some students may require additional support when returning to school following a period of absence.

This may include students returning after:

- Significant illness or injury.
- Hospital admission.
- Mental health difficulties.
- Anxiety-based absence.
- Extended periods of authorised absence.
- Other unavoidable periods of absence.

Reintegration arrangements will be tailored to the individual needs of the student and developed in partnership with the student, parents/carers and, where appropriate, external professionals.

Support may include:

- Reintegration meetings.
- Reintegration plans.
- Reasonable adjustments.
- Risk assessments where appropriate.
- Gradual or phased reintegration arrangements where appropriate.
- Additional pastoral, wellbeing or SEND support.

The school will monitor the impact of reintegration arrangements and adapt support as required.

8.3 Graduated response to attendance concerns

At Fountains High School, attendance concerns are addressed through a graduated response that prioritises early identification, partnership working and personalised support.

The school will monitor attendance from the beginning of the academic year and identify concerns at the earliest opportunity. Safeguarding concerns, significant barriers to attendance and rapidly declining attendance will always be responded to promptly. The graduated response outlined below will normally be applied once attendance patterns have been established, usually after the first half-term of the academic year.

Attendance percentages are used as indicators to support the identification of concerns but will always be considered alongside the student's individual circumstances, SEND, health needs, emotional wellbeing, safeguarding concerns and family circumstances. The school may move between tiers where professional judgement indicates that a different level of support is required.

Graduated Response to Attendance Concerns		
Tier	Attendance Indicator	School Response
Tier 1: Universal Support	- Attendance above 90%. - No significant attendance concerns identified.	- Attendance monitored routinely. - Positive attendance, engagement and achievement recognised and celebrated. - Universal pastoral, wellbeing and SEND support available where required. - Attendance promoted through positive relationships, belonging and engagement.
Tier 2: Cause for Concern	- Attendance falls below 90% (persistent absence) for the first time; or - Patterns of absence, punctuality concerns or emerging barriers to attendance are identified.	- Attendance reviewed by the Attendance Officer. - Parents/carers informed of attendance concerns. - School seeks to understand barriers to attendance. - Attendance considered alongside safeguarding, wellbeing, SEND and pastoral information. - Appropriate support identified and implemented. - Attendance monitored and reviewed over an agreed period.
Tier 3: Targeted Support	- Attendance remains below 90% despite support being offered; or - Attendance continues to decline; or - Barriers to attendance persist despite intervention.	- Attendance support meeting arranged with parents/carers. - Barriers to attendance discussed and recorded. - Attendance Support Plan developed where appropriate. - Early Help and involvement from relevant professionals considered where appropriate. - Clear actions, responsibilities and review dates agreed. - Attendance reviewed regularly.
Tier 4: Intensive Support and Formal Intervention	- Attendance falls to 50% or below (severe absence); or - Attendance concerns continue despite previous intervention; or - Significant wellbeing or safeguarding concerns are identified; or - Support is not being engaged with.	- Senior leader oversight. - Intensive support and regular review. - Multi-agency involvement strengthened where appropriate. - Attendance considered alongside safeguarding, health, wellbeing and SEND needs. - For students of compulsory school age, notices to improve, penalty notices or other statutory interventions may be considered in accordance with legislation and local authority procedures.

Important information:

- Attendance percentages are used as indicators and do not replace professional judgement.
- Attendance concerns may be addressed at any tier where there are safeguarding concerns, significant barriers to attendance or rapidly declining attendance.

- The school recognises that progress in attendance may not always be linear and that students with SEND, health needs, anxiety-based attendance difficulties and other vulnerabilities may require personalised approaches, reasonable adjustments and longer periods of support.
- Students who are persistently absent (below 90%) and severely absent (50% or below) will be prioritised for support and intervention.
- The school will always seek to understand barriers to attendance and provide appropriate support before considering formal intervention.
- For students above compulsory school age, support will continue to be offered, although statutory attendance enforcement measures may not apply.

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9. Attendance monitoring

9.1 Monitoring attendance

The school will monitor attendance, absence and punctuality information regularly at an individual, group, cohort and whole-school level.

Attendance information will be monitored and reviewed by the Attendance Officer, Senior Attendance Champion and senior leaders to:

- Identify students who may require attendance support.
- Identify patterns and trends in attendance, absence and punctuality.
- Monitor the attendance of different groups of students.
- Identify students at risk of persistent absence or severe absence.
- Evaluate the effectiveness of attendance support and interventions.
- Inform attendance improvement priorities and actions.

Attendance information will also be reported to governors through the school's governance and reporting arrangements.

The school will compare its attendance information with local, regional and national attendance data, where available, to support self-evaluation and attendance improvement.

9.2 Analysing attendance

The school will analyse attendance and absence information regularly to:

- Identify individual students who may benefit from additional support.
- Identify groups of students who may require targeted intervention.
- Identify patterns and trends in attendance, absence and punctuality.

- Understand barriers to attendance.
- Evaluate the effectiveness of attendance support and intervention strategies.

Attendance information will be considered alongside safeguarding, wellbeing, behaviour, SEND and pastoral information to support the early identification of concerns and ensure that appropriate support is in place.

The school will review historic and emerging attendance patterns and use this information to inform attendance improvement strategies.

9.3 Using data to improve attendance

The school will use attendance information to:

- Develop targeted actions to address identified attendance concerns.
- Support students whose attendance may be causing concern.
- Evaluate the impact of attendance support and interventions.
- Inform future attendance improvement strategies.
- Identify priorities for whole-school attendance improvement.

Attendance information may be shared with relevant staff, including pastoral staff, senior leaders, the SENCo and safeguarding team, where appropriate, to support attendance improvement.

Where appropriate, the school will share relevant information and work collaboratively with families, professionals, the local authority and other agencies to support improved attendance outcomes.

9.4 Persistent and severe absence

A student is considered persistently absent where they miss 10% or more of their possible sessions and their attendance falls below 90%.

A student is considered severely absent where their attendance falls to 50% or below.

The school recognises that persistent and severe absence can be an indicator of underlying barriers to attendance and may be associated with increased educational, wellbeing and safeguarding concerns.

Students whose attendance falls within these categories will be prioritised for support and intervention in accordance with the school's graduated response.

The school will work collaboratively with students, families and professionals to:

- Understand barriers to attendance.
- Identify and implement appropriate support.
- Promote engagement with school.

- Improve attendance outcomes.
- Review the effectiveness of support and intervention.

Attendance concerns relating to persistent or severe absence will be considered alongside safeguarding, wellbeing, SEND, health and family circumstances to ensure that support is appropriate to the student's individual needs.

The school will continue to work proactively with students and families to remove barriers to attendance and provide appropriate support before considering formal intervention.

10. Monitoring arrangements

This policy will be reviewed annually by the Designated Safeguarding Lead. At every review, the policy will be approved by the Executive Headteacher or Head of School and shared with the Governing Body.

The policy may be reviewed earlier where changes to legislation, statutory guidance, local authority procedures or school practice require this.

11. Links with other policies

This policy should be read alongside the following school policies and guidance documents:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Mental Health and Wellbeing Policy
- Supporting Pupils with Medical Conditions Policy

Appendix 1 – Department for Education Attendance Codes

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered

Absent – leave of absence

C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances

Absent – other authorised reasons

T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance

I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil 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 pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: In police detention

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