

The Kingsway School Attendance Policy 2025-2026



Last Review Date:	January 2026
Annual Review and Ratification Date:	February 2026
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Approved by:	Local Governing Board
Policy Senior Lead:	Kirsty Roban
Related Policies/Guidance	<ul style="list-style-type: none"> • Admissions Policy • Anti-Bullying Policy • Behaviour, Ready, Respect, Safe policy • Safeguarding Policy • Attendance Strategy: Attend to Achieve

Attendance support on a page

Senior Leader Attendance Champion	Kirsty Roban – Deputy Headteacher
Other important contacts:	<ul style="list-style-type: none"> • Leanne Stansfield – Attendance Lead • Yasmin Jones – Attendance Officer • Year Team and Form Tutor • Katy Rouse, Vicky Counter & Liz Nay - SEMH/EBSA team.
How to report an absence:	<p>If your child is too ill to attend school, parents / carers should contact the School's Attendance Officer before 8.15 am on 0161 428 7706 then press 1. Or email: attendance@kingsway.stockport.sch.uk</p> <p>Please give your child's name, Year Group and the reason for the absence. We also ask that you contact us each day that your child is absent.</p> <p>If no contact is made the absence will be recorded as an unauthorised absence.</p>
When we will contact you:	Daily
What time does school start?	<p>School gate open at 8am</p> <p>Line Up & Ready to learn checks from 8.20am.</p> <p>Attend Form time at 8.30am</p>
When is a student late for school?	If they arrive after 8.30am
How can I track my child's attendance at school?	You can monitor your child's attendance via their school planner (handbook), attendance is recorded weekly.
Is my child too ill for school?	See the NHS guidance: www.nhs.uk/live-well/is-my-child-too-ill-for-school
Can I send my child in if they are little under the weather?	Yes. We will help them throughout the day. A member of the Year team will check in with them if needed. Please inform the Form Tutor via email in the morning and they will alert.
Who can I discuss support with?	Head of Year, Pastoral Head of year, Attendance teams, Form tutor.
We are going on holiday in term time, can we request time off?	<p>All holidays in term time are unauthorised absences from school.</p> <p>Leave may be granted by the headteacher in exceptional circumstances. All requests should be made in writing to the headteacher. Parents should be aware that the Local Authority may issue Penalty Notices for holidays taken in term time.</p>

Executive Summary

This policy sets out The Kingsway School's statutory and strategic approach to promoting regular attendance and punctuality.

It outlines the responsibilities of staff, students, parents, and governors in ensuring that every child receives their full educational entitlement and safeguarding protection through consistent daily attendance.

The policy integrates the school's **Attend to Achieve** strategy and **Keeping Up Programme**, providing a clear, tiered framework of support and intervention to remove barriers and sustain excellent attendance.

It also ensures full compliance with the *Department for Education's* guidance, *Working Together to Improve School Attendance (2024)*, and aligns with local authority expectations and legal duties under the Education Acts.

Our ambition is simple and uncompromising: **to secure 98% attendance for every student**, ensuring that all children have the opportunity to achieve, thrive, and succeed.

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Policy Intent, Vision and Ethos

At **The Kingsway School**, we believe that **attendance is everyone's responsibility** and the foundation of safeguarding, achievement, and wellbeing.

Every child has the right to a full-time, high-quality education and to feel valued, known and supported. Through our culture of “**Attend to Achieve**”, we make it clear that *attendance and achievement are inseparable* — students who attend regularly are more likely to succeed academically, socially and emotionally.

Our ethos is underpinned by four key principles that shape our daily practice:

1. **Consistency** – Every student, every day, every member of staff following the same high expectations and routines.
2. **Clarity** – Everyone knows what is expected, how attendance is monitored, and what support or intervention will follow.
3. **Culture** – Attendance and punctuality is visible, celebrated and embedded in teaching, assemblies, and tutor time.
4. **Collaboration** – Barriers are removed through partnership with parents, carers and external agencies.

We aim to:

- Achieve **98% attendance** as a school-wide target, defining this as *excellent attendance*.
- Embed attendance as a **safeguarding priority** in all decision-making.

- Detect patterns of absence early and intervene swiftly to prevent disengagement.
- Foster a positive and aspirational environment where good attendance is recognised, celebrated, and sustained.
- Support students who face barriers to attendance through inclusive, trauma-informed and early-help approaches.
- Ensure full compliance with the **Department for Education’s “Working Together to Improve School Attendance” (August 2024)** guidance and all statutory duties under the Education Acts.

Our mission statement for Attendance is clear:

“Every Day Counts – Attend to Achieve.”

We expect every student to attend school, on time, every day, unless absence is unavoidable. Through strong relationships, early intervention and celebration of success, we will ensure every student can thrive.

Policy Statement & Vision: Attend to Achieve

At The Kingsway School, regular attendance is fundamental to student success, safeguarding and wellbeing.

Our culture of **“Attend to Achieve”** ensures that every student is present, engaged and learning every day.

We aim for **98% attendance** for every student, which we define as *Excellent Attendance*.

Through early identification, consistent systems and supportive intervention,

we remove barriers to attendance and build strong partnerships with families and external agencies.

including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance , through our whole-school culture and ethos.

Legislative and Statutory Framework

This policy aims to show our commitment to meeting our obligations with regards to school attendance and complies with the **Department for Education's (DfE)** statutory guidance *Working Together to Improve School Attendance* (August 2024) and *School Attendance: Parental Responsibility Measures*.

It also reflects all relevant legislation, including the legal powers and duties that govern school attendance and the responsibilities of parents, schools, and local authorities.

The following legislation underpins this policy and should be read in conjunction with:

- Department for Education (DfE) statutory guidance [Working together to improve school attendance - GOV.UK](#)
- Education Act 1996 (sections 434–458) [Education Act 1996](#)
- Education Act 2002 [Education Act 2002](#)
- Education and Inspections Act 2006 [Education and Inspections Act 2006](#)
- The Education (student Registration) (England) Regulations 2006 and subsequent amendments (2010–2016) [Education and Inspections Act 2006](#)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 <https://www.legislation.gov.uk/uksi/2006/1751/contents>
- Keeping Children Safe in Education (2025) [Keeping children safe in education - GOV.UK](#)

- Mental Health and Attendance guidance for schools (2023) [Mental health issues affecting a student's attendance: guidance for schools - GOV.UK](#)
- Local Authority Code of Conduct for Penalty Notices and Children Missing Education (CME) procedures
[Education Penalty Notices Code of Conduct - Stockport Council](#)
[Introduction | School Attendance Code of Conduct | Manchester City Council](#)

These laws establish that all children of compulsory school age must receive a full-time education suitable to their age, ability, aptitude and any special educational needs or disabilities they may have, either by regular attendance at school or otherwise.

Statutory Duties

Parents and Carers

Parents have a legal duty under Section 7 of the Education Act 1996 to ensure their child receives a suitable full-time education.

Under Section 444(1) and 444(1A) of the Act, parents may commit an offence if they fail to secure regular attendance without reasonable justification.

Schools

Schools are legally required to maintain an accurate attendance register for all students twice daily (morning and afternoon sessions) in accordance with the *Education (student Registration) (England) Regulations 2006*.

Registers must use the national attendance and absence codes as outlined by the DfE (see Appendix C).

Local Authorities

Local authorities have a statutory responsibility to ensure parents fulfil their

legal duty to secure regular attendance.

Where support and intervention have not resulted in improvement, local authorities may initiate legal proceedings.

Safeguarding

The school understands that attendance and safeguarding are inextricably linked. This starts with ensuring that school is a safe, welcoming, positive and inclusive environment where students are happy because a school that students want to be in is a crucial step in promoting good attendance. We respect and value all children and are committed to providing a caring, friendly, and safe environment for all our students so they can learn and participate in all school activities in a relaxed and secure atmosphere.

Attending school regularly promotes the welfare and safety of children whilst they are not in the care of their parents/carers. As detailed in our Safeguarding and Child Protection policy, poor or irregular attendance, persistent lateness, or children missing from education are considered safeguarding matters because these things place a child at risk of harm.

Our attendance team play a vital role in ensuring that children not in school are appropriately safeguarded by carrying out home visits; ensuring actions are in place to improve attendance when this is needed; attending Team Around the Child (TAC) and multiagency meetings when appropriate and making referrals to social care along with the safeguarding team when there are concerns.

Safeguarding is also about offering Early Help and support to children and families experiencing difficulties with attendance and lateness because these may be indicators of a range of safeguarding concerns within the home, the community, at school or online. As part of our graduated response to attendance, where necessary the school's Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL)

will work with the family and external services to address attendance concerns.

To allow us to safeguard the children in our care it is important that parents and carers provide the school with their current contact details and provide at least two contact numbers in case of emergency. It is also important for parents to inform the school of any specific vulnerability in relation to their child or home circumstances.

Reporting to parents

The school will regularly inform parents/carers about their child's attendance. This will be done via school communications in the form of text messages, letters, reports, classcharts app and parents evening. The school will send out letters each half term to parents/carers where their child's attendance has fallen below the expected standard and the student is at risk of becoming Persistently Absent.

Following up unexplained absence

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

- Contact the student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason.
- If the school cannot reach any of the students' emergency contacts, the school may contact Greater Manchester Police or Multi-Agency Safeguarding and Support Hub (MASSH) to discuss their concerns.
- Identify whether the absence is authorised or not.
- Absence will not be authorised unless parents/carers have provided a satisfactory explanation and that it has been accepted as such by the head teacher.

- If a student's attendance falls below 95% the absence will remain unauthorised unless medical evidence is provided to the school.
- School staff will Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the student was absent.
- School staff will contact the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary.
- If absence continues, the school will consider statutory action. Where relevant, report the unexplained absence to any external agencies supporting the family.
- Where appropriate, offer support to the student and/or their parents to improve attendance Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with the school will request statutory action from the local authority

Categorising absence

Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

Where students of compulsory school age are recorded as absent, the register must show whether the absence is authorised or unauthorised.

- Absence can only be authorised by the headteacher/principal and cannot be authorised by parents. All absences will be treated as

unauthorised unless a satisfactory explanation for the student's absence has been received.

- Parents must advise the school by telephone on the first day of absence and provide the school with an expected date of return. This should be followed up in the form of a written note/email from the parent/carer. Please refer to page 2 of this document for a quick reference guide to the school attendance procedures.

Absence will be categorised as follows:

Illness We will mark absence due to physical or mental ill health as illness. Parents may be asked to provide medical evidence to allow the head teacher to authorise absence where appropriate. This will usually be in the form of an appointment card, prescription etc.

Where the absence is longer than [e.g. 5] days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents will be notified of this.

Medical/Dental Appointments Parents are advised where possible to make medical and dental appointments outside of the school day. Where this is not possible, students must attend school for part of the day. Parents must provide the appointment card for their child to show to the school.

Other Authorised Circumstances This relates to where there is cause for absence due to exceptional circumstances.

Excluded or Suspended (No alternative provision made) Exclusion from attending school is counted as an authorised absence. The child's class teacher/form tutor/Head of Year will make arrangements for work to be completed during the period of suspension. TKS uses Google Classroom as a first source of accessible work in line with the school's published curriculum. However paper based work is also provided if requested.

Religious Observance The Kingsway school works closely with faith leaders within the locality to celebrate and support our multi faith school community. We acknowledge the multi-faith nature of British society and recognise that on some occasions, religious festivals may fall outside school holiday periods or weekends, and this necessitates a consideration by written request by the parent of authorised absence. This request must be received in advance of the religious festival.

Study Leave All students in Year 11 remain in school throughout the term, up to and including their final public examination. TKS offers a comprehensive package of exam preparation activities alongside curriculum lessons and all students are expected to attend. In exceptional circumstances study leave may be granted at the headteachers' discretion.

Traveller Absence It is expected that Traveller children, in common with all other children, are to attend school as regularly and as frequently as possible.

To protect Traveller parents from unreasonable prosecution for non-attendance, the Education Act 1996, section 444(6), states that a Traveller parent is safe from prosecution if their child accrues 200 attendances (i.e., 200 half days) in the year preceding the absence. This applies only when the family proves it is engaged in a trade or business that requires it to travel and when the child is attending school as regularly as that trade permits.

When in or around Greater Manchester, if a family can reasonably travel back to their Base School (see below) then the expectation is that their child will attend full-time.

The Kingsway School will be regarded as the base school if it is the school where the child normally attends when they are not travelling. However, the student must have attended in the last 18 months.

Traveller children can register at other schools temporarily while away from their base school, in such cases, the student's school place at The Kingsway School will be kept open for them whilst travelling. This is to protect them from unfairly losing their place at their school of usual attendance.

The Kingsway School can only effectively operate as the child's base school if it is engaged in on-going dialogue with Traveller families. This means that parents must:

- advise of their forthcoming travelling patterns before they happen; and o inform the school regarding proposed return dates
- The Kingsway School will authorise absence of Traveller children if we are satisfied that a family is travelling for work or trade purposes and has given indication that they intend to return.

Traveller children will be recorded as attending an approved educational activity when:

- The child is on roll and attending another visited school o Undertaking supervised educational activity under the jurisdiction of another Local Authority's Traveller Education Service
- The child is undertaking computer-based distance learning that is time evidenced

Where Traveller children are registered students at a school and are known to be present either at a site (official or otherwise) or in a house and are not attending school, the absence will be investigated in the same way as that for any student and appropriate statutory action may be undertaken.

Other approved educational activity the school will record the nature of the activity where a student is attending an approved educational activity.

Attending another school at which the student is also registered (dual registration).

Attending provision arranged by the local authority

Attending work experience

School closure due to an unavoidable cause such a disruption to travel, emergency, access arrangements or premises issue

Late Arrival Registration begins at 8:30am students arriving after this time will be marked as present but arriving late.

Unauthorised absence - Absence will not be authorised unless parents have provided a satisfactory explanation and that it has been accepted as such by the head teacher.

Examples of unsatisfactory explanations include:

- A student's/family member's birthday.
- Shopping for uniforms.
- Having their hair cut.
- Closure of a sibling's school for INSET (or other) purposes.
- "Couldn't get up".
- Illness where the child is considered well enough to attend school.
- Family holidays.
- Absent in the morning or afternoon after or before a medical appointment where the student could have attended.

Parents who need to take their child out of school during term time due to **exceptional circumstances** must send a written request to the head teacher. Retrospective requests will not be considered and therefore will result in the absence being categorised as unauthorised.

The headteacher will only grant a leave of absence to a student during term time if the request meets the specific circumstances set out in the 2024 School Attendance Regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad.
- Attending an interview.
- Study Leave.
- A temporary, time-limited part-time timetable.
- Exceptional circumstances.

A leave of absence is granted at the headteacher's discretion, including the length of time the student is authorised to be absent for. Leave of absence will not be granted for a student to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

If a student fails to return and contact with the parents has not been made or received, school may take the student off the school's roll in compliance with the Education (student Registration) (England) Regulations 2013. This means that the child will lose their school place.

If the permission to take leave is not granted and the parent takes their child out of school the absence will be **unauthorised**. In such cases the school may request the local authority issue a Penalty Notice or consider other legal sanctions including prosecution in the magistrate's court.

Lateness and punctuality

A student who arrives late and before the register has closed will be marked as late.

If a student arrives after the register has closed they will be marked as absent for the morning session with a U code.

The absence will only be authorised if a satisfactory explanation for the late arrival can be provided, for example, attendance at a medical appointment.

The absence will be recorded as unauthorised if the student has arrived late without justifiable cause.

A member of staff will greet students either at reception on Foxland campus and The Hub entrance on Broadway campus. Students who arrive late will be asked to provide a reason.

Where there are concerns around a student's late arrival the parent/carers will be contacted.

A student will receive a breaktime detention on the same day they are late unless mitigating circumstances are agreed by a member of the school's senior leadership team.

Should they fail to attend the late detention a Same day reflection (SDR) will be issued and an afterschool 30 minute sanction.

Persistent poor punctuality in students will result in further intervention, this may include the following:

- Parental/Carer Meeting
- Waved report to track punctuality and lost learning
- Referral to Early Help
- SEMH team mentoring.

Supporting and Preventative Interventions

Excellent ATTENDANCE:	(Attendance between 100% and 98%)
Wave 1 Intervention:	Universal Offer (Attendance 95% or Greater but LESS THAN 98%)
Wave 2 Intervention:	Students who are AT RISK OF Persistent Absence (Attendance LESS THAN 95%)
Wave 3 Intervention:	Students who are persistently absent OR SEVERELY ABSENT (Attendance LESS THAN 90%) (Attendance LESS THAN 50%)

While legal intervention remains a statutory mechanism, both Stockport and Manchester local authorities — and TKS— are committed to early, preventative, and trauma-informed approaches.

TKS is committed to a *support-first* approach. Attendance concerns are explored to identify and remove barriers before punitive measures are considered.

Where a student's attendance falls below 90 %, the Attendance team identifies the student for intervention. All actions are recorded and reviewed fortnightly.

If absence continues despite all implemented support, the school requests statutory intervention via the Local Authority.

Communication, Recognition and Rewards

STUDENTS WITH EXCELLENT ATTENDANCE

Students with good attendance are those with attendance between 100% and 98%.

- Parents will receive a letter, postcard or email home congratulating them on their child's good or excellent attendance.
- Students will be rewarded within the school's reward system.
- Students with this level of termly and annual attendance will receive a certificate of achievement and their names will be displayed publicly within the school.
- Class teachers or form tutors will be responsible for supporting students at this level and for encouraging them to maintain their high standards of attendance throughout the year.

Attendance success is celebrated publicly and regularly to promote a culture of aspiration and pride.

- **Weekly:** Tutor praise, ClassCharts points, assembly/key messages mentions.
- **Half-termly:** Certificates for Excellent (98 % +) and Most Improved attendance.
- Attendance reward drives and prize draws.
- **Termly:** Rewards assemblies recognising top tutor groups and individuals.
- **Annually:** 100 % Attendance exceptional Celebration event and prize draw.

Positive reinforcement complements early intervention and encourages peer influence in promoting good attendance.

Legal measures are considered a **last resort**, used only when:

- The school and external partners have provided support and reasonable adjustments; and

- Parents have failed to engage or secure improvement in attendance.

The overarching aim is to **support families, not sanction them**, wherever possible.

The school will implement a range of strategies to support improved attendance.

Common supportive actions & strategies may include:

- Attendance panels and Team Around the Child (TAC) meetings
- Early Help Assessment and Team Around the Family (TAF) meetings.
- SEMH and pastoral mentoring.
- EBSA (Emotionally Based School Avoidance) planning.
- School Health or CAMHS referrals.
- Reasonable adjustments for SEND students, including flexible timetables.
- Pastoral drop-ins, safe-space passes, or staged returns.
- Parenting agreements
- Attendance report cards
- Referrals to support agencies
- Pastoral support
- Student Voice Activities
- Nurture provision
- Life skills, PPE and Cornerstone Curriculum to teach the importance of attendance and identify strategies to remove barriers.
- Anxiety-based attendance avoidance materials.
- Trauma-informed approaches
- Early help referral options
- Counselling
- Reward systems
- Time limited part time timetables.
- Additional learning support with student passport identified strategies
- Behaviour regulation support

- Inclusion resources
- Reintegration support packages.

Support offered to families will be child centred, trauma-informed and inclusive; planned in discussion and agreement with both parents and students.

Penalty Notices and Legal Sanctions

Legal proceedings are not used as a punishment to parents for their student's absence from school; they are a supportive measure intended to make parents realise the importance of attendance and to avoid further absence from school.

Section 7 of the 1996 Education Act states that parents must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability, and aptitude to any special educational needs they may have, either by regular attendance at school or otherwise. A prosecution can take place against any person who has parental responsibility for the child's education or who has care of the child. Parents have a legal duty to make sure that their children are properly educated. It is the parent's responsibility to ensure that their children attend school regularly and arrive on time. If you allow your child to be absent from school without good reason, the school will not authorise the absence, you may be committing an offence, and you could be issued with a penalty notice or prosecuted.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the student attends school. They will include:

Details of the student's attendance record of the offences.

The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996.

Details of the support provided so far.

Opportunities for further support, or to access previously provided support that was not engaged with.

A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis.

Penalty Notices

TKS works collaboratively with both Stockport and Manchester Local Authorities to follow each area's Penalty Notice Code of Conduct and escalation pathway.

A Penalty Notice is a formal sanction issued to parents or carers whose child has an **unauthorised** absence from school.

A penalty notice can be issued by the headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age. If the school issues a penalty notice, it will check with the local authority before doing so and send a copy of any penalty notice issued. Before issuing a penalty notice, the school will consider the individual case, including:

- Whether a penalty notice is the best available tool to improve attendance for that student.
- Whether the national threshold for considering a penalty notice has been met
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution.
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the student must not be present in a public place on that day).

A Penalty Notice may be issued for:

- Ten or more unauthorised sessions (equivalent to five school days) within a ten-week period.
- Unauthorised term-time holidays.
- Persistent lateness after registers close.
- Children found in a public place during the first five days of a suspension or exclusion without reasonable justification.

Each parent who is liable for the student's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

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

If issued with a first penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a second penalty notice is issued to the same parent in respect of the same student, the parent must pay £160 if paid within 28 days.

A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice.

In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

Children Missing Education (CME)

Schools must add and remove students from roll in accordance with the *Education (student Registration) Regulations*.

Where a student's whereabouts is unknown, or a student has not returned from an authorised absence, the school will follow the relevant local authority's **Children Missing Education (CME)** protocol.

This includes notifying the CME Officer and taking reasonable steps to locate and safeguard the child.

Deletions from the Register

In accordance with the *Education (student Registration) (England) Regulations 2013*, students will only be deleted from the register when one of the following circumstances applies:

- The school is replaced by another school on a School Attendance Order.
- The School Attendance Order is revoked by the local authority.

- The student has ceased to be of compulsory school age.
- Permanent exclusion has occurred and procedures have been completed.
- Death of a student.
- Transfer between schools.
- Student has been withdrawn to be educated outside the school system.
- Failure to return from an extended holiday after both the school and the local authority have tried to locate the student.
- A medical condition prevents their attendance and return to the school before ending compulsory school-age.
- In custody for more than four months (in discussion with The Youth Offending Team).
- 20 days continuous unauthorised absence and both the local authority and school have tried to locate the student.
- Left the school but not known where they have gone after both the school and the local authority have tried to locate the student.

Escalation of Attendance Intervention.

Roles and responsibilities.

The Governing Body will:

- Ensure that the importance and value of good attendance is promoted to students and their parents.
- Annually review the school's Attendance Policy and ensure the required resources are available to fully implement the policy.
- Identify a member of the governing body to lead on attendance matters

- Ensure that the Registration Regulations, England, 2013 and other attendance related legislation is complied with.
- Monitor the school's attendance and related issues through termly reporting at Governing Body Meetings.
- Ensure that attendance data is reported to the Local Authority or Department for Education as required and on time.
- Ensure that there is a named Senior Leader 'Attendance Champion' to lead on attendance across the school.
- Ensure that the school has clear systems to report, record and monitor the attendance of all students, including those who are educated off-site.
- Ensure that there are procedures for collecting and analysing attendance data frequently to identify causes and patterns of absence
- Ensure that data is understood and used to devise solutions and to evaluate the effectiveness of interventions
- Ensure they have an accurate view of school attendance and engage in escalation procedures where appropriate

Intervention – WAVE 1: Universal Offer (Attendance 95% or greater but less than 98%)

School leaders will:

- Deliver clear messages about expectations, routines and consequences to new students and families through the prospectus and admission or transition events.
- Use physical presence to reinforce routines and expectations on arrival and departure.
- Regularly communicate expectations for attendance and punctuality and school performance through regular channels of communication with staff, students and parents.
- Establish and monitor implementation of rewards for attendance and punctuality and sanctions for absence and lateness.

- Monitor implementation of policy and practice, for example through form time drop-ins and shadowing late meet & greet procedures.
- Engage community businesses, partners and residents to promote attendance and report non-attendance.
- Monitor whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions.
- Establish, implement and monitor robust arrangements to identify, report and support children missing education (CME).
- Develop good support for children with medical conditions, mental health problems and special educational needs (SEND), including the use of individual healthcare plans.
- Engage students in consultation on attendance policy, practice, rewards and sanctions.
- Ensure that parents fully understand the demands and responsibilities of elective home education.
- Periodically review practice and consistency across the school and proactively promote attendance practice as part of staff induction.

Attendance, pastoral and other relevant staff will:

- Engage with feeder schools or local authority to access absence information in order to identify target cohorts prior to transfer, including mid-year transfers and managed moves.
- Provide appropriate support and challenge to establish good registration practice.
- Carry out robust first-day calling procedures, including a priority routine for vulnerable children such as those with a social worker.
- Undertake home visits in line with school policy to engage families and ensure children are safe.
- Identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies.
- Implement punctuality routines such as late meet & greet, logging latecomers on arrival.
- Implement children missing education (CME) procedures when appropriate.
- Ensure that parents fully understand the demands and responsibilities of elective home education.

- Where students have additional vulnerabilities that may require multi-agency meetings, they will try to arrange those meetings outside of lesson time where possible.

Teaching and classroom staff will:

- Rehearse and reinforce attendance and punctuality expectations continually.
- Emphasise the importance of attendance and its impact on attainment,
- Promote the next lesson and the sequence of lessons to motivate students to be in the classroom,
- Promote rewards and celebrate progress while continuing to outline sanctions, and apply rewards and sanctions consistently.
- Consider the individual needs and vulnerabilities of students.

In Addition Form tutors will:

- Follow up on absence and lateness with students to identify barriers and reasons for absence,
- Issue Attend to Achieve keeping up cards and monitor completion.
- Promote rewards and celebrate progress while continuing to outline sanctions, and apply rewards and sanctions consistently.
- Contact parents and carers regarding absence and punctuality.
- Review tutor group attendance weekly to share data, identify issues, intervene early and help set targets.

When a student's attendance falls into this category, the form tutor will speak to the student to;

- Welcome them back to school,
- Confirm the reason for absence and offer any required support,
- Update the student on other key information they have missed
- Issue a Attend to Achieve catch up card and monitor progress over the following 10 days
- Set an individual attendance target using sessions rather than percentages that will help the student move up to the next band,
- Agree a review date.

Where unauthorised absence has occurred or attendance has not improved following the review with the student, a letter will be sent to parents advising of concern and outlining the parents' responsibilities.

Where improvement has not occurred following this intervention, parents will be invited to a meeting where the possible outcomes will be that:

- All parties are confident that issues have been resolved and the attendance will improve,
- A parenting contract is agreed,
- A penalty notice 15 school day monitoring period commences,
- A review date is agreed.

Where parents fail to attend the meeting without a satisfactory reason and unauthorised absence has occurred, the penalty notice monitoring period will automatically commence.

Intervention – WAVE 2: Students who are AT RISK OF Persistent Absence (Attendance less than 95%)

School leaders will:

- Establish robust escalation procedures which are initiated before absence becomes a problem, for example by:
 - sending letters to parents and carers,
 - having a weekly form tutor review,
 - creating attendance clinics,
 - engaging with local authority attendance teams and independent attendance organisations,
 - using fixed penalty notices, and engaging with children's social care staff, including Virtual School Heads and social workers where appropriate.
- Establish a range of evidence-based interventions to address barriers to attendance.
- Monitor the implementation and quality of escalation procedures and intervention.
- Evaluate the impact of escalation procedures and seek robust evidence of the procedures that work and reflect the school context best.
- Attend or lead on attendance reviews and clinics in line with escalation procedures.
- Ensure that each child within this wave has a clearly identified adult from within school to work with the student and their family to improve attendance.

Attendance / Pastoral (and other relevant staff) will:

- Provide regular attendance reports to tutors and relevant staff to facilitate weekly reviews with leaders, including special educational needs coordinators, designated safeguarding leads and student premium leads, for monitoring and evaluation purposes.
- Initiate and oversee the administration of absence procedures. This could include:
 - sending letters home,
 - holding attendance clinics,
 - engaging with local authorities and other external agencies and partners,
 - working with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and finding methods that work and are understood,
 - Considering whether further interventions are required in line with the statutory guidance on [parental responsibility measures](#).
- Provide regular reports to leaders on the at-risk cohort.
- Provide regular reports or caseloads to the local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk students.

When a student's attendance falls into this category, attendance and pastoral staff will:

- speak to the student to identify underlying home or school issues that may be causing the student's absence,
- Review the student's academic progress and make links to the student's attendance (for example, explaining what they could achieve if they attended all classes),
- Arrange for the student to catch up on work they have missed through the Attend to Achieve catch up program.
- Implement a Pastoral Support Plan or review any existing student plan to include support to improve attendance.
- Set an individual attendance target for the student using sessions rather than percentages to help the student's attendance improve.
- Agree to a review date.
- Following the review with the student, a letter will be sent to parents advising of the concern and outlining the parents' responsibilities.

Where improvement has not occurred following this intervention, parents will be invited to a meeting where the possible outcomes will be that:

- All parties are confident that issues have been resolved and the attendance will improve,
- A parenting contract is agreed,
- A penalty notice 15 school day monitoring period commences,
- A review date is agreed.

Where parents fail to attend the meeting without a satisfactory reason and unauthorised absence has occurred, the penalty notice monitoring period will automatically commence.

Where these interventions have already been implemented and have had an unsatisfactory impact, the parent will be invited to an Attendance Panel. The possible outcomes of the panel may include:

- Completing an Early Help Assessment
- Leading to multi-agency support
- Referring the case to the Local Authority to initiate legal proceedings,
- Creating an Attendance Support Plan to remove barriers,
- Provide additional support and set targets. (This plan could include actions such as changes to lunchtime arrangements, support with uniform, help with applying for transport assistance, wake-up routines or emotional wellbeing support.)
- If a parent fails to attend the Attendance Panel without providing a satisfactory reason, a minimum of two home visits will be carried out with the purpose of engaging with the parent before making a referral to the Local Authority.

Teaching and classroom staff will:

- Welcome students back following an absence.
- Provide effective catch-up support as part of the Attend to achieve catch up plan, to build confidence and bridge gaps. This support could include
 - sharing lesson resources,
 - arranging peer support
 - offering one-to-one input.
- Meet with students to discuss absence, identify patterns, barriers and problems,
- establish actions to address them.
- Lead daily or weekly check-ins to review progress and the impact of support,

- Make regular contact with families to discuss progress,
- Consider what additional support for re-engagement might be needed, particularly for vulnerable groups.

Intervention – WAVE 3: Students who are Persistently Absent (Attendance less than 90%)

School leaders will:

- Establish clear and effective service level agreements with external partners to support students with persistent absence. This includes:
 - working with Local Authority Education Welfare Attendance Services,
 - Independent attendance organisations
 - Alternative providers,
 - Youth services,
 - School nursing and mental health professionals,
 - children's social care staff where appropriate.
- Build strong relationships with a network of voluntary organisations and charities to support vulnerable students, including those with persistent absence, such as:
 - Mental health charities,
 - Mentoring organisations
 - Young carers associations.
- Engage in or lead attendance reviews and clinics in line with escalation procedures.
- Ensure that each child within this wave has a clearly identified adult from within school to work with the student and their family to improve attendance.

Attendance/ Pastoral (and other relevant staff) will:

- Develop and implement persistent absence action plans with students and families that address barriers,
- Set clear targets for improvement
- Help establish positive attendance routines.
- Identify tailored interventions to meet the needs of the student, such as:
 - Mentoring,
 - Careers advice and guidance,
 - College or work placements,
 - Alternative hours of learning
 - Alternative provision where appropriate.

- Lead daily or weekly check-ins
- Review progress and the impact of support,
- Make regular contact with families to discuss progress,
- Hold regular meetings or reviews of caseloads with the local authority attendance team, external partners and alternative providers to check on welfare and review progress.
- Liaise with school leaders such as designated safeguarding leads, SENCO, HOYs and HODs to ensure the right support is in place.
- Where appropriate make referrals to external agencies.
- Work in partnership with the local authority attendance team and other agencies to ensure the appropriate use of statutory parental responsibility measures.
- Provide regular reports to leaders on the impact of action plans and interventions.

Teaching and classroom staff will:

- Prepare supporting resources to ensure students can access learning when they return including ensuring that google classroom reflects the learning in the classroom.
- Develop targeted intervention to address gaps and build students' confidence.
- Contribute to and support the implementation of action plans created by attendance staff, where appropriate.
- Provide tailored praise and encouragement when students attend and arrive on time.

Wave 3: Severely Absent students

Those students whose attendance is at 50% or below will be categorised as 'Severely absent' in line with DfE guidance.

The full range of Wave 3 Interventions will be utilised to try and improve the attendance of these students and school will endeavour to forge strong working relationships with their parents/carers.

All schools will be expected to report to the Local Governing Body on a half-termly basis regarding the attendance of 'Severely Absent' students and the strategies that are in place to help them return successfully to full attendance.

Using data to improve attendance and punctuality

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families
- Provide regular attendance reports to form tutors, to facilitate discussions with students and families, and to the governing board and school leaders (including special educational needs coordinators, designated safeguarding leads and student premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

The Keeping Up Programme

The **Keeping Up Programme** ensures that no student falls behind due to absence.

Upon returning to school, the form tutor issues an Attend to Achieve **Keeping Up Card** listing subjects and work missed.

Students have **ten school days** to complete and evidence learning.

Teachers sign off completion; the form tutor verifies and awards ClassCharts points.

Incomplete cards trigger short reflection sessions to finish outstanding work.

Purposes:

- Restores learning continuity.
- Reinforces student responsibility.
- Provides a clear record for staff and parents.
- Acts as evidence during reintegration or Attendance Panel review.

(See **Appendix A** for the full student card and **Appendix B** for staff operating procedures.)

Monitoring, Evaluation and Governance

Attendance data is analysed:

- **Weekly** – Year Teams and Attendance Champion identify students triggering Waves 2–3.
- **Half-termly** – SLT reviews trends by year group, vulnerability and demographics.
- **Termly** – Report to Governors highlighting strengths, risks and LA comparisons.
- **Annually** – Review of policy effectiveness and publication of attendance summary.

Governors hold the Headteacher accountable for improvement and resource allocation.

This policy is reviewed **annually** or earlier if statutory guidance changes.

Appendices

Appendix A – Keeping Up Student Card

Appendix B – Keeping Up Staff Overview

Appendix C – DfE Attendance Codes (2024)

Appendix D - Attendance Days and sessions missed.

Appendix A

Keeping up Card



KEEPING UP CARD FOR STUDENTS

Student's Name:			
Form Group:		Number of days missed:	
Date of return to school:		Return card by (date):	

Instructions for Student:

- Complete this card within 10 school days of returning to school.
- Speak to your teachers or use class peer support to understand what you've missed.
- Show the completed work to your teacher and ask for a signature once done.
- Return this card to your Form Tutor by the date listed above.

Completion Outcomes:

Outcome	Action	Signature / Date
All Keeping Up work completed (✓).	Form Tutor to confirm completion.	Form Tutor signature:
Keeping Up work partially completed.	<ul style="list-style-type: none"> ▪ 30 minute SDR set to complete Keep Up; ▪ Parent/carer informed. 	Date:
No Keeping Up work completed.	<ul style="list-style-type: none"> ▪ 1 hour SDR set to complete outstanding work; ▪ Parent/carer informed. 	Date:

Lessons Missed & Work to Keep Up On:

[illegible]

Attend to Achieve Attendance Keeping-Up Plan for Lost Learning & closing of knowledge gaps due to absence.

Standard Operating Procedure

Purpose

The Keeping-Up Card system ensures students returning after absence quickly catch up on missed learning and closes any knowledge gaps due to absence.

How It Works

- 1. Students receive a Keeping-Up Card on return to school after absence, provided by their form tutor.
- 2. Students identify and complete missed work within 10 days.
- 3. Teachers sign off cards only when work is complete.
- 4. Cards are returned to the Form Tutor / Pastoral Team.

Key Principles

- Consistency – same approach across all staff.
- Accountability – students take ownership & recognise the importance of attendance and punctuality and the impact of absence on learning outcomes.
- Support – pastoral/SEMH/attendance team help available if needed.
- Flexibility – practical subjects may use alternatives where needed

Example in Practice

Year 9 student absent for 3 days:

→ Issued Keeping-Up Card from form tutor

→ Collects notes/resources from Google Classroom + peer support

- Teacher signs card once work is complete and evidenced by student
- Card returned to Form Tutor within deadline, Form tutor awards catch up complete class charts points.

Staff Benefits

- No chasing multiple students – student-led system
- Clear, signed record of completion
- Encourages independence & resilience
- Reduces long-term gaps in learning

Staff Role in Three Steps

1. Check record of content missed.
2. Direct to appropriate resources (peer support/ Google Classroom/ handout).
3. Sign card when complete.

Appendix C

Attendance Codes – September 2025

Attendance	
/ \	Present at the school / = morning session \ = afternoon session
L	Late arrival before the register is closed
K	Attending education provision arranged by the local authority – Must be face to face learning
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity – Must be face to face learning
D	Dual registered at another school
Absence – Authorised	
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
S	Leave of absence for the purpose of studying for a public examination

X	Non-compulsory school age student not required to attend school – (Where the student is timetabled to attend school, the absence must be recorded using appropriate schools and not code X)
C2	Leave of absence for a compulsory school age student subject to a part-time timetable – Including online learning
C	Leave of absence for exceptional circumstance
T	Parent travelling for occupational purposes – Please see T Code guidance
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made
Absence – unable to attend school because of unavoidable causes	
These codes are classified for statistical purposes as not a possible attendance	
Q	Unable to attend the school because of a lack of access arrangements
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
Absence – Unauthorised	
G	Leave not granted by the school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances

U	Late arrival after the register is closed
Administrative Codes	
Z	Prospective student not yet on admission register
#	Planned whole school closure

Appendix D

Attendance% Days and Sessions Missed

Attendance %	Days Missed (per year)	Sessions Missed	Category
100%	0	0	Green
99%	2	4	Green
98%	4	8	Green
97%	6	12	Amber
96%	7	14	Amber
95%	9	18	Amber
94%	11	22	Amber
93%	13	26	Amber
92%	15	30	Amber
91%	17	34	Amber
90%	19	38	Amber (Persistent Absence)
85%	29	58	Red
80%	38	76	Red
75%	48	96	Red
50%	95	190	Severely Absent

✓ Green = 98–100%

△ Amber = 97–90%

● Red = below 90% (Persistent Absence)

● Severely Absent = 50% and below

