



Attendance Policy

Date policy last reviewed: 01/10/2026

Signed by:

<u>L McComas</u>	Head of School	Date: <u>01/10/2026</u>
<u>J Wilson</u>	Chair of governors	Date: <u>01/10/2026</u>

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Statement of intent

At Saints Peter and Paul Catholic High School, we are committed to providing an environment where every student is known, valued and supported to achieve their full potential. Guided by our Catholic values of respect, compassion, dignity, service and excellence, we recognise that regular attendance and punctuality are fundamental to both academic success and personal development.

Excellent attendance enables students to fully engage in learning, build positive relationships, participate in the wider life of the school and develop the knowledge, skills and character needed for their future. Regular attendance also promotes wellbeing, resilience and a strong sense of belonging within our school community.

We believe that promoting good attendance and punctuality is a shared responsibility between students, parents/carers and the school. We are committed to working in partnership with families to remove barriers to attendance, provide appropriate support where needed, and ensure every student has the opportunity to flourish.

We are committed to:

- Having high expectations for all students with regards to attendance and punctuality.
- Promoting and modelling good attendance and punctuality and reducing absence, including persistent absence.
- Ensuring equality, inclusion and fairness for all.
- Intervening early and working with families and external agencies to address barriers to attendance and safeguard the wellbeing of our students.
- Recognising and celebrating excellent and improved attendance.
- Ensuring every student has access to the full-time education to which they are entitled.
- Supporting parents in meeting their legal responsibility under Section 7 of the Education Act 1996 to ensure their child receives a suitable full-time education through regular attendance.
- Creating a safe, caring and inclusive environment where every student can thrive.

1. Legal framework

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

- Education Act 1996
- Equality Act 2010
- The Education (Student Registration) (England) Regulations 2006 (as amended)
- DfE (2024) 'Working together to improve school attendance'
- DfE (2016) 'Children missing education'
- DfE (2024) 'Keeping children safe in education (KCSIE) 2024'
- DfE (2023) 'Providing remote education'
- DfE (2024) 'Sharing daily pupil attendance data'

This policy operates in conjunction with the following school policies:

- Complaints Policy
- Children Missing from Education Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Pupils with Additional Health Needs Attendance Policy
- Equality Information & Objectives Policy

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at school or by education otherwise than at school.

Regular and punctual attendance at school is essential to enable children to maximise their educational attainment, opportunities, and further development.

Relevant Legislation and Legal Background:

- Section 7 of the Education Act 1996 states that '*The parent of every child of compulsory school age shall cause him/her to receive efficient full-time education either by regular attendance at school or otherwise*'.
- Section 444 (1) of the Education Act 1996 states that '*if a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school his parent is guilty of an offence*'.
- Section 576 Education Act 1996 stipulates that for the purposes of Education Law, parent includes:
 - All biological parents, whether they are married or not.
 - Any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative.

- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person. This could be one parent, both parents and/or carers.

2. Definitions

The following definitions apply for the purposes of this policy:

Absence:

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

Authorised absence:

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

Unauthorised absence:

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

Persistent absence (PA):

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

Please note that 90% on a test is seen as a positive achievement however in attendance terms anything less than 90% is a serious concern. We should be striving for 100% attendance each year.

Yearly Attendance	Yearly Days Missed	Yearly Learning Hours Missed	Learning Hours Missed Over 5 Years
100%	0	0	0
97%	6	30	150
95%	10	50	250
90%	20	100	500
80%	40	200	1000
50%	100	500	2500

The image below highlights the number of days off each half term which could result in your child being persistently absent by the end of the academic year.

Half Term	Days missed will class as persistent absence
End of half term 1	3 days in total
End of half term 2	6.5 days in total
End of half term 3	10 days in total
End of half term 4	13.5 days in total
End of half term 5	16.5 days in total
End of half term 6	19 days in total

Severely Absent (SA):

- When attendance falls below 50% of their expected sessions in the academic year.

This means the student has attended less than half of the sessions they are required to attend, indicating a significant level of absence that is likely to impact their education, wellbeing and progress. Severely absent is recognised as a critical safeguarding and educational concern and will trigger an escalated response from school.

Missing education:

- Not registered at a school and not receiving suitable education in a setting other than school

3. Contact Details

The name and contact details of the senior leader responsible for the strategic approach to attendance in our school is:

Name: Miss Lisa Caton

Contact Details: catonl@stspeterandpaul.co.uk

The name and contact details of the Inclusion Manager for Family Support, students and parents should contact for more individual support with attendance

Name: Miss Lauren Crank

Contact Details: crankl@stspeterandpaul.co.uk

The name and contact details of the Attendance Officer, students and parents should contact about attendance on a day-to-day basis.

Name: Mrs Sarah Spruce

Contact Details: spruces@stspeterandpaul.co.uk

School should be notified of any student absence. Additionally, you can report your child's absence to:

- Formation Tutor
- Year Mentor
- Progress Leader

There are various ways in which absence can be reported.

- Via the facility on Class Charts
- Telephone the school office/ attendance officer on 0151 424 2139
- Email: admin@stspeterandpaul.co.uk

We are committed to ensuring that systems and processes are in place regarding promoting school attendance and would encourage parents to make contact with school as soon as possible if they have any concerns about their child.

4. Roles and responsibilities

The governing board has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the school.
- Promoting the importance of good attendance through the school's ethos and policies.
- Arranging attendance training for all relevant staff that is appropriate to their role.
- Working with the SLT to set goals for attendance and providing support and challenge around delivery against those goals.
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Having regard to KCSIE when making arrangements to safeguard and promote the welfare of children.

Governors will promote attendance in a way that reflects the mission and Catholic ethos of the school, ensuring that every student is treated with dignity, compassion and fairness.

The Head of School is responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Ensuring all parents are aware of the school's attendance expectations and procedures.
- Ensuring that every student has access to full-time education and will act as early as possible to address patterns of absence.

Pastoral Leaders are responsible for:

- Monitoring year group attendance through tracking and analysing data.
- Early intervention through responding promptly to concerns.
- Building positive relationships with parents through supportive communication.
- Lead meetings with parents/carers where attendance is a concern.
- Provide pastoral support to students to remove barriers to attendance.
- Promote positive attitudes and reinforce expectations around attendance and punctuality.
- Collaborate with formation tutors, attendance officers, and senior leaders for a coordination response.
- Liaise with the Safeguarding team if concerns arise about a student's welfare.
- Plan and implement targeted interventions for individuals and groups
- Monitor and evaluate the impact of support strategies
- Refer to external agencies if required (e.g. Education Welfare, Early Help) when appropriate

SENDco is responsible for:

- Monitoring attendance of students with SEND through tracking and analysing data.
- Understanding barriers to SEND related attendance barriers
- Early identification of attendance concerns for students with SEND
- Ensure appropriate support strategies are implemented promptly
- Ensure attendance considerations are reflected in EHCPs, support plans, and provision maps
- Adapt provision where necessary to support improved attendance (e.g. phased returns and reasonable adjustments)
- Collaboration with pastoral and attendance teams, sharing expertise to ensure a coordinated and inclusive approach.
- Supportive communication with families of students with SEND regarding attendance concerns
- Ensure safeguarding concerns linked to attendance are acted upon appropriately
- Liaise with external professionals (e.g. Educational Psychologists, CAMHS, health services)

- Support referrals and multi-agency working to address attendance barriers
- Promote understanding of inclusive strategies to improve attendance

SMHL (Senior Mental Health Lead) is responsible for:

- Supporting early identification of students whose mental health is affecting attendance ensuring timely and appropriate interventions are put in place
- Assessing and interpret mental health-related barriers (e.g. anxiety, EBSA, low mood)
- Overseeing interventions for students experiencing mental health difficulties that is impacting attendance and support reintegration plans, including phased returns where appropriate
- Working closely with pastoral leaders, SENDCo, and attendance staff
- Supportive communication with families regarding mental health-related absence
- Providing guidance for students and signpost to appropriate support services
- Working directly with students to understand their experiences and needs to inform attendance planning.
- Reporting safeguarding concerns
- Liaising with external services (e.g. CAMHS, counselling services, Early Help)
- Support referrals and multi-agency approaches to improve attendance
- Equip staff with strategies to support students struggling to attend

Formation Tutors are responsible for:

- Daily monitoring of their formation groups attendance and punctuality
- Following up on unexplained absence or patterns of concern with students and families
- Checking in with students on return to school after absence
- Building positive relationships with students to create a sense of belonging and support wellbeing.
- Promoting high expectations for attendance and punctuality with their formation group
- Communicating with parents/carers to praise or address concerns
- Encouraging engagement with attendance targets and tracking during formation time.
- Following safeguarding procedures and report concerns appropriately
- Celebrating and rewarding good and improved attendance

Curriculum Leaders are responsible for:

- Monitoring attendance within subject areas
- Identifying curriculum-related barriers and address issues such as disengagement, workload or lack of accessibility.
- Ensuring the curriculum is inclusive for all.
- Promoting engagement in learning through high quality and engaging teaching
- Supporting students with low attendance and ensuring students can be reintegrated in the classroom following a period of absence through following systems.
- Collaboration with pastoral and SEND teams
- planning effective intervention and support strategies
- Using data to monitor impact on progress
- Promoting high expectations

Class teachers are responsible for:

- Accurate and prompt register completion in line with school procedures

- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Ensuring all absences to lesson and lateness, are correctly recorded
- Promoting the value of attendance in supporting progress and achievement
- Reinforcing expectations for attendance and punctuality in every lesson
- Creating an engaging and positive classroom environment.
- First response and follow-up through acknowledging and supporting students on their return after absence.
- Supporting students with low attendance by providing work, resources, or catch-up support for missed learning.
- Collaboration with staff and leaders to improve attendance concerns.
- Communication with parents/carers
- Provide subject-specific feedback where attendance is impacting progress
- Monitoring impact on learning and adjust teaching and support accordingly
- Modelling good attendance and punctuality
- Using their professional judgement and knowledge of individual students to inform decisions as to whether any welfare concerns should be escalated.

The attendance team is responsible for:

- Monitoring attendance and the impact of interventions.
- Ensuring registers are accurate
- Communicating with students and parents with regard to attendance.
- Following up on incidents of persistent poor attendance.
- Working closely with the wider pastoral team

Parents are responsible for:

- Promoting positive and healthy attendance patterns with their children and set good bedtime and morning routines.
- Ensure your child attends every day, on time and equipped and ready to learn.
- Ensure school has at least 3 up to date addresses and contact numbers.
- Contact school on the first day of absence by 08.30am to provide a reason for absence.
- Contact the school each day of absence until your child returns.
- Provide medical evidence for any absence exceeding 5 days (10 sessions) or more.
- Ensure medical appointments are made outside of school time. If this is not possible, your child needs to be in school prior to and after the appointment. We will need medical evidence upon their return.
- Holiday requests during term time will not be authorised Parents/carers who take their children out of school for a holiday may be issued with a Penalty Notice.
- Contact school if you are experiencing difficulty getting your child to attend school.
- Work with the school and any other agencies of support to resolve any difficulties which may affect regular school attendance.

We recognise parents as the primary educators of their children and value our partnership in supporting regular attendance.

Students are responsible for:

- Valuing their education and aiming for 100% attendance each academic year.

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

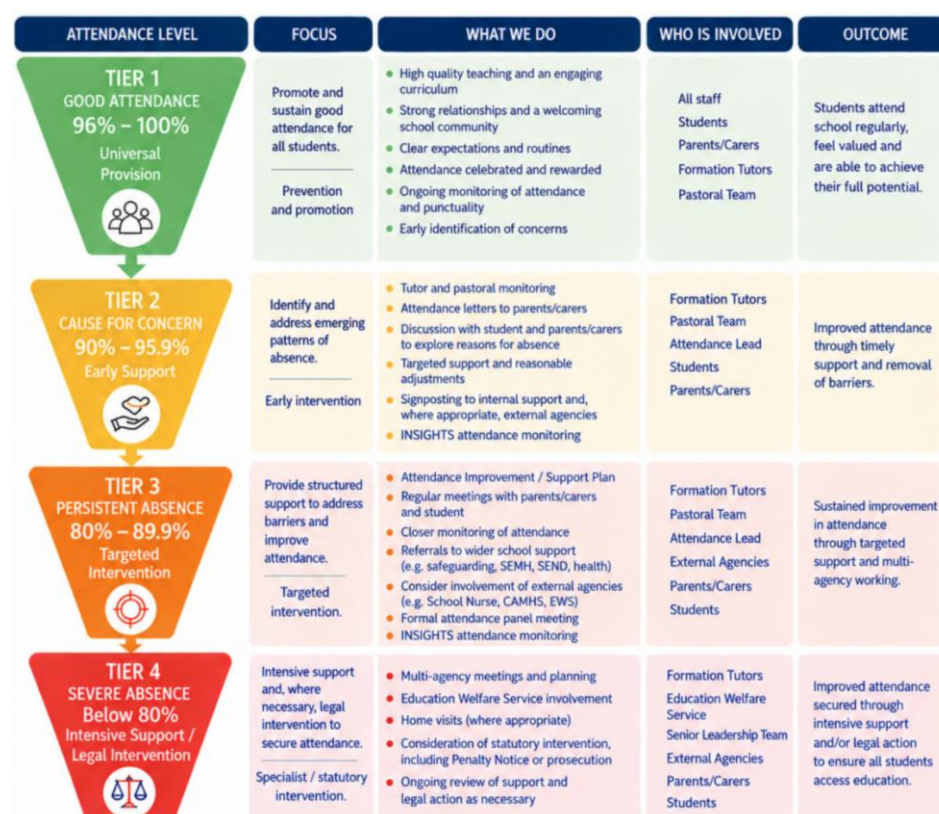
5. Attendance expectations & tiered response

The school has high expectations for students' attendance and punctuality and will ensure that these expectations are communicated regularly to parents and students.

Students will be expected to:

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

The school day will start at **8:40am**, and students will be in their classroom, ready to begin formation time at this time; therefore, students will be expected to be on the school site by **8:35am**. School finishes at 3.00pm each day.



Punctuality Expectations

The school will regard punctuality as of the utmost importance and lateness will not be tolerated.

- If a student arrives late to school but whilst the register is still open, they are marked as late (L on the attendance register).

- If a student arrives after the register closes they will be issued with a U code. This code is classed as an unauthorised absence. Therefore, if a student receives 10 or more U codes this can lead to a potential fine of £80 per parent.
- Students who are late to school will be placed on 10 minute 'Catch up' at the end of the school day. This means that these students will not leave school until 3.10pm. This is communicated via Class Charts. If a student fails to attend catch up, a second chance will be given. If they fail to attend the second chance, they will be expected to attend a progress leader restorative after school.
- Students who are late to lesson will receive a sanction from their subject teacher. This will be the subject teacher's discretion.

All Students are expected to be in their classes where the teacher will record the attendance electronically. Punctuality to lessons is extremely important. The start of a lesson is when important recall activities take place to ensure learning gaps are filled.

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

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

Arriving on time to school and lessons is an expectation at Saints Peter and Paul Catholic High School Catholic High School.

The table below illustrates the importance to arriving on time to school and lessons and the amount of learning that is missed when a student arrives late.

In a school year, if your child is late every day by:	Your child would have lost approximately:	Or they would have missed approximately:
5 minutes	3 days from school	16 lessons
10 minutes	6 days from school	32 lessons
15 minutes	10 days from school	48 lessons
20 minutes	13 days from school	63 lessons
30 minutes	19 days from school	95 lessons

6. Absence procedures

Parents will be required to contact the school before **8:30am** on the first day of their child's absence – they will be expected to provide an explanation for the absence and an estimation of how long the absence will last, e.g. one school day. This can be carried out through a variety of ways; telephone school on 0151 424 2139 or via the Class Charts App.

Where a student is absent, and their parent has not contacted the school by 9.25am to report the absence, administrative staff will contact the parent via **telephone call** as soon as is

practicable on the first day that the student does not attend school. If contact via telephone call is unsuccessful a further communication will take place via the Class Charts app.

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

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

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

In the case of PA, arrangements will be made for parents to speak to staff at school. The school will inform the LA, on a **regular** basis, of the details of students who fail to attend regularly, or who have missed 10 school days or more without authorisation.

If a student's attendance drops below **90 percent**, there may be a formal meeting with the student and their parent.

First-Day Contact

The school will prioritise first-day contact for students considered vulnerable or at risk. This includes those with safeguarding concerns, poor attendance, SEND, mental health needs, or where absence is unexpected. Failure to establish contact will result in immediate escalation in line with safeguarding procedures. First day contact will be recorded and any concerns will be reported in line with safeguarding policy and procedures.

Students who are prioritised for first-day contact include:

- Students subject to safeguarding concerns
- Students with a history of poor attendance
- Vulnerable groups
- Students with SEND
- Students with known mental health needs
- Students with medical needs
- Students at risk of harm or exploitation
- Students where absence is unusual
- Exam year groups or key transition points

7. Attendance Register and Leave of Absence

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

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

- Present
- Absent

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

The register is marked using the codes as advised by the Department for Education (DfE) 'Working together to improve School Attendance Guidance' (for maintained schools, academies, independent schools, and local authorities), for further information, please visit - [Working together to improve school attendance \(applies from 19 August 2024\)](https://publishing.service.gov.uk) (publishing.service.gov.uk)

The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:

= Planned whole school closure

/ = Present in the morning

\ = Present in the afternoon

L = Late arrival before the register has closed

C = Leave of absence for exceptional circumstance

C1 = Leave of absence granted by the school for the purpose of participating in a regulated performance or undertaking regulated employment abroad

C2 = Leave of absence for a compulsory school age student subject to a part-time timetable

E = Suspended or permanently excluded but no alternative provision made

I = Illness (not medical or dental appointment)

M = Medical or dental appointments

R = Religious observance

S = Leave of absence for the purpose of studying for a public examination

T = Parent travelling for occupational purposes

G = Unauthorised holiday

N = Reason not yet provided

O = Unauthorised absence

U = Arrived after registration closed

D = Dual registered at another school

B = Attending any other approved educational activity

J1 = Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution

K = Attending education provision arranged by the LA

P = Participating in a supervised sporting activity

Q = Unable to attend the school because of a lack of access arrangements

V = Educational visit or trip

W = Work experience

X = Non-compulsory school age student not required to attend school

Y1 = Unable to attend due to transport normally provided not being available

Y2 = Unable to attend due to widespread disruption to travel

Y3 = Unable to attend due to part of the school premises being closed

Y4 = Unable to attend due to the whole school site being unexpectedly closed

Y5 = Unable to attend as student is in criminal justice detention

Y6 = Unable to attend in accordance with public health guidance or law

Y7 = Unable to attend because of any other unavoidable cause

Z = Prospective student not on admission register

When the school has planned in advance to be fully closed, the code '#' will be used for the relevant students who are absent. This code will also be used to record year groups who are

not due to attend because the school has set different term dates for different years, e.g. induction days.

Students who are absent from school but are receiving remote education for any reason will still be marked as absent in the register using the most appropriate absence code.

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

The school will share its daily attendance data with the DfE directly from the management information system.

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

Authorising parental absence requests

Parents will be required to request certain types of absence in advance. All requests for absence will be handled by the Head of School – the decision to grant or refuse the request will be at the sole discretion of the Head of School, taking the best interests of the student and the impact on the student's education into account.

Leave of absence

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

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

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

- During Year 7 when a student is settling into the school, unless certain exceptional circumstances apply, e.g. the death of a family member
- Immediately before and during assessment periods
- When a student's attendance record shows any unauthorised absence
- Where a student's authorised absence record is already above **10 percent** for any reason

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

Medical or dental appointments

Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents will be expected to obtain approval for

their child's absence to attend such appointments as far in advance as is practicable. Parents will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment.

Performances and activities, including paid and unpaid work

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

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

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

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

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

Attending an interview for employment or for admission to another educational institution

The school will usually grant leave of absence where an application has been made in advance by the parent who the student normally lives with and the leave is to enable the student to attend an interview for employment or admission to another educational institution, e.g. university or college.

Study leave for a public examination

The school may grant leave of absence for a student to study for a public examination and the leave has been agreed in advance with a parent who the student normally lives with.

Study leave will not be granted by default once tuition for the examination syllabus is complete and will be used sparingly. Provision will still be made available for students who want to continue to come into school to revise.

Students subject to a part-time timetable

In very exceptional circumstances and where it is in a student's best interests, the school will grant leave of absence to accommodate for a student on a part-time timetable. In such circumstances, the days on which the student is expected to attend school will be agreed in advance.

Religious observance

Parents will be expected to request absence for religious observance at least **two weeks** advance.

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

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

Parent travelling or occupational purposes

If a student is travelling with their parent as a result of the parent's trade or business and is therefore unable to attend, the school will assure itself that this is a genuine reason. Proof will not be sought without genuine and reasonable doubt about the authenticity of the reason for absence given. The parent will be encouraged to ensure that the student can attend a school where they are travelling to and be dual registered at that school.

9. SEND- and health-related absences

The school recognises that students with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support students who find attending school difficult.

In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for disabled students to reduce barriers to attendance, in line with any EHC plans or IHPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

Where the school has concerns that a student's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a student that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding Policy will be followed. All students will be supported with their mental health in accordance with the school's Social, Emotional and Mental Health (SEMH) Policy.

If a student is unable to attend school for long periods of time due to their health, the school will:

- Inform the LA if a student is likely to be away from the school for more than 15 school days.
- Provide the LA with information about the student's needs, capabilities and programme of work.
- Help the student reintegrate at school when they return.
- Make sure the student is kept informed about school events and clubs.

The school will incorporate an action plan to help any students with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the student is attending school as normal and there has been signs of significant improvement.

To support the attendance of students with SEND and/or health issues, the school will consider:

- Holding termly meetings to evaluate any implemented reasonable adjustments.
- Incorporating a pastoral support plan.
- Identifying students' unmet needs through the Common Assessment Framework.
- Using an internal or external specialist.
- Enabling a student to have a reduced timetable.
- Phased returns to school where there has been a long absence.
- Tailored support to meet their individual needs.

10. Absence in exceptional circumstances

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

- There is a lack of access arrangements.
- Transport normally provided is not available and the school is not within walking distance.
- There is widespread disruption to travel.
- Part of the school premises is closed, and the student cannot be practicably accommodated.
- The whole school site has been closed unexpectedly.
- The student is in criminal justice detention.
- Public health guidance or law legislates that attendance is respectively not advised or prohibited.
- Any other avoidable cause makes attendance impossible.

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

Code Q will be used in circumstances where there is a lack of access arrangements, e.g. the LA has not upheld its duty to arrange the student's home to school travel.

11. Truancy

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

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

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

Immediate action will be taken when there are any concerns that a student might be truanting. If truancy is suspected, the Principal is notified, and they will contact the parent in order to assess the reasons behind the student not attending school.

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

- In the first instance, parents will be notified, informing them of the truancy and stating that any future occurrences could result in further action being taken.
- If further truancy occurs, then the school may consider issuing a penalty notice.
- A penalty notice will be issued where there is overt truancy, inappropriate parentally condoned absence, excessive holidays in term-time and persistent late arrival at school.

12. Absent pupils

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

- The member of staff who has noticed the absent student will inform the Principal immediately
- The admin staff will also be informed as they will act as a point of contact for receiving information regarding the search
- A visual will be carried out by the pastoral team who will also conduct a thorough search of the school premises
- The following areas will be systematically searched:
 - All classrooms
 - All toilets
 - Changing rooms
 - The Wilson Centre/Achievement Centre
 - Any additional buildings
 - The school grounds
- If the student has not been found after **10 minutes**, then the parents of the student will be notified
- The school will attempt to contact parents using the emergency contact numbers provided
- If the parents have had no contact from the student, and the emergency contacts list has been exhausted, the police will be contacted
- All actions including communications will be logged on the electronic system
- If the absent student has an allocated social worker, is a looked-after child, or has any SEND, then the appropriate personnel will be informed
- When the student has been located, members of staff will care for and talk to the student to ensure they are safe and well
- Parents and any other agencies will be informed immediately when the student has been located

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

An appropriate follow up will be undertaken following the report and will draw a conclusion as to how the incident occurred.

13. Attendance intervention

To ensure the school has effective procedures for managing absence, the attendance lead, supported by the SLT, will:

- Establish a range of specific, evidence-based interventions to address barriers to attendance.
- Monitor the implementation and quality of escalation procedures and seek robust evidence of the escalation procedures that work that align with the graduated approach.
- Establish robust escalation procedures which will be initiated before absence becomes a problem by:
 - Sending letters to parents.
 - Having a weekly tutor review.
 - Engaging with LA attendance teams.
 - Using fixed penalty notices.
 - Creating attendance clinics.

The school will use attendance data, in line with the 'Monitoring and analysing absence' section of this policy, to develop specific strategies to improve attendance where patterns of absence are emerging.

These strategies will be developed on a case-by-case basis and will consider the needs of the students whom the intervention is designed to target.

The school will aim to improve attendance in the overall school cohort by acknowledging good attendance in the following ways:

- Reward Events
- Celebratory communications
- Celebration assemblies
- Weekly draws

School trips and events will be considered a privilege. Where attendance drops below **90 percent**, these privileges may be taken away. The school will develop strategies for ensuring that students with health needs or home circumstances that result in additional absences are not unfairly excluded from attendance rewards, e.g. by setting individualised targets.

14. Working with parents to improve attendance

In keeping with our Catholic ethos, we will seek to work restoratively, compassionately and respectfully with families, recognising that each family may experience different challenges. The school will work to cultivate strong, respectful relationships with parents and families and work to build trust and engagement. Open and honest communication will be maintained with students and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise

with other agencies working with students and their families to support attendance, e.g. social services.

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

The school will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the Principal in advance.

The school will regularly inform parents about their child's levels of attendance, absence and punctuality, and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

If a pattern of absence becomes problematic, the attendance team will work collaboratively with the student and their parents to improve attendance by addressing the specific barriers that prevent the student from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for student absence and will approach families to offer support rather than immediately reach for punitive approaches.

Where these barriers are related to the student's experience in school, e.g. bullying, the attendance and pastoral teams will work with relevant school staff, e.g. the DSL and SENCO, to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the student's family, the attendance team and pastoral team will liaise with any relevant external agencies or authorities, e.g. children's social care or the LA, and will encourage parents to access support that they may need.

In line with the DfE Toolkit for Schools: Communicating with Families to Support Attendance, the school will:

- Build strong, positive relationships with families through establishing trust and open communication
- Use clear, consistent messaging that reflects consistent expectations around attendance.
- Communicate early and proactively when concerns emerge.
- Tailor communication to families' needs ensuring it is accessible.
- Use a range of communication methods for example, phone calls, emails, letters, face-to-face meetings.
- Ensure communication is supportive, not punitive
- Use data to target communication
- Equip staff to communicate effectively to ensure appropriate tone, empathy and clarity.
- Maintain regular, planned communication through newsletters, websites, and campaigns to regularly reinforce attendance expectations
- Work collaboratively with families to identify barriers and agree strategies for improvement.

The school recognises that effective communication is central to improving attendance and will ensure all contact with families is timely, consistent, supportive, and focused on building strong partnerships.

Young carers

The school understands the difficulties young carers face and will endeavour to identify young carers at the earliest opportunity, as well as throughout their time at the school.

The school will take a caring and flexible approach to the needs of young carers and each situation will be examined on a case-by-case basis, involving other agencies if appropriate.

15. Persistent Absence (PA)

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

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

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

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

- Offering catch-up support to build confidence and bridge gaps in learning.
- Meeting with the student and their parent to discuss patterns of absence, barriers to attendance, and any other problems they may be having.

Establishing plans to remove barriers and provide additional support.

- Leading **weekly** check-ins to review progress and assess the impact of support.
- Assessing whether an EHC plan or IHP may be appropriate.
- Considering what support for re-engagement might be needed, including with regard to additional vulnerability.

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

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

Severely Absent (SA)

Students identified as severely absent will receive a personalised, intensive package of support, including close monitoring, targeted intervention, and multi-agency involvement where appropriate. The school will prioritise rebuilding engagement, addressing underlying barriers, and supporting a gradual and sustainable return to full-time education.

Interventions could include but are not limited to:

- Assign a **key adult** to lead the case
- Develop a **personalised attendance plan** with clear targets and review points
- Maintain **frequent contact with the student and family**
- Hold **early face-to-face meetings** to understand barriers
- Carry out a **thorough assessment of reasons for absence**
- Ensure support plans reflect underlying needs
- Use phased returns where appropriate
- Offer flexible timetables short-term to support re-engagement
- Provide safe spaces during the day
- Gradually build up time in school to reintegrate students

Provisions are in place to support students with low attendance.

16. Penalty notices and legal intervention

The school will allow sufficient time for attendance interventions and engagement strategies to improve student s' attendance; however, where engagement strategies to improve attendance have not had the desired effect after **one term**, the attendance team will consider:

- Holding a formal meeting with parents and the school's point of contact in the School Attendance Support Team.
- Working with the LA to put a parenting contract or an education supervision order in place.
- Engaging children's social care where there are safeguarding concerns.

Where the above measures are not effective, a notice to improve letter will be issued as a final opportunity for parents to engage in support and improve attendance before a penalty notice is considered.

Where a student reaches the national threshold of 10 sessions of unauthorised absence in a rolling period of 10 school weeks, the school will consider whether a penalty notice is appropriate. Each case will be considered individually to determine whether a penalty notice, or another tool or legal intervention should be used to improve attendance.

A fixed penalty notice will be issued in line with the LA's code of conduct and the DfE's 'Working together to improve school attendance' guidance.

Penalty notices for unauthorised absences will be charged at £160, reduced to £80 if paid within 21 days.

A penalty notice of £120 may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first five days of a fixed period or permanent exclusion. This will be reduced to £60 if paid within 21 days.

Parents will only get up to two fines for the same child in a three-year period. Once this limit has been reached, other action such as a parenting order or prosecution will be considered. Where attendance still does not improve following a fixed penalty notice, the school will work with the LA to take forward attendance prosecution as a last resort.

Parents who are prosecuted and attend court because their child has not been attending school may be fined up to £2,500.

Education Supervision Orders (ESOs)

Where interventions have not been successful, an ESO can be an alternative to provide formal legal intervention without criminal prosecution. ESOs are made through the Family or High Court and give the LA a formal role in supporting the student and parents to improve their attendance. LAs will issue parents with a notice of the intention to consider an ESO, set up a meeting to discuss with the parent and student, and decide whether the case will be taken forward.

Once an SEO is secured, a supervisor from the local authority will decide any actions or requirements. These may include:

- Requiring the parents to attend support meetings.
- Requiring the parents to attend a parenting programme.
- Requiring the parents to access support services.
- Requiring an assessment by an educational psychologist.
- Review meetings involving all parties to be held every 3 months.

17. Monitoring and analysing absence

The attendance lead will monitor and analyse attendance data **weekly** to ensure that intervention and support is delivered quickly to address habitual absence at the first signs. The school will collect data regarding punctuality, truancy, and authorised and unauthorised absence, for:

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

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

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

The attendance lead will provide regular reports to staff across the school to enable them to track the attendance of students and to implement attendance procedures. The attendance lead will also be responsible for monitoring how attendance data changes in response to any interventions implemented to increase attendance in future.

The governing board will regularly review attendance data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

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

18. Training of staff

The school will recognise that early intervention can prevent poor attendance. As such, staff will receive training in the attendance procedures and the graduated approach as part of their induction and refresher training. The governing board will ensure that teachers and support staff receive training in line with this policy as part of their induction. Following this initial training, staff will be offered regular and ongoing training as part of their CPD opportunities.

Training will cover at least the following:

- The importance of good attendance
- That absence is almost invariably a result of wider circumstances
- The legal requirements on schools, e.g. the keeping of registers
- The school's strategies and procedures for monitoring and improving attendance
- The school's procedures for multi-agency working to provide intensive support for students who need it

19. Deletions of names from the admission register

The school will ensure that it only deletes names from the admission register for a reason set out in regulation 9 of the School Attendance Regulations. A student's name will never be removed for any other reason and the school is aware that doing so could constitute off rolling. Students whose name has been deleted from the register at or after the end of the last term of the school year when they are in the most senior year group, unless the LA has requested this information.

When the school is notifying the LA that a student's name is being deleted from the admission register, the following information about the student will be provided:

- Full name
- Address
- The full name and address of any parent the student normally lives with
- At least one telephone number by which any parent the student normally lives with can be contacted in an emergency
- If applicable, the student's future address, the full name and address of the parent who the student is going to live with and the date the student will start living there
- If applicable, the name of the student's other school and when the student began or will begin to attend the school
- The reason under which the student's name has been deleted from the admission register

Names will never be retrospectively deleted from the admission or attendance register – these registers will remain an accurate record of who is a registered student and their attendance at any given time. Students' attendance will be recorded up until the date that their name is deleted from the admission register.

20. Monitoring and review

Attendance and punctuality will be monitored throughout the year. The school's attendance target is **97 percent** – full details of the school's absence levels can be found on the **school website**.

This policy will be reviewed every **year** by the Head of School.

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

Together, as a Catholic community rooted in faith, hope and love, we are committed to ensuring that every child is welcomed, supported and encouraged to attend school every day so that they may flourish academically, spiritually and personally.