

Attendance Policy

**Review Date**

April 2026

Ratified

July 2026

Next Review Date

July 2027

Responsible Directorate

Safeguarding & Inclusion

About ATT

Our Values



ATT2030 sets a values-driven culture that is explicit about how we work and lead:

Belonging & Becoming: we meet each child where they are and refuse to leave them there - giving them both roots and wings.

Integrity & Excellence: we act ethically, celebrate excellence, and pursue high standards in all that we do.

High Trust, High Accountability: decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people - pupils and adults - that we are forming:

Capable: equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.

Competent: possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.

Confident: feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.

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1 Introduction

- 1.1 We are committed to securing high-quality education for all pupils and recognise that regular attendance is fundamental to achievement, wellbeing and long-term life chances. Attendance is a shared responsibility between the academy, families, pupils and relevant partners, and our approach is inclusive, relational and strengths-based, recognising that attendance can be influenced by a range of factors including health, wellbeing, special educational needs and disabilities, mental health, family circumstances and wider vulnerabilities. We place strong emphasis on early identification, understanding and removing barriers to attendance, and providing timely, graduated support, particularly for vulnerable and disadvantaged pupils, while maintaining high expectations for all. Where attendance concerns persist despite appropriate support, the academy will take proportionate and timely action in line with statutory guidance to ensure all pupils have equitable access to education and a strong sense of belonging within the academy community.
- 1.2 We are committed to taking positive action in the light of the Equality Act (2010) regarding the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership. We continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage. Our relentless approach to ensuring our pupils attend our academy and receive the education that they deserve and are, indeed entitled to, is central to our values.
- 1.3 We operate on a culture of support and inclusivity. We will work with our pupils and families to reduce the barriers to academy attendance, utilising a graduated response to pupil need and ensuring that pupils are offered support to regularly attend. We will offer support and guidance to pupils and families, in order to encourage regular and punctual attendance.

2 Aims of this Policy

- 2.1 To support excellent levels of attendance for all pupils to enable fulfilment of their potential at this Academy

3 Key Principles

- 3.1 Attendance is a safeguarding priority, and patterns of absence are monitored and acted upon promptly to identify potential unmet need or risk.
- 3.2 The academy maintains high expectations for attendance for all pupils while adopting an inclusive, strengths-based approach that seeks to understand and address barriers to regular attendance.
- 3.3 Attendance concerns are identified early and responded to through a graduated approach, with support reviewed and escalated where absence persists.
- 3.4 The academy works in respectful partnership with parents and carers, recognising their legal responsibility for attendance and prioritising clear, accessible and solution-focused communication.
- 3.5 Particular consideration is given to vulnerable and disadvantaged pupils to ensure equitable access to education and appropriate support.
- 3.6 Clear roles and accountability for attendance are embedded across the academy, and where improvement is not secured through support, proportionate statutory action is taken in line with national guidance.
- 3.7 Subject to the terms of this policy, any day-to-day attendance issues that parents or pupils have should be discussed with the class teacher or form tutor. Where more detailed support around attendance is required, parents and pupils should contact the Attendance Officer.

- 3.8 This policy applies to all pupils on the Academy's roll. It is acknowledged, however, the parents of pupils of non-compulsory school age, will not be subject to legal repercussions, as outlined in this policy.

4 Roles and Responsibilities

- 4.1 Attendance is everyone's responsibility. This includes, but is not limited to, the CEO, the Trust Board, National Attendance and Belonging Lead, academy staff (teaching and support staff), governors, parents and/or carers and pupils. Each of our academies has an academy Attendance Lead, a Designated Safeguarding Lead and an Attendance Officer available for families to contact, details of which can be found in our Safeguarding and Child Protection Policy.

The Board of Trustees

- 4.2 The Board of Trustees will:
- Take an active role in attendance improvement, recognise the importance of Academy attendance and promote it across the trust and Academy's ethos and policies
 - Ensure the Academies leaders fulfil expectations and statutory duties
 - Regularly review attendance data, discuss and challenge trends and help academy leaders focus improvement efforts on the individual pupils or cohorts who need it most
 - Ensure academy staff receive adequate training on attendance, including dedicated training for staff with specific attendance responsibilities and any additional training that would help support pupils or cohorts overcome common barriers to attendance
 - Share effective practice on attendance management and improvement across its academies
 - Require the academy to report to the trustees on the Academy's attendance at regular intervals
 - Have a dedicated National Attendance and Belonging Lead who will drive improvement across the trust and act as a central point for academies with attendance queries.

The Academy

- 4.3 The academy's responsibilities include, but are not limited to:
- Developing and maintaining a whole academy culture that promotes the benefit of high attendance.
 - Working with pupils and their families, building strong relationships, to support high levels of attendance and punctuality and understand any barriers to attendance
 - Investigating unexplained or unjustified absence, applying sanctions where appropriate
 - Taking into account individual needs when implementing this policy, including having regard to the Academy's obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child
 - Sharing information and work collaboratively with the local authority, other academies in the area and other partners including, where required, making appropriate referrals in accordance with local procedures, legislation and guidance
 - Work collaboratively with the local authority, other academies in the area and other partners, including where required, making appropriate referrals in accordance with local procedures, legislation and guidance.
 - Regularly monitoring, reviewing and analysing attendance and absence data including to identify pupils or cohorts that require attendance support and to set targets for the future
 - Ensuring that all pupils can access full-time education, putting strategies in place where there is evidence to suggest that this is not the case
 - Ensuring that the trust board and Academy's leadership team work together to monitor attendance levels and the effectiveness of this policy
 - Ensuring that all legislation and guidance are complied with and reflected in our policies and procedures, including the statutory attendance guidance issued by the Department for Education, *Working together to improve school attendance (2024)*

- Having in place appropriate safeguarding responses for children who are at risk of missing education, having regard to the statutory guidance Keeping Children Safe in Education (please refer to our Safeguarding Policy)
- Providing information requested by the Secretary of State, including termly absence data collected by the Department for Education
- Regularly informing parents about their child's attendance and absence levels
- Supporting pupils who are returning to education following long term absence
- Ensuring that effective systems to record and report attendance data are in place, including accurate completion of admission and attendance registers using an electronic management information system
- Assigning overall responsibility for championing and improving attendance at the academy to a designated senior leader.
- Observe and fulfil the responsibilities set out in guidance issued by the Department for Education ([Summary table of responsibilities for school attendance \(applies from 19 August 2024\) publishing.service.gov.uk](#)) to the extent not covered above or elsewhere in this policy.

Attendance Leads

- 4.4 Attendance Leads are listed on each academy's Safeguarding and Child Protection Policy and can be found on our website.
- 4.5 The Attendance Lead will be responsible for the strategic approach to attendance at the academy and will (includes but is not limited to):
- Offer a clear vision for attendance improvement, promoting an attendance culture.
 - Provide leadership, guidance and support for the work of the wider attendance team, including but not limited to the Attendance Officer
 - Ensure that the academy is compliant with policy and statutory guidance
 - Work effectively with the LA and other external agencies regarding attendance
 - Evaluate and monitor attendance expectations and processes, quality assuring completion of the registers and ensuring home contact has occurred where needed.
 - Oversee attendance and absence data analysis, having a strong grasp of absence data, to focus the collective efforts of the academy
 - Monitoring attendance data and identifying trends, including for vulnerable groups and pupils
 - Ensuring the effective deployment of resources to promote high attendance
 - Ensure that key attendance messages are communicated to parents and pupils
 - Provide data and reports to support the work of the board of trustees (see below).

Parents and Carers

- 4.6 It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at school. Where parents decide to have their child registered at the Academy, they have an additional legal duty to ensure their child attends that academy regularly. This means their child must attend every day that the academy is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the Academy.
- 4.7 We expect parents and carers to:
- Ensure that their child arrives at the academy on time, in the correct uniform and with the necessary equipment
 - Promote the importance of daily attendance at home
 - Follow the correct procedure for reporting the absence of their child from the academy (see section 6.1 below)
 - Avoid unnecessary absences (see 7.2 for examples)

- Keep the academy informed of any circumstances which may affect their child's attendance
- Not take their child out of education for holidays during term time (see section 6.3 below)
- Inform the academy in advance of any proposed change of address for their child(ren), along with the name of the parent with whom the child shall live
- Observe and fulfil their responsibilities set out in the guidance issued by the Department for Education: [Summary table of responsibilities for school attendance \(applies from 19 August 2024\)](https://publishing.service.gov.uk) (publishing.service.gov.uk)

Pupils

- 4.8 We expect pupils to:
- Attend the academy regularly and on time
 - Be punctual to all lessons
 - Follow the correct procedure if they arrive to school late (See Sections 5 and 6)

5 Registration

- 5.1 The academy maintains an attendance register and uses this to record each pupil's attendance at the start of the academy day and again in the afternoon. Times of the day are published on each academy's website.
- 5.2 The register will be taken at the same published time for all registered pupils, including those accessing temporary part-time timetables.
- 5.3 Pupils who arrive after the start of a registration session but before the end of the registration session will be marked as late. Registers will remain open for the same period for each registration session and will not remain open for longer than 30 minutes.
- 5.4 Where pupils arrive after the end of a registration session, the process set out at Section 6 applies.
- 5.5 The register is marked using the national attendance and absence codes which can be found in the Department for Education's guidance on attendance - : [Summary table of responsibilities for school attendance \(applies from 19 August 2024\)](https://publishing.service.gov.uk) (publishing.service.gov.uk)
- 5.6 Where a pupil attends a registration session but does not attend subsequent lessons, we will treat this as a truancy and non-attendance matter in accordance with the Behaviour Policy and engage parents where necessary.
- 5.7 Where a pupil is educated offsite, registers must be coded daily to reflect communication from offsite providers. The academy will make arrangements with the offsite provider, to ensure they communicate daily absences and concerns around attendance, with the Academy.
- 5.8 Where an absence is initially recorded as Code N because the reason for absence has not yet been established, the academy will amend the register as soon as the reason is known and no later than five school days after the session. If no reason has been established within five school days, the absence will be amended to Code O.

6 Late Arrival

- 6.1 If a pupil arrives at the academy after the relevant registration period has ended, they must immediately go to the academy office to sign in and provide a reason for the lateness. In the absence of a satisfactory explanation, the register will be marked as unauthorised absence.
- 6.2 Persistent lateness (before the register closes) may be treated with a consequence and will be considered in line with Behaviour and Attendance policies.

7 Reasons for Absence and How to Report or Request Authorisation

- 7.1 Authorised Absence - absence will only be authorised where the academy has given approval in advance for a pupil to not be in attendance or has accepted an explanation offered afterwards as justification for the absence. Only the academy can authorise absence.
- 7.2 Illness-related absence may relate to physical or mental health. In the majority of cases, the academy will accept a parent/carer's notification that their child is too ill to attend, without routinely requesting medical evidence.
- 7.3 The academy will not operate blanket rules requiring medical evidence for illness-related absence. However, where illness-related absence is prolonged, repeated, complex, or where the academy has genuine and reasonable doubt about the authenticity of the reason provided, the academy may request reasonable evidence. This will be proportionate and flexible and will support accurate attendance coding and/or help the academy to better understand the pupil's needs. Reasonable evidence may include, but is not limited to, appointment confirmations, prescriptions, medication, relevant health correspondence, or a discussion with parents/carers and the pupil where appropriate. Where a parent/carer cannot provide evidence in the form requested but can provide other relevant information, the academy will take this into account.
- 7.4 Where a pupil's health needs are complex, long term or frequently recurring, the academy may seek appropriate evidence to better understand the pupil's needs and identify suitable support, reasonable adjustments or provision. This will be considered in line with statutory guidance on supporting pupils with medical conditions and arranging education for children who cannot attend school because of health needs
- 7.5 Unauthorised Absence - absence will be marked as unauthorised where the academy is not satisfied with the reasons given for the absence.
- 7.6 An unauthorised absence is where:
- The academy considers that the pupil was well enough to attend, but they did not
 - The academy is not satisfied, following reasonable and proportionate enquiries, that illness or another authorised reason explains the absence. (Where medical evidence has been reasonably requested, the academy will consider any information provided by the parent/carer before deciding whether Code I or another attendance code is appropriate)
 - Absence immediately before or after a period of school holiday may not be routinely authorised
 - The academy considers that the absence was not unavoidable or exceptional
 - Medical appointments may not be authorised, if taken during the academy day
 - If the academy considers that the pupil could have attended for part of the day but is absent for the whole day a proportionate unauthorised absence will be applied
 - A leave of absence request is declined but still taken (this includes holidays in term time)
 - If the academy has reasonable grounds or obtains evidence to suggest that information has been falsified when giving reasons for absence, then the academy may unauthorise the absence.

Reporting absence from the academy

- 7.7 Where a pupil is to be absent from the academy without prior permission, the parent/carer should inform the academy by telephone on the morning of the day of the first absence and let the academy know when they expect the pupil to return. If the return date is not confirmed on the first day of absence, parents/carers must contact the academy on each day of absence.
- 7.8 In cases of prolonged, repeated or complex illness-related absence, the academy will work with parents/carers and, where appropriate, the pupil and relevant agencies to understand the barriers to attendance and identify appropriate support. Reasonable evidence may be requested where it is

needed to support accurate coding, understand the pupil's needs, consider reasonable adjustments, or plan suitable provision.

- 7.9 Medical evidence should only be needed in a minority of cases. The academy will be flexible about the form of evidence requested and will avoid placing unnecessary pressure on health professionals. A conversation with the parent/carer and, where appropriate, the pupil may be sufficient to support accurate coding and planning.
- 7.10 Where a pupil's health needs are complex, long term or frequently recurring, the academy may seek evidence to better understand the pupil's needs and identify suitable support, reasonable adjustments or provision, in line with statutory guidance on [supporting pupils at school with medical conditions](#) or [arranging education for children who cannot attend school because of health needs](#).

Appointments

- 7.11 Medical, dental and other essential appointments for a pupil should take place outside of academy hours where this is reasonably possible.
- 7.12 Where an appointment must take place during Academy time, the pupil should attend the Academy for as much of the day as possible and as much prior notice as possible should be given to the Attendance Officer.
- 7.13 For the time absent from the Academy to be marked as an authorised, confirmation of the appointment by way of an appointment card or letter must be provided.

Leave of absence

- 7.14 The Academy will grant permission for a pupil to be absent from school in the circumstances described in paragraph 37 of the DFE attendance Guidance, which can be summarised as follows:
- taking part in a regulated performance or employment abroad
 - attendance at an interview for entry into another educational setting or future employment
 - study leave for public examinations
 - temporary, time-limited part-time timetable
 - other exceptional circumstances
- 7.15 Parents and carers will not take pupils out of education for holidays or other extended leave during term time. Principals will not authorise term-time holidays.
- 7.16 To request a leave of absence, parents/carers must make the request in advance (see Appendix 3) and in writing addressed to the Principal and, wherever possible, at least 4 academy weeks ahead of the planned leave.
- 7.17 Where a leave of absence is requested as above, the Principal will consider the specific facts and circumstances relating to the request (see Appendix 4). The decision:
- Will be confirmed in writing
 - Is solely at the Principal's discretion and is final.
- 7.18 Where permission is granted, the Principal will confirm the number of days and dates of absence which are authorised.
- 7.19 If permission is not granted and the parents/carers proceed to take their child out of the Academy, the absence will be marked as unauthorised and parents may be issued with a penalty notice or be subject to prosecution by the local authority (see Section 7 below).
- 7.20 Where a pupil has persistent absence, or where the leave of absence will make them persistently absent, leave of absence will not be granted.
- 7.21 Where a pupil fails to return to the academy after an agreed leave of absence, it will be recorded as unauthorised absence. A Fixed penalty notice will be requested and parents may be reported to the Local Authority and may potentially lose their place at Academy. More information about Penalty Notices can be found in Appendix 6.

Religious Observance

- 7.22 We recognise that pupils of certain faiths may need to participate in days of religious observance. Where a day of religious observance falls during academy time, the absence from the academy will be authorised. Please see Appendix 4 for the extenuating circumstances for leave of absence, for more details.
- 7.23 We ask that parents/carers notify the academy by writing to the Attendance Officer, 4 weeks in advance where absence is required due to religious observance.

Culture of Inclusivity and Support

- 7.24 Where a pupil has a medical condition (physical or mental health related), a disability, a special educational need or indeed any other factor which may present a barrier to attendance we uphold our expectation of high attendance. We endeavour to work with these pupils and their families, taking into account their individual needs, in order to make reasonable and supportive adjustments to facilitate high attendance.
- 7.25 Where parents are facing challenges in getting their child to attend school they should contact the academy in order to seek support and resolve any potential underlying issues so that attendance can be improved. Pupils are encouraged to feel empowered to speak to a trusted adult in the academy, should they have concerns about attending.
- 7.26 Offering bespoke, individual support, encouragement and making reasonable adjustments to facilitate high attendance, for those facing challenges or overcoming barriers, is always our priority.

8 Addressing Poor Attendance and Punctuality

- 8.1 The Academy will use data to target attendance improvement efforts to the pupils or groups of pupils who need it most. In doing so, the Academy, led by the Senior Attendance Champion (Attendance Lead), will:
- Monitor and analyse weekly attendance patterns, proactively using data to identify pupils at risk of poor attendance
 - Provide regular attendance reports to class teachers, form tutors and relevant leaders
 - Identify pupils who need support from wider partners as soon as possible and deliver this support in a targeted manner
 - Conduct thorough analysis of half-termly, termly and full year data to identify patterns and trends
 - Benchmark academy attendance data at each level against local, regional and national level
 - Monitor the impact of the academy strategies and actions to improve attendance on particular pupils and particular groups
 - Work with the Local Authority and other local partners to identify groups
 - Hold regular meetings with the parents or carers of pupils who the Academy and/or Local Authority consider to be vulnerable
 - Communicate patterns of absence to appropriate agencies for pupils with a social worker or under the care of the Virtual Academy.
- 8.2 The academy will manage unexplained absences as outlined in Appendix 5.
- 8.3 Where absence or punctuality is a cause for concern, for example because there is:
- A pattern of unauthorised absence
 - A question over the reasons provided for a particular absence or late arrival
 - Persistent truancy or lateness
- 8.4 We will contact the parents/carers with a view to working together to support improved attendance and/or punctuality. Further information regarding the strategies employed to support pupils with absence that is a cause for concern, can be found in Appendix 1 and 2.
- 8.5 In cases where the Academy has been unable to establish a clear reason for absence and/or has welfare concerns about the pupil, a home welfare check may be carried out.
- 8.6 Failure to attend or arrive at lessons on time may also be dealt with using consequences in accordance with the Behaviour and Attendance policies. Likewise, recognition through rewards will be given to pupils who have exceptional levels of attendance or have made significant improvement to their attendance (see Waves of Provision in Appendix 2).
- 8.7 Absence will be classed as persistent where it falls below 90% across the academic year. Absence at this level is very likely to hinder educational prospects and we will work with parents and carers to support and address these cases. Intervention steps may include implementation of an Attendance Connection Plan, referral to other agencies and/or seeking to put in place an attendance contract.
- 8.8 Where out of school barriers to attendance are identified, the Academy will signpost and support access to any additional services.
- 8.9 Where parents/carers have failed to ensure that their child of compulsory school age is regularly attending the Academy and wider support in accordance with this policy is not appropriate or effective, we may consider issuing a penalty notice. A penalty notice is a financial penalty (£80 if paid within 21 days, £160 if paid within 28 days) imposed on parents which is intended to change behaviour without the need for criminal prosecution. The fine is applicable to both parents or whomever has parental responsibility, regardless of who they reside with.
- 8.10 When considering whether to issue a penalty notice, we will have regard to:
- The National Framework for penalty notices as set out in paragraphs 175 – 201 of the DfE Attendance Guidance; and
 - The local authority's Code of Conduct for issuing penalty notices.
 - Further information on Penalty Notices can be found in Appendix 6.

- 8.11 In the event that a penalty notice is issued but is not paid within 28 days, the Local Authority will decide whether to proceed to prosecution. The local authority also has separate powers to prosecute parents if their child of compulsory school age fails to attend the academy regularly.

9 Children Missing From Education

- 9.1 Where a pupil has been absent from the academy for a consecutive period of 20 unauthorised school days or has not returned within 10 days after an authorised leave of absence, the pupil can be reported as a child missing in education and may lose their school place.
- 9.2 Children who are absent from education for prolonged and/or repeated absences will be offered support to prevent them from missing their right to an education.
- 9.3 Children who are regularly absent from the Academy for prolonged or repeated periods of time, will receive regular (at least weekly) safe and well calls including home visits, to ensure the academy maintains contact and continues to maintain a positive working relationship with the pupil and family.

10 Part-Time Timetables

- 10.1 Placing a pupil on a part-time timetable/phased return may be used as a method to support a pupil transitioning back into the academy after a period of absence. This part-time timetable should ideally be for no longer than 6 weeks. This will be reviewed regularly with a clear reintegration plan and LA involvement where required. A part-time timetable will not be used as a method to manage poor behaviour.

Appendices

Appendix One: Threshold Criteria for Intervention

Thresholds Flowchart Primary

Thresholds	Actions that MUST be Taken		Actions that COULD be Taken
Stage 0 96 – 97% or less than 5 days/10 sessions absence	- Teacher/TA positive phone call - Stage 0 reminder letter		- Teacher-level rewards for 100% attendance - Postcards for excellent attendance
Stage 1 96% and below or 5 days/10 sessions or more of absence	- Teacher meetings - Stage 1 letter sent		- Postcards for improving attendance - Internal target set - Signposting to relevant websites for support - Offer parents a pastoral phone call
Stage 2 95% and below	94 – 95%: Stage 2 letter sent, and action/s chosen from: - Pupil motivational interview with the Attendance Officer - Attendance Officer meeting with parent/carer - Barriers to attendance questionnaire - Referral to external agency as needed (EH) - Internal target setting 91 – 93%: Parent Meeting with the Attendance Officer to discuss barriers to attendance * SENCO if EHCP pupil		- Barriers to attendance questionnaire completed - Child-centered support plan put in place - Regular meetings with the Pastoral Team to discuss barriers - Academy Health referral if appropriate - Where illness-related absence is prolonged, repeated or complex, or where there is genuine and reasonable doubt about the reason provided, reasonable evidence may be requested to support accurate coding and inform appropriate support 91-93% Attendance report tracking with the Attendance Officer to measure and analyse marginal gains 91-93% Parenting contract
Stage 3 90% and below Persistent Absence	- Stage 3 letter sent - Barriers to attendance questionnaire must be completed and a child-centred support plan put in place which is reviewed regularly - Medical evidence should not be requested routinely. Where evidence is needed, this will be reasonable, proportionate and flexible in form, and used to support accurate coding, reasonable adjustments and planning - EWO/LA referral for caseload escalation - Parent meeting with the EWO/LA Attendance Support Officer - Parenting Contract		- EWO/LA Casework - Referrals to external agencies as needed based on the barriers to attendance questionnaire - Weekly pupil meetings with the academy Attendance Officer and/or Pastoral team - Emergency EHCP review if appropriate - Education Supervision Order (ES0) - Referral to CAMHs if appropriate

Stage 4

50% and below
Severe Absence

- Stage 4 letter sent which may lead to EWO/LA casework and pre-legal target/ FPN
- A severely absent case manager to be assigned- weekly contact with the child and family (EHCP/SEN this should be the SENCO, if they are LAC or have a social worker this should be the DSL)
- Where health-related absence is prolonged, repeated or complex, reasonable evidence may be requested to inform support, provision and accurate coding.
- Case manager to review previous barriers to attendance questionnaire and complete again and review child-centred plan

- Referral to Social services if appropriate
- Educational Psychologist referral if appropriate
- Education Supervision Order (ESO)
- AP provided by the LA – as a result of 15 days or more missed due to illness

Thresholds Flowchart Secondary

Thresholds	Actions that MUST be Taken	Actions that COULD be Taken
Stage 0 96 – 97% or less than 5 days/10 sessions absence	- Tutor positive phone call - Stage 0 reminder letter	- Tutor-level rewards for 100% attendance - Postcards for excellent attendance
Stage 1 96% and below or 5 days/10 sessions or more of absence	- Tutor meetings - Stage 1 letter sent	- Postcards for improving attendance - Internal target set - Signposting to relevant websites for support - Offer parents a pastoral phone call
Stage 2 95% and below	94 – 95%: Stage 2 letter sent, and action/s chosen from: - Motivational interview with the Attendance Officer - HOY meeting - Barriers to attendance questionnaire - Referral to external agency as needed (EH) - Internal target setting 91 – 93%: Parent Meeting with the Attendance Officer to discuss barriers to attendance	- Barriers to attendance questionnaire completed - Child-centred support plan put in place - Regular meetings with the Pastoral Team to discuss barriers - Academy Health referral if appropriate - Where illness-related absence is prolonged, repeated or complex, or where there is genuine and reasonable doubt about the reason provided, reasonable evidence may be requested to support accurate coding and inform appropriate support 91-93% Attendance report tracking with the Attendance Officer to measure and analyse marginal gains 91-93% Parenting contract
Stage 3 90% and below Persistent Absence	- Stage 3 letter sent - Barriers to attendance questionnaire must be completed and a child-centred support plan put in place which is reviewed regularly - Medical evidence should not be requested routinely. Where evidence is needed, this will be reasonable, proportionate and flexible in form, and used to support accurate coding, reasonable adjustments and planning - EWO/LA referral for caseload escalation - Parent meeting with the EWO/LA Attendance Support Officer with a parenting contract	- EWO/LA Casework - Referrals to external agencies as needed based on the barriers to attendance questionnaire - Weekly pupil meetings with the Academy Attendance Officer and or Pastoral team - Emergency EHCP review if appropriate - Education Supervision Order (ESO) - Referral to CAMHS if appropriate
Stage 4 50% and below Se- vere Absence	- Stage 4 letter sent which may lead to EWO/LA casework and pre-legal target/ FPN - A severely absent case manager to be assigned- weekly contact with the child and family (If the child is SEN this should be the SENCO, if they are LAC or have a social worker this should be the DSL) - Where health-related absence is prolonged, repeated or complex, reasonable evidence may be requested to inform support, provision and accurate coding. - Case manager to review previous barriers to attendance questionnaire and complete again and review child-centred plan	- Referral to Social services if appropriate - Educational Psychologist referral if appropriate - Education Supervision Order (ESO) - AP provided by the LA – as a result of 15 days or more missed due to illness

Appendix Two	Wave Two Targeted Support (At Risk. Typically 90–95% or emerging patterns)	Wave Three Specialist Support (Persistent / Severe / Complex Needs)
Wave One Universal Academy Support (Whole School. Typically 95%+)		
• A strong culture of belonging where pupils feel safe, known and valued. • A strengths-based approach using the strengths-based toolkit. • Emotion Coaching, Trauma informed practice & Zones of Regulation/ Emotional literacy Program • Adaptive Practice with Transformational Education offer • Positive connections, strengths-based language and strong relationships between staff, students and families - every interaction is an intervention • A whole school personal development programme • High expectations for attendance shared clearly with pupils and families. • Positive relationships between staff, pupils and families built every day. • An engaging, inspiring curriculum and enrichment offer that motivates pupils to attend. • Clear, shared attendance policy, consistent routines and accurate register coding. • First-day response for all unexplained absence and swift relational follow-up. • Regular attendance monitoring to spot patterns early. • Inclusive recognition that celebrates good attendance and improvement. • Breakfast provision and practical support to remove everyday barriers. • Wide ranging enrichment opportunities – taking school beyond the academic offer	• Early identification of pupils showing attendance concerns or patterns. • An Attendance Connection Plan developed with the pupil and family. • Time-limited, barrier removing actions agreed and reviewed regularly. • A trusted adult, meet-and-greet or daily check-in to support routines. • Nurture, regulation or emotional support where needed. • SENCo involvement to explore unmet need or additional support. • Visual timetables, transition support and classroom adaptations. • Catch-up or tutoring to reduce anxiety linked to missed learning. • CAHMs referral if appropriate • Altered curriculum where appropriate. • Altered school day (could be start/end of day or extended lunch times for home visit) This must be temporary and be phased out in a timely manner. • Case worker assigned to the student with lesson check-ins • SENCo observation to identify potential unmet need. • Nurture group (lesson time or lunch time). • Barriers to attendance meeting with pupil and a member of the pastoral team/attendance officer. • Big Emotions Support (anger management). • Protective behaviours support. • Early Help to be offered to family (must be offered to all children who are persistently absent). • Signpost students to self-help resources. • Parenting support literature to be offered. • Additional tutoring to be offered where appropriate. • Breakfast club to be offered to support lateness and support school readiness. • Afterschool clubs to be offered free of charge where appropriate.	• Intensive, coordinated support through a multi-agency approach. • A clear plan with shared actions, time-scales and frequent review. • Specialist assessments or referrals where appropriate (e.g. EP, SaLT, mental health). • EHCP referral (where appropriate) • Referral to LA Childrens' Services where safeguarding thresholds are met • Health-related absence supported in line with Section 19 guidance. • Alternative or flexible provision considered carefully and reviewed regularly. • Strong focus on reintegration and restoring full attendance where possible. • Art/Play Therapy • Intensive parenting partnership and support with Parenting classes (where appropriate) • Proportionate escalation, including legal routes, where support is not engaged with or effective.
	Undertake Assessments • Dyslexia Screening • Speech & Language screening • Fluency reading age tests • Boxhall profile or equivalent • 'Barriers to Attendance' questionnaire • Strengths and difficulties questionnaire • What is Worrying Me tool • Child-centred plan • My STAR worksheet or equivalent • CAHMs referral if appropriate	• Free Breakfast club to be offered to support lateness and support school readiness • Free afterschool clubs to be offered

Wave One Universal Academy Support (Whole School. Typically 95%+)	Wave Two Targeted Support (At Risk. Typically 90–95% or emerging patterns)	Wave Three Specialist Support (Persistent / Severe / Complex Needs)
• A strong culture of belonging where students connect with trusted adults and feel known, safe and respected. • A strengths-based approach using the strengths-based toolkit. • Emotion Coaching, Trauma informed practice & Zones of Regulation/ Emotional literacy Program • Adaptive Practice with Transformational Education offer • Clear expectations for attendance embedded across curriculum and pastoral systems to promote confidence and resilience. • Positive connections, strengths-based language and strong relationships between staff, students and families. (e.g. Tutor/HOY) • An engaging curriculum and enrichment offer that motivates regular attendance. • Consistent attendance policy, routines and accurate register coding. • First-day response for all unexplained absence with swift follow-up. • Regular attendance monitoring to identify patterns early. • Inclusive recognition and rewards that celebrates good attendance and improvement. • Breakfast provision and practical support to remove everyday barriers. • Whole-school personal development programme. • relationships with the pupil and family. • Whole-school promotion of good attendance through literature, website, competitions & Newsletters. • Wide ranging afterschool enrichment opportunities – taking school beyond the academic offer	• Early identification of students with attendance concerns or emerging patterns. • An Attendance Support Plan agreed with the student and family. • A named caseworker providing consistent oversight and regular check-ins. • Tutor, HOY or pastoral mentoring to strengthen connection and routines. • Nurture or regulation support to address emotional or behavioural barriers. • SENCo involvement to explore unmet or emerging needs. • Catch-up, tutoring or curriculum adjustments to reduce anxiety linked to missed learning. • Meet-and-greet, supported transitions or timetable adjustments where needed. • Signposting to self-help or wellbeing resources. • Consideration of Early Help where wider family support may be beneficial. • Altered school day /Any Part Time/ Adjusted timetable used only as a short-term, planned and reviewed adjustment • Structured programme for catching up missed work. • SENCo observation to identify potential unmet need. • Nurture group (lesson time or lunch time). • Barriers to attendance meeting with pupil and a member of the pastoral team/attendance officer. • Protective behaviours support. • Early Help to be offered to family (must be offered to all children who are persistently absent).	• Intensive, coordinated support through a multi-agency approach. • A clear plan with shared actions, time-scales and frequent review. • Specialist assessments or referrals where appropriate (e.g. EP, mental health, SaLT). • Referral to LA Childrens' Services where safeguarding thresholds are met • Health-related absence supported in line with Section 19 guidance. • Alternative provision considered carefully and if used reviewed regularly. • Strong focus on reintegration and restoring full attendance where possible. • Intensive parenting partnership and support with Parenting classes (where appropriate) • Proportionate escalation, including legal routes, where support is not engaged with or effective. • Art/Play therapy. • Refer to CAMHs. • Refer to Flexible Learning/Virtual schools. • EHCP referral (where appropriate) • Free Breakfast club to be offered to support lateness and support school readiness

Appendix three: Leave of Absence Request Form

Request for Leave of Absence

To be made to the Principal -at least 4 weeks in advance of date of requested absence

Name of academy:				Name of pupil:			
Class:				Year group:			
Dates of planned absence:				From:		To:	
Confirmed date of return to academy:							
Reason for request:							
Name of Sibling:				Name of sibling:			
Academy:		Class/year:		Academy:		Class/year:	

Parents are asked to note:

The ATT Attendance Policy is to fully comply with Government regulations. Statutory guidelines state "Principals may not grant leave of absence during term time unless there are exceptional circumstances".

The academy may seek advice from the National Attendance and Belonging Lead and liaise with the head teachers of other schools which siblings attend.

Requests for leave in exceptional circumstances should be made at least 4 weeks in advance of the event.

Retrospective approval for absence cannot be granted. Parents do not have the right of appeal if a request for a leave of absence is declined, the Principal's decision is final.

Leave of absence will NOT be granted for pupils who are at a level of persistent absence (less than 90%) or where attendance/punctuality are a concern.

Leave of absence will NOT be granted during periods of public examinations or internal Academy assessments.

Leave of absence will NOT be granted for holidays during term time regardless of circumstances.

Where leave of absence is NOT authorised and parents decide to take pupils out of Academy despite the academy's decision, absence will be recorded as unauthorised and subject to a fixed penalty notice (fine). If the academy grants a leave of absence request and subsequently obtains evidence that indicates an application was falsified, the academy reserves the right to amend the child's attendance records to record the absence as unauthorised and apply for the issuing of a fixed penalty notice.

Where a pupil fails to return to the academy after an agreed period of leave of absence, absence will be recorded as unauthorised, a fixed penalty notice (fine) requested and they may be reported to the Local Authority as 'A Child Missing in Education' and potentially lose their place at the academy.

Academics are under no obligation to provide work for pupils who are absent from Academy, unless parents/carers have received a license from the LA for their child to take part in sporting/arts/theatre events as part of professional organisation, as detailed above.

Circumstance	Number of days which may be authorised	Additional notes
Religious Observance	1 day in any one academic year	Additional days for travelling abroad will NOT be authorised and will be subject to a fixed penalty notice
Family Celebration	1 day in any one period of absence	Additional days for travelling abroad will NOT be authorised and will be subject to a fixed penalty notice
Family Emergency/compassionate leave	1 day in any one period of absence	Additional days for travelling abroad will NOT be authorised and may be subject to a fixed penalty notice
Participation in sporting/arts/theatre events as part of professional organisation	See additional notes Absence must not to be authorised if license not obtained by parents from LA	Additional days for travelling abroad will NOT be authorised and may be subject to a fixed penalty notice Parents are required to obtain a license from the LA Not to be authorised if a pupil's attendance would fall below 96% Academy to make arrangements for pupil to receive a suitable education For not less than 6 hours per week and During each complete period of 4 weeks or if less than 4 weeks during that period, for periods of time not less than 3 hours a day and On days where pupils would be expected to attend the academy and For not more than 5 hours on any such day
Gypsy/Roma and Traveller Absence	This should only be for travel for occupational circumstances	Absences will not be granted for any other reasons other than occupational circumstances
Name and address of both parents (to be completed in all cases for all applications):		

Signed (by parent with parental responsibility:			Date:	
To be completed by Academy – copied retained on record – copy to parents (Tick as appropriate)				
Pupil's current attendance % (YTD)		Leave absence already taken this academic year:		
Number of days absence				
Absence authorised	No further action	Register Code/Reason		
Unauthorised absence	Fixed Penalty Notice 6 or more sessions (1 session = ½ day) in the current or previous half term.		Register Code/Reason	
	Yes/No	Not deemed as exceptional circumstances	O	
	Yes/No	Unauthorised Holiday	G	
	Yes/No	Pupil at level of persistent absence	O	
	Yes/No	Religious observance above 1 day in academic year	O	
	Yes/No	Family celebration above 1 day in academic year	O	
	Yes/No	Exam period	O	
	Yes/No	Other – please specify	O	
Principal's signature:			Date	

Appendix four: Exceptional Circumstances

Where a child has persistent absence, or where the leave of absence will make them persistently absent, leave of absence will not be granted.

Circumstance	Number of Days which <u>may</u> be authorised	Additional Notes All requests MUST be made in writing, 4 weeks in advance
Religious Observance	1 day in any one academic year	More than one day would not normally be authorised, but each request will be considered on its individual merits
Family Celebration	1 day in any one academic year	More than one day would not normally be authorised, but each request will be considered on its individual merits
Family Emergency/compassionate leave	1 day in any one academic year	More than one day would not normally be authorised, but each request will be considered on its individual merits
Participation in a performance	Dependent on LA license Absence must <u>not</u> to be authorised if license not obtained by parents from LA	Additional days for travelling abroad would not normally be authorised but each request will be considered on its individual merits and may be subject to a fixed penalty notice Parents are required to obtain a license from the LA Academy to make arrangements for pupil to receive a suitable education For not less than 6 hours per week and During each complete period of 4 weeks or if less than 4 weeks during that period, for periods of time not less than 3 hours a day and On days where pupils would be expected to attend the Academy and For not more than 5 hours on any such day
Participation in a sporting event – competing at a national level or above only	Maximum of 4 days in any one academic year	Additional days for travelling abroad will NOT be authorised and may be subject to a fixed penalty notice
Gypsy/Roma and Traveller Absence	NA but only travel for occupational circumstances	Absences will not be granted for any other reasons other than occupational circumstances

Appendix five: Unexplained Absence Procedure

Day 1 Text Message	Contacts on the MIS system are text, to establish the whereabouts of the pupil
Day 1 Telephone Call	If there is no appropriate response to the text, the parent or carer of the pupil will be called
Day 1 Emergency Contacts of a Child	If there is no response to the call to the parent or carer, wider emergency contacts will be called to establish the whereabouts of the pupil
Day 1 DSL Informed	If there is no satisfactory response to the text or calls, the DSL will be informed The DSL will exercise their professional judgement and will record their rationale on whether to conduct a home visit to establish whether the pupil is safe and well Where a child has a social worker or is under the care of the virtual Academy, they will be informed of the unexplained absence
Day 2 (Or before) Home Visit Conducted	Conduct a safe and well-call with two members of staff, to establish if the child is at home. Use the Home Visits Policy for guidance. If there is no response at the home visit, the DSL will be informed If a home visit does not explain the pupil's whereabouts, where applicable, the pupil's sibling/s school should be contacted to garner further information or share concerns
Day 3 (Or before) Agency Contact	If a home visit has been unsuccessful by day 3, agencies will be contacted such as Children's Services or the police, to request a safe and well call. Advice will be taken from Children's Services if a safe and well call is unproductive in establishing the whereabouts of the pupil

Appendix six: Penalty Notices and Leave of Absence

Taken from the academic year 2025-26

Leave of Absence

The law states a leave of absence may only be granted by an Academy if an application is made in advance and if it considers there are exceptional circumstances relating to the application.

Expectations

- A leave of absence is granted entirely at an Academy's discretion. Permission for a Leave of Absence from an Academy may only be given by a person who the Academy's proprietor has authorised to do so (an authorised person).
- Academies must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.
- Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.
- Where a leave of absence is granted, the Academy will determine the number of days a pupil can be absent from Academy.
- When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify the parents of their decision. The Academy may also request further information on the application and supporting documentation where appropriate.
- It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is their responsibility to ascertain if the leave is authorised prior to the start of the leave.
- The Academy can only consider applications for Leave of Absence which are made by the resident parent. i.e the parent with whom the child normally resides.
- Where applications for Leave of Absences are made in advance and refused, the child is expected to be in the Academy on the dates set out in the application. If the child is absent during that period, it will be recorded as an "unauthorised" absence. Where a leave of absence is requested but additional days take either prior to or after the request, they may be considered as part of the leave of absence.
- Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result
- in the absence being recorded as 'unauthorised'.
- All matters of unauthorised absence relating to a Leave of Absence will be referred to the relevant Local authority's attendance service. Penalty notices are issued in accordance with the appropriate Local Authority's Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.
- Where a Penalty Notice is not paid within the timeframe set out in that Notice, the matter will be referred to the appropriate Local Authority's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.
- *The law relating to Penalty Notices changed with effect from 19 August 2024. Therefore, Penalty Notices issued for Leave of Absence taken from September 2024 will be issued in accordance with the updated legislation.*
- Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices – 4 in total).
- First Leave of Absence Offence: The amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.

- Second Leave of Absence Offence within a 3 year period (from the date of issue of the first penalty notice):
The amount of £160 paid within 28 days. No reduced amount.
- Third Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice).
A Penalty Notice will not be issued and the matter will be referred to the appropriate Local Authority's Legal Services to consider instigating criminal prosecution proceedings