

Three Counties Academy Trust



**Attendance Policy
(Secondary)
#SG29(A)**

Last amended 11th September 2026

Policy lifespan: 1 year. To be reviewed no later than 10th September 2027

Version history

Date	Version	Details	Actioned by	PDF to Websites	Word to Governor Hub
11.08.26	1.0	Formatted to house style and checked against model for updates	MF	✓	✓

Contents:

Version history

Policy abbreviations and acronyms

Statement of intent

Member, Trustee and Local Governor Summary

Senior Attendance Champion, School Attendance Champions and Social Inclusion and Conduct Mentors Summary

Parent and Pupil Summary

1. Legal framework
2. Definitions
3. Roles and responsibilities
4. Attendance expectations
5. Absence procedures
6. Attendance register
7. Authorising parental absence requests
8. SEND and health-related absence
9. Absence in exceptional circumstances

10. Truancy

11. Absent pupils

12. Attendance intervention

13. Working with parents to improve attendance

14. Persistent absence (PA)

15. Penalty notices and legal intervention

16. Monitoring and analysing absence

17. Training of staff

18. Deletion of names from the admission register

Monitoring and review

Appendices

A. Attendance Monitoring Procedures

B. Attendance Intervention Review (AIR)

C. Attendance Reporting Flowchart

D. Attendance Pledge

Trust Glossary

Policy Abbreviations and Acronyms

AIR	Attendance Intervention Review	LAC	Looked After Child
CEO	Chief Executive Officer	MIS	Management Information System
DfE	Department for Education	PA	Persistent Absence
DSL	Designated Safeguarding Lead	PP	Pupil Premium
EHCP	Education and Health Care Plan	RAG	Red, Amber, Green
ESO	Education Supervision Order	SEMH	Social, Emotional and Mental Health
FSM	Free School Meals	SENCO	Special Educational Needs Coordinator
FT	Form Tutor	SEND	Special Educational Needs and Disabilities
IHP	Individual Healthcare Plan	SLT	Senior Leadership Team
KCSIE	Keeping Children Safe in Education	S2S	School to School
LA	Local Authority	TCAT	Three Counties Academy Trust

NB. Where the term “parent” or “parents” is used this includes those who act as carers or have parental responsibility.

NB. Staff roles noted within this policy may also include those staff performing that role in an ‘Acting’ capacity.

Statement of intent

Three Counties Academy Trust (TCAT) believes that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

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

TCAT takes a whole-school approach to securing good attendance and recognises the impact that our efforts in other areas – such as the curriculum, behaviour standards, bullying, SEND support, supporting pupils with medical conditions or disabilities, safeguarding, pastoral support and wellbeing, support for young carers and children with a social worker, and the effective use of resources such as pupil premium – can have on improving pupil attendance.

TCAT and our schools are committed to:

- Promoting and modelling high attendance and its benefits
- Ensuring equality and fairness for all
- Ensuring this attendance policy is clear and easily understood by staff, pupils and parents
- Intervening early and working with the LA and other relevant partners to understand and remove barriers to attendance and provide appropriate support
- Building strong relationships with families to overcome barriers to attendance
- Working collaboratively with other schools in the area, as well as other agencies
- Ensuring parents understand their legal responsibility to make sure their child receives an efficient, full-time education suitable to their age, aptitude and any special educational needs they may have, and that, where their child is registered at school, they have an additional legal duty to ensure their child attends regularly
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support

TCAT's Education Welfare and Safeguarding Support Officer is Mr Russell Jones, and he can be contacted via rjones@tcat.school. Mr Jones will act as Senior Attendance Champion for any TCAT school and work with in school Attendance Champions to promote a strong attendance ethos.

Member, Trustee and Local Governor Summary

Governance Responsibilities

Members

- Receive assurance that the Trust Board has effective attendance arrangements in place
- Expect attendance to be monitored as a key indicator of school effectiveness and pupil welfare
- Provide strategic oversight through governance structures and accountability arrangements

Trustees

- Monitor implementation of the policy across all TCAT schools
- Promote a culture where good attendance is valued and prioritised
- Ensure schools meet statutory attendance and safeguarding duties
- Ensure attendance data is scrutinised, benchmarked and used to drive improvement
- Challenge and support school leaders regarding attendance outcomes
- Ensure attendance training is provided to relevant staff
- Ensure appropriate safeguarding arrangements are in place, including for children missing education
- Promote the sharing of effective attendance practice across TCAT

Local Governors

- Where delegated, undertake the same monitoring and scrutiny role at school level
- Review attendance trends and the attendance of vulnerable groups
- Support and challenge school leaders regarding attendance performance
- Monitor the impact of attendance strategies and interventions
- Receive regular attendance reports and contribute to improvement priorities

Key Attendance Expectations

- Attendance is regarded as essential for pupils to achieve their full potential
- Schools are expected to maintain high attendance expectations for all pupils
- Secondary attendance of 95% or above is the TCAT target
- Early identification and intervention are central to improving attendance
- Particular attention is given to pupils facing barriers to attendance, including pupils with SEND, health needs, social workers and looked after status

Safeguarding and Attendance

- Attendance is viewed as a safeguarding matter as well as an educational issue
- Unexplained, persistent or severe absence may indicate wider welfare concerns
- Schools will follow up absence promptly and take safeguarding action where necessary
- Children missing education processes are embedded throughout the policy
- Governance bodies must ensure attendance arrangements align with safeguarding requirements and KCSIE expectations

Attendance Support and Intervention

- Schools work with families to identify and remove barriers to attendance
- Support is prioritised before legal intervention wherever appropriate
- Formal attendance meetings are triggered where attendance falls significantly
- Persistent absence is defined as 10% or more missed sessions
- Severe absence is defined as 50% or more missed sessions
- Support may involve the Local Authority and other external agencies where needed

Legal Intervention

- Penalty notices and other legal interventions may be considered where support has not been successful or where circumstances justify formal action

- Decisions are made in partnership with the Local Authority and in line with national requirements
- Education Supervision Orders may be used as an alternative to prosecution in appropriate cases

Monitoring and Assurance

- Attendance data is monitored at pupil, cohort, year group and Trust level
- Attendance patterns, trends and barriers are analysed regularly
- Local Governing Bodies review attendance performance and challenge leaders appropriately
- The Trust Board receives and scrutinises attendance information across TCAT
- Attendance effectiveness forms part of ongoing school improvement and governance oversight

Senior Attendance Champion, School Attendance Champions and Social Inclusion and Conduct Mentors Summary

Purpose of These Roles

- Provide leadership, oversight and operational support to improve attendance across TCAT schools
- Identify and address barriers to attendance at the earliest opportunity
- Ensure attendance concerns are monitored, escalated and supported appropriately
- Work collaboratively with pupils, families, schools, Local Authorities and external partners to improve attendance outcomes

Senior Attendance Champion

Strategic Leadership

- Working with the CEO, develops the Trust-wide vision for improving and maintaining good attendance
- Establishes systems and procedures for tackling absence across all TCAT schools
- Monitors attendance data across TCAT to identify trends, priorities and emerging concerns
- Evaluates the effectiveness of attendance strategies and interventions
- Reports attendance findings and outcomes to the CEO and the Trust Board

Working with Schools and Families

- Works with pupils, parents, school Attendance Champions, Local Authorities and other agencies to remove barriers to attendance
- Provides guidance and support to school Attendance Champions
- Supports schools where attendance concerns are becoming persistent or severe
- Leads formal attendance discussions where additional intervention is required

Statutory and Legal Responsibilities

- Refer cases for fixed penalty notices where appropriate

- Ensures required attendance information is shared with Local Authorities
- Supports legal intervention processes when necessary
- Monitors attendance of vulnerable groups, including pupils with SEND and long-term health needs
- Ensures patterns of persistent and severe absence are identified and acted upon promptly

School Attendance Champions

School-Based Leadership

- Lead the strategic approach to attendance within their school
- Develop and communicate a clear attendance vision for staff, pupils and parents
- Monitor school attendance performance and the effectiveness of interventions
- Analyse attendance information to identify improvement priorities
- Maintain accurate attendance records and support correct use of attendance codes

Supporting Pupils and Families

- Communicate regularly with pupils and parents regarding attendance concerns
- Follow up incidents of persistent poor attendance
- Work with families to understand barriers to attendance and identify solutions
- Monitor the impact of support strategies and interventions
- Escalate concerns to the Senior Attendance Champion where appropriate

Partnership Working

- Attend regular meetings with the Senior Attendance Champion
- Liaise with Local Authority services and other agencies when support is required
- Recommend cases where fixed penalty notices should be considered
- Provide required attendance information to support Trust-wide monitoring and reporting arrangements

Social Inclusion and Conduct Mentors

Day-to-Day Attendance Support

- Monitor attendance daily and identify unexplained or concerning absences
- Contact parents regarding absence and follow up missing attendance information
- Support implementation of attendance interventions and agreed action plans
- Help pupils and families overcome barriers to regular attendance

Pupil and Family Engagement

- Build positive relationships with pupils and families
- Communicate regularly about attendance concerns and expectations and support attendance meetings and intervention processes
- Work collaboratively with school Attendance Champions to secure improvements in attendance

Escalation Responsibilities

- Identify persistent, severe or emerging attendance concerns
- Escalate significant concerns to the school Attendance Champion
- Support safeguarding responses where attendance concerns indicate potential welfare issues
- Assist with implementation and monitoring of agreed attendance support measures

How the Roles Work Together

- Social Inclusion and Conduct Mentors provide daily operational support and first-line family engagement
- School Attendance Champions provide school-level strategic leadership and oversight
- The Senior Attendance Champion provides Trust-wide leadership, challenge, support and statutory oversight
- Together these roles ensure attendance concerns are identified early, barriers are addressed, support is coordinated and legal intervention is only considered when appropriate and necessary

Key Responsibilities Across All Three Roles

- Promote a strong culture of attendance
- Identify attendance concerns early
- Work proactively with pupils and families
- Reduce persistent and severe absence
- Support vulnerable pupils and those facing barriers to attendance
- Maintain accurate attendance records and monitoring systems
- Contribute to safeguarding by ensuring unexplained absence is followed up promptly
- Work collaboratively with Local Authorities and external partners where additional support is required

All other staff

Attendance Expectations

- Promote a culture where good attendance, punctuality and inclusion are valued
- Record attendance accurately and follow attendance procedures consistently
- Identify and report attendance concerns at the earliest opportunity
- Work collaboratively with pupils, parents and carers to remove barriers to attendance
- Recognise that poor attendance may indicate safeguarding or welfare concerns and act in line with safeguarding procedures
- Support attendance interventions and contribute to strategies that help pupils attend school regularly and achieve their full potential

Key Messages for Staff

- Attendance is everyone's responsibility and is closely linked to safeguarding, wellbeing and educational outcomes
- Early identification and intervention are essential
- Supportive engagement with families should be the first response wherever possible
- Persistent and severe absence require targeted monitoring and intervention
- Staff must follow attendance, safeguarding and children missing education procedures at all times

Parent and Pupil Summary

Parents

Who You Will Work With

- Your main contacts will be your child's Form Tutor, Social Inclusion and Conduct Mentors, school Attendance Champion and other pastoral staff
- You may also meet with senior leaders where attendance concerns become more significant
- Schools may involve external agencies, including the Local Authority, where additional support is required
- Attendance support is intended to be a partnership between families and school staff

What Parents and Carers Are Expected to Do

- Ensure your child attends school every day and arrives on time
- Notify the school promptly when your child is absent and provide appropriate reasons
- Avoid taking holidays during term time unless exceptional circumstances apply
- Engage positively with attendance meetings and support plans
- Work with the school to identify and remove barriers affecting attendance
- Provide medical evidence where requested in line with school procedure

How the School Will Support You

- Schools will seek to understand the reasons behind attendance concerns
- Support will be offered before legal action is considered wherever possible
- Staff will work with families to identify practical solutions and reasonable adjustments
- Support may involve safeguarding, SEND, wellbeing, medical or external agency input where appropriate

AIR 1 and AIR 2 Attendance Reviews

AIR 1 – Pupil-Centred Review

- Used where attendance concerns first emerge
- Focuses on understanding the pupil's views, experiences and barriers to attendance
- Agrees practical strategies and support measures to improve attendance
- Families are encouraged to engage with the agreed actions and review progress regularly

AIR 2 – Parent-Centred Review

- Used where attendance concerns continue or require additional intervention
- Focuses on working directly with parents and carers to address barriers to attendance
- Reviews previous support strategies and agrees further actions and responsibilities
- Establishes clear expectations and timescales for improvement

Possible Actions if Attendance Does Not Improve

- Additional attendance meetings
- Increased monitoring and support
- Formal attendance plans and potential home visits
- Referrals to external support services and potential Local Authority involvement
- Consideration of legal interventions, including penalty notices where appropriate

Pupils

Who You Will Work With

- Your Form Tutor is usually your first point of contact
- You may also work with your Social Inclusion and Conduct Mentor, school Attendance Champion and other pastoral staff, safeguarding staff or senior leaders
- Other professionals may become involved if additional support is needed

What Is Expected of You

- Sign your school's Attendance Pledge and attend school every day unless there is a genuine reason for absence, on time and ready to learn
- Talk to staff if something is making it difficult for you to attend school
- Engage with support offered to help improve attendance

How School Will Help You

- Staff will listen to any concerns affecting your attendance
- School will work with you and your family to remove barriers to attending regularly and support will be tailored to you
- Attendance is treated as both an educational and wellbeing issue

AIR 1 – Pupil-Centred Review

- Gives you an opportunity to explain any difficulties you are experiencing
- Helps staff understand what is preventing good attendance
- Agrees practical strategies that can support you
- Allows your views and experiences to help shape the support provided

AIR 2 – Parent-Centred Review

- Takes place when attendance concerns continue
- Involves your parents or carers and school staff working together
- Builds on the support already provided through AIR 1
- Agrees further actions to help improve attendance

If Attendance Does Not Improve

- Attendance will continue to be monitored closely and additional meetings and support may be arranged
- External agencies may become involved to provide further help which may lead to formal attendance procedures

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 and 2002](#)
- [The Children Act 1989](#)
- [The Crime and Disorder Act 1998](#)
- [The Anti-Social Behaviour Act 2003](#)
- [The Sentencing Act 2020](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Parenting Contracts and Parenting Orders\) \(England\) Regulations 2007](#)
- [The Education \(Penalty Notices\) \(England\) Regulations 2007, as amended](#)
- [The Education \(Information about Individual Pupils\) \(England\) Regulations 2013](#)
- [The Children and Young Persons Act 1993 and 1963](#)
- [Equality Act 2010](#)
- [DfE 'Working together to improve school attendance'](#)
- [DfE 'Children missing education'](#)
- [DfE 'Keeping children safe in education \(KCSIE\)'](#)
- [DfE 'Working together to safeguard children'](#)
- [DfE 'Providing remote education: guidance for schools'](#)
- [DfE 'Sharing daily pupil attendance data'](#)
- [DfE 'Summary table of responsibilities for school attendance'](#)

This policy operates in conjunction with the following TCAT and school documents and policies:

- Behaviour Policy
- Study Leave Policy (CU13)
- Records Management Policy (FI2)
- Complaints Policy and Procedures (GN9)

- Professional Learning Policy (HR41)
- Special Educational Needs and Disabilities (SEND) Policy (SD3)
- Child Protection and Safeguarding Policy and Procedures (SG1)
- Supporting Pupils with Medical Conditions Policy (SG4)
- Children Missing Education Policy (SG15)
- Social, Emotional and Mental Health (SEMH) Policy (SG21)
- Pupils with Additional Health Needs Attendance Policy (SG22)
- Home Visit Policy (SG23)

2. Definitions

The following definitions apply for the purposes of this policy:

Absence:

- Arrival at school after the register has closed
- Not being present at school for a session where the pupil is required to attend and the absence is recorded using an appropriate absence code

Authorised absence:

- Code C1: Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad
- Code M: Leave of absence for the purpose of attending a medical or dental appointment
- Code J1: Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
- Code S: Leave of absence for the purpose of studying for a public examination
- Code X: Non-compulsory school age pupil not required to attend school
- Code C2: Leave of absence for a compulsory school age pupil subject to part-time timetable
- Code D: Dual registered at another school
- Code C: Leave of absence for exceptional circumstances
- Code T: Parent travelling for occupational purposes

- Code R: Religious observance
- Code I: Illness (not medical or dental appointment)
- Code E: Suspended or permanently excluded

Unauthorised absence:

- Code G: Holiday not granted by the school
- Code N: Reason for absence not yet established
- Code O: Absent in other or unknown circumstances
- Code U: Arrived in school after registration closed

Persistent absence (PA):

- Missing 10 percent or more of school sessions for any reason – equivalent to one day or more a fortnight across a full school year

Missing education

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

Severe absence

- Missing 50 percent or more of school sessions for any reason

3. Roles and responsibilities

The Trust Board, and where delegated the Local Governing Body, has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across TCAT schools
- Promoting the importance of good attendance through each school's ethos and policies
- Ensuring school leaders fulfil expectations and statutory duties including accurate maintenance of the attendance register and the sharing of information with the DfE and LA

- Ensuring each school works effectively with local partners to help remove barriers to attendance, and keeping them informed regarding specific pupils, where appropriate
- Ensuring attendance training forms part of the school's continuing professional development offer for all staff, with dedicated attendance training provided to staff who have a specified attendance function
- Working with SLTs to set goals for attendance and providing support and challenge around delivery against those goals
- Regularly reviewing attendance data, including recent and historic trends, benchmarking against appropriate comparator schools and local, regional and national data, and paying particular attention to pupil cohorts that face greater barriers to attendance
- Sharing effective practice on attendance management and improvement across all TCAT schools
- 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 TCAT's Complaints Policy and Procedures
- Having regard to KCSIE when making arrangements to safeguard and promote the welfare of children
- Ensuring there is a Children Missing Education Policy in place and that this is regularly reviewed and updated

Executive Headteachers, Headteachers and where delegated, Heads of School are responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across their school
- Monitoring absence data and reporting it to their Local Governing Body
- Appointing a member of their SLT to the Attendance Champion role for their school
- Ensuring all parents are aware of their school's attendance expectations and procedures
- Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence
- Sharing information and working collaboratively with the LA by notifying them when a pupil's name is added to or removed from their school's admissions register outside standard transition times
- Providing the LA with a sickness return for any pupil of compulsory school age who is recorded with code I where there are reasonable grounds to believe the pupil will miss 15 school days consecutively or cumulatively during the school year because of sickness
- Working with pupils with SEND to develop specific support approaches for attendance, including where school transport is regularly being missed and where pupils with SEND face barriers within school
- Ensuring that a pupil's social worker and/or youth offending team worker, where applicable, is informed of any unexplained absence

The Senior Attendance Champion is responsible for:

- Setting a clear vision for improving and maintaining good attendance across all TCAT schools
- Establishing and maintaining effective systems for tackling absence and monitoring their use by in school Attendance Champions and staff
- Monitoring Trust-Wide and school level attendance data to identify patterns, priorities and pupils or cohorts requiring additional support and communicating findings to school Attendance Champions
- Preparing for Executive Leaders and the Trust Board reports evaluating the effectiveness of each school's attendance strategies, processes and interventions
- Working with pupils, parents, school Attendance Champions, the LA and other relevant partners to remove barriers to attendance
- Issuing fixed penalty notices where necessary across all TCAT schools
- Providing the LA, at the frequency agreed with the LA and no less frequently than once per calendar month, with the names and addresses of pupils of compulsory school age who fail to attend school regularly or who have been absent continuously for ten school days where their absence has been recorded using one or more of codes G, N, O and/or U
- Where requested to do so by an Executive Headteacher, Headteacher or Head of School, informing the LA of any pupil of compulsory school age who has been recorded as unwell and whom the school reasonably believes will miss 15 school days consecutively or cumulatively due to illness
- Developing a clear vision for improving attendance across TCAT schools

Each school's Attendance Champion is responsible for:

- Advising the Senior Attendance Champion where a fixed penalty notice should be issued
- Providing the Senior Attendance Champion with the names and addresses of pupils of compulsory school age who fail to attend school regularly, or who have been absent without authorisation for a continuous period of ten school days
- The overall strategic approach to attendance in their TCAT school
- Developing a clear vision for improving attendance in their school and sharing it with all staff at the school
- Monitoring attendance and the impact of interventions in their school
- Analysing attendance data and identifying areas of intervention and improvement for their school
- Communicating with their pupils and parents with regard to attendance

- Following up on incidents of persistent poor attendance for their school
- Maintaining accurate attendance records and supporting the accurate use of attendance codes
- Attending regular meetings with TCAT's Senior Attendance Champion as required

Where employed, Social Inclusion and Conduct Mentors are responsible for:

- Monitoring attendance on a day-to-day basis and identifying unexplained or concerning absence for their pupils
- Contacting parents regarding absence and following up unexplained absence in line with the school's procedures
- Communicating with pupils and families about attendance and helping to identify barriers to regular attendance
- Escalating persistent, severe or otherwise concerning absence to the school Attendance Champion and supporting agreed interventions

Staff are responsible for:

- Following this policy and ensuring pupils do so too
- Ensuring this policy is implemented fairly and consistently
- Modelling good attendance behaviour
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated
- Where designated, taking the attendance register at the relevant times during the school day

Parents are responsible for:

- Providing accurate and up-to-date contact details
- Providing their school with more than one emergency contact number
- Updating their school if their details change
- The attendance of their children at school
- Promoting good attendance with their children
- Proactively engaging with any attendance support offered by their school and the LA

- Contacting their school to report their child's absence before the beginning of the school day and advising on when it is expected that their child will return
- Requesting leave of absence only in exceptional circumstances, and in advance

Pupils are responsible for:

- Attending their lessons and any agreed activities when at school
- Arriving punctually to all timetabled lessons when at school and ready to learn
- Following any support provided by the school to improve attendance

4. Attendance expectations

TCAT and our schools have high expectations for pupils' attendance and punctuality and will ensure that these expectations are communicated regularly to parents and pupils.

Pupils will be expected to:

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

The school day will start at the time published by the school, and pupils will be in their classroom, ready to begin lessons at this time; therefore, pupils will be expected to be on the school site no later than 5 minutes before the published start time. Pupils will have a morning break, and a lunch break as determined by school leaders and pupils will be expected to have returned from each break and be ready to recommence learning at the stated times. For Queen Elizabeth High School the current start time is 8.35 am.

Registers will be taken as follows throughout the school day:

- The morning register will be marked by 8:40am. Pupils will receive a late mark if they are not in their classroom by this time. Pupils attending after this time will receive a mark to show that they were on site, but this will count as a late mark. The morning register will close at 9:10am. Pupils will receive a mark of absence (U) if they do not attend school before this time

- The afternoon register will be marked by 13:10pm and close at 13:20pm. Pupils will receive a late mark if they are not in their classroom by this time but arrive before the register is closed and will receive a mark of absence if they are not present

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

Our schools will actively discourage late arrival, seek explanations from parents for lateness and monitor patterns of late arrival to identify where further support or intervention may be needed.

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

At TCAT we seek to see attendance rates at 95% or higher for secondary age pupils and 96% or higher for primary age pupils, and employ a banded approach to attendance classification as follows:

% Attendance	Description
100%	Outstanding
99.00-99.99%	Excellent
98.00-98.99%	Very Good
95.00-97.99%	Good
93.00-94.99%	Requires Improvement
90.00-92.99%	Poor
0.00-89.99%	Very Poor

These attendance descriptors are used consistently across TCAT when referring to pupil attendance, for example in periodic progress reports to parents and carers.

5. Absence procedures

Parents will be required to contact the school office via telephone or email absence@tcat.school before 9:00am on the first and any subsequent day of their child's absence – they will be expected to provide an explanation for the absence and an estimation of how long the absence will last, e.g. one school day.

Where a pupil is absent, and their parent has not contacted the school by the close of the morning register to report the absence, administrative staff or Social Inclusion and Conduct Mentors will contact the parent as soon as practicable via telephone call or text message on the first day of absence. Where absence continues without explanation, the school will make further contact with the parent and take appropriate steps to establish the pupil's whereabouts and ensure their safety.

TCAT schools 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

TCAT schools will not request medical evidence in most circumstances where a pupil is absent due to illness; however, TCAT and our schools reserve the right to request supporting evidence where there is genuine and reasonable doubt about the authenticity of the illness. Where a parent cannot provide evidence in the form requested but can provide other evidence, our schools will take this into account

Where a pupil's absence is at risk of becoming persistent or severe, TCAT schools will work with the pupil and their parents to understand the barriers to attendance and agree appropriate actions or interventions. Social Inclusion and Conduct Mentors will support the day-to-day implementation of agreed actions, with the school Attendance Champion overseeing the school's strategic response and escalation where required and having consulted TCAT's Senior Attendance Champion where appropriate. If a pupil's attendance drops below 93% and there is clear evidence to suggest this decline will continue, the school's Attendance Champion and/or Senior Attendance Champion will notify the Social Inclusion and Conduct Mentors who will arrange a formal meeting with the pupil to conduct an AIR 1. Where an AIR 1 is unsuccessful in correcting the decline of attendance, the school's Attendance Champion will conduct an AIR 2 with their parent.

TCAT schools will provide the LA, at the frequency agreed with the LA and no less frequently than once per calendar month, with the names and addresses of pupils of compulsory school age who fail to attend school regularly or who have been absent continuously for ten school days where their absence has been recorded using one or more of codes G, N, O and/or U.

TCAT schools will provide the LA with a sickness return for any pupil of compulsory school age who is recorded with code I where the school has reasonable grounds to believe that the pupil will miss 15 school days, consecutively or cumulatively, because of sickness. Only one sickness return will be required for a continuous period of sickness in a school year, although multiple returns may be made where the circumstances require it.

Where a pupil does not return from a period of leave or has a continuous period of absence, TCAT schools and the LA will carry out joint reasonable enquiries, where required under the School Attendance (Pupil Registration) (England) Regulations 2024, to establish the pupil's whereabouts. Where the pupil lives in a different local authority area, the School LA will liaise with the Home LA as appropriate. If, following reasonable enquiries, the pupil's name is lawfully removed from the school's admission register, the relevant LA will consider whether the pupil should be identified as a child missing education.

Where a TCAT school is unable to establish the reason for a pupil's absence and there are safeguarding concerns, the school will take appropriate action in line with TCAT's Child Protection and Safeguarding Policy and Procedures. The school will recognise that unexplained or prolonged absence from education can be a safeguarding warning sign.

Where a pupil has registered at a TCAT school but is subsequently absent from an expected lesson or activity without permission, staff will follow their school's procedures for locating the pupil and establishing the reason for the absence. Any unexplained internal absence will be followed up promptly and safeguarding action will be taken where necessary.

In TCAT schools, the internal attendance reporting and escalation arrangements may include the following staff, according to the nature and seriousness of the attendance concern:

1. Form Tutor
2. Pastoral Lead or Social Inclusion and Conduct Mentor
3. School Attendance Champion
4. Senior Attendance Champion
5. Headteacher or Head of School as appropriate

TCAT schools will involve the LA School Attendance Support Team and other external services where appropriate.

6. Attendance register

TCAT schools use the Bromcom MIS to maintain 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 beginning of each morning session and once during each afternoon session, at the same time for all registered pupils.

The register will record the appropriate national attendance or absence code for every pupil, reflecting whether they are attending the school, attending an approved educational activity or other permitted provision, absent, or unable to attend in accordance with the circumstances set out in the relevant regulations.

TCAT schools will use the national attendance codes set out in Regulation 10 of The School Attendance (Pupil Registration) (England) Regulations 2024 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 pupil 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 for absence not yet established; where the reason cannot be established within five school days, the school will amend the entry to Code O.
- 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, in accordance with the circumstances set out in the School Attendance (Pupil Registration) (England) Regulations 2024.
- V = Educational visit or trip
- W = Work experience
- X = Non-compulsory school age pupil 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 pupil 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 pupil not on admission register

Pupils who are not physically attending school but are receiving remote education will continue to be recorded as absent using the appropriate absence code. Remote education will only be used in accordance with the DfE's guidance, including as a last resort where appropriate and as part of a plan to reintegrate the pupil into school.

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 of the person who made the amendment. The attendance register will only routinely be amended where the reason for absence could not be established when the register was taken and it subsequently becomes necessary to correct the entry.

Every entry in the attendance register will be preserved for six years from the date the data was entered.

7. 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 Executive Headteacher or Headteacher – the decision to grant or refuse the request will be at the discretion of the Executive Headteacher or Headteacher, taking the best interests of the pupil and the impact on the pupil's education into account. The Executive Headteacher's/Headteacher's decision is not subject to appeal; however, the school will be sympathetic to requests for absence by parents and will not deny any request without good reason. Within some TCAT schools, an Executive Headteacher may delegate such decisions on their behalf to the Head of School.

Leave of absence

TCAT schools will only grant a pupil a leave of absence in exceptional circumstances. In order to have requests for a leave of absence considered, the school will expect parents to contact the Executive Headteacher, Headteacher or where delegated 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 pupil's previous attendance record will be taken into account. Where the absence is granted, the Executive Headteacher, Headteacher or where delegated, the Head of School will determine the length of time that the pupil can be away from school. A need or desire for a holiday or other absence for the purpose of leisure and recreation will not generally be considered an exceptional circumstance.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

A leave of absence for a pupil during term time will only be granted if the request meets the specific circumstances set out in the school attendance regulations 2024 which 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

If term-time leave is not granted, taking a pupil out of school will be recorded as unauthorised absence and may result in a penalty notice or other legal intervention being considered in accordance with the National Framework for Penalty Notices and the LA's Local Code of Conduct.

Illness and healthcare appointments

Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents will be expected to request approval for their child's absence as far in advance as is practicable.

Leave for a medical or dental appointment will only be granted where an application is made in advance by a parent and the school is satisfied, based on the individual facts of the case, that exceptional circumstances justify the leave. Parents will be responsible for ensuring their child misses only the minimum amount of time necessary to attend the appointment.

Performances and activities, including paid work

TCAT schools will have the discretion to grant leave of absence during school hours for pupils to undertake employment, whether paid or unpaid, in accordance with the relevant legislation.

While not required to follow Regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024, TCAT schools will nonetheless record such absences using the appropriate code, where a pupil is participating in a regulated performance or undertaking regulated employment abroad under a valid licence or exemption.

This code will be recorded as an authorised absence for statistical purposes.

Code J1: Attending an interview for employment or for admission to another educational institution

While not required to follow Regulation 11, TCAT schools will still use this code to record that a leave of absence has been granted for the purpose of attending an interview for employment or for admission to another educational establishment.

The interview must take place during the session for which it is recorded.

This code will be recorded as an authorised absence for statistical purposes.

Code S: Study leave for a public examination

While not required to follow Regulation 11, TCAT schools will use this code to record when a pupil is absent with leave that has been granted for the purpose of studying for a public examination. Further information regarding TCAT's approach to study leave can be found in our Study Leave Policy.

Code C2: Pupils subject to a part-time timetable

In very exceptional circumstances and where it is in a pupil's best interests, TCAT schools may grant leave of absence to accommodate for a pupil on a part-time timetable.

While not required to follow Regulation 11, TCAT schools will still use this code to record when a pupil is absent with leave because they are subject to a part-time timetable in line with an agreement between the school and a parent the pupil normally lives with that the pupil should temporarily be educated part-time.

Where a pupil is receiving full-time education but only attends the school on a part-time basis—such as in cases of dual registration, part-time unregistered alternative provision, or flexi-schooling, the part-time timetable code will not be used. Instead, the school will record the pupil's absence using the appropriate attendance code that reflects the reason the pupil is not attending that particular session.

In such circumstances, the days on which the pupil is expected to attend school will be agreed in advance.

Religious observance

Parents will be expected to notify their school as far in advance as possible where their child will be absent for religious observance.

TCAT schools 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. TCAT defines this as a day where the pupil's parents would be expected by an established religious body to stay away from their employment to mark the occasion.

Where the relevant religious body sets apart only one day for a religious observance, only that day will be recorded using Code R. Any additional absence requested will be considered separately as a request for leave of absence in exceptional circumstances.

TCAT and our schools may seek advice from the religious body in question where there is doubt over the request.

Parent's travelling for occupational purposes

Where a pupil is a mobile child and their parent is travelling in the course of their trade or business, the parent will be expected to notify their school of the absence as far in advance as possible. Code T will only be used where the pupil has no fixed abode, and the parent is engaged in a trade or business that requires them to travel from place to place. Occasional or short-term travel will not normally meet the requirements of this code.

TCAT schools will not routinely require evidence that a parent is travelling for occupational purposes; however, evidence may be requested where there is genuine and reasonable doubt about the authenticity of the reason given for the absence.

Where a parent is travelling for occupational purposes in England, the school will support continuity of education and, where appropriate, the pupil will be expected to attend a school in the area where the parent is travelling and be dual registered at that school and their main school.

8. SEND and health-related absence

TCAT and our schools recognise that pupils with SEND and/or health conditions, including mental health conditions, may face greater barriers to attendance than their peers. Our schools will maintain the same high ambition for their attendance as for all other pupils, while providing additional support and reasonable adjustments where needed.

Considering the provisions of TCAT's Special Educational Needs and Disabilities (SEND) Policy and Supporting Pupils with Medical Conditions Policy, our schools will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any EHC plans or IHPs that have been implemented. Our schools will secure additional support from external partners to help bolster attendance where appropriate.

Where a TCAT school has concerns that a pupil'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

pupil that is also a safeguarding concern, they will inform their DSL and the Child Protection and Safeguarding Policy and Procedures will be followed. All pupils will be supported with their mental health in accordance with TCAT's Social, Emotional and Mental Health (SEMH) Policy.

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

- Inform the LA where there are reasonable grounds to believe that a pupil of compulsory school age will miss 15 school days, consecutively or cumulatively, because of sickness, and work with the LA to support continuity of education
- Provide the LA with information about the pupil's needs, capabilities and programme of work
- Help the pupil reintegrate at school when they return
- Make sure the pupil is kept informed about school events and clubs
- Encourage the pupil to stay in contact with other pupils during their absence

TCAT schools will incorporate an action plan to help any pupils 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 pupil is attending school as normal and there have been signs of significant improvement.

To support the attendance of pupils with SEND and/or health issues, our schools will consider:

- Holding termly meetings to evaluate any implemented reasonable adjustments
- Incorporating a pastoral support plan
- Carrying out a strengths and difficulties questionnaire
- Identifying pupils' unmet needs through the Common Assessment Framework
- Using an internal or external specialist
- Using a temporary, time-limited part-time timetable only in very exceptional circumstances where it is in the pupil's best interests, with parental agreement, regular review dates, a clear proposed end date and the aim of returning the pupil to full-time education as soon as possible. A part-time timetable will not be used to manage behaviour
- Ensuring a pupil can have somewhere quiet to spend lunch and breaktimes
- Implementing a system whereby pupils can request to leave a classroom if they feel they need time out
- Temporary late starts or early finishes
- Phased returns to school where there has been a long absence

- Small group work or on-to-one lessons
- Tailored support to meet their individual needs

Where a pupil subject to a part-time timetable has an EHC plan, their school will discuss the arrangement with the LA so that the pupil's support package can be reviewed as appropriate. Where the pupil has a social worker, the school will keep them informed and involved in the process.

TCAT schools will not routinely request medical evidence to support illness-related absence. Reasonable evidence may be requested where there is genuine and reasonable doubt about the authenticity of the illness, or where a pupil has prolonged or repeated illness and further information would help the school understand their needs, identify appropriate support or reasonable adjustments, or accurately record the absence. TCAT schools will not be rigid about the form of evidence requested and will consider other appropriate evidence provided by parents.

The Senior Attendance Champion will ensure that attendance data for pupils with SEND and/or long-term physical or mental health conditions is regularly monitored so that emerging patterns are identified and additional support from the LA or other partners can be accessed where necessary.

9. Absence in exceptional circumstances

TCAT schools may grant a leave of absence where exceptional circumstances apply. Each application will be considered individually, taking into account the specific facts, circumstances and relevant background context. Where leave is granted, the school will determine the number of days for which the pupil may be absent.

The school will only grant a leave of absence where an application is made in advance by a parent with whom the pupil normally lives, or by the pupil themselves if they will have reached the end of compulsory school age by the time of the absence.

Generally, a request for a holiday or other absence for the purposes of leisure and recreation will not constitute an exceptional circumstance, and such absences will not be granted.

Where leave of absence is granted because of exceptional circumstances, Code C will be used to record the absence. TCAT schools will consider each application individually and will determine the appropriate length of leave granted.

10. Truancy

Truancy will be considered to have occurred where a pupil is absent from school, or from part of the school day, without permission and without a legitimate reason for the absence having been established. This includes internal truancy, where a pupil is present on the school site but is absent from a timetabled lesson or other required activity without permission.

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

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

Immediate action will be taken where there are concerns that a pupil may be truanting. The Attendance Champion, DSL, Social Inclusion and Conduct Mentors where they are employed and the school SLT or other designated member of staff will take appropriate steps to establish the pupil's whereabouts and, where necessary, contact the pupil's parent to establish the reason for the absence and ensure the pupil's safety. Where concerns persist or the absence forms part of a wider pattern, the matter will be escalated to TCAT's Senior Attendance Champion.

Where truancy or other unauthorised absence forms part of a wider attendance concern, TCAT schools will work with the pupil and their parents to understand and address any barriers to attendance. Where support is appropriate, it will be offered before legal intervention is considered.

Where voluntary support has not been successful or engaged with, or where support is not appropriate, our schools will work with the LA to consider formal support or legal intervention. This may include a Notice to Improve, a penalty notice or another appropriate attendance legal intervention, in accordance with the National Framework for Penalty Notices and the LA's Local Code of Conduct.

The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days, reduced to £80 if paid within 21 days. A second penalty notice issued to the same parent in respect of the same pupil within a three-year rolling period will be charged at a flat rate of £160 if paid within 28 days. A third penalty notice cannot be issued to the same parent in respect of the same pupil within that three-year period, and alternative action will be considered instead.

Where the national threshold has been met and support is appropriate but has not been successful or engaged with, TCAT schools or LA will usually consider issuing a Notice to Improve before a penalty notice. The improvement period will normally be between three and six weeks and will set out the attendance improvement expected and the support available.

DSLs will be involved where an instance of truancy may be linked to a safeguarding concern. Any safeguarding concerns will be dealt with in line with TCAT's Child Protection and Safeguarding Policy and Procedures.

11. Absent pupils

Where a pupil is identified as missing from a timetabled lesson but is believed to remain on the school premises, the school will follow its internal procedures for locating the pupil immediately. Where the pupil cannot be located, the procedures below will be followed.

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

- The member of staff who has noticed the absent pupil will inform a member of the school SLT immediately
- The office staff will also be informed as they will act as a point of contact for receiving information regarding the search
- A member of staff will stay with the rest of the class, and all other available members of staff will conduct a thorough search of the school premises as directed by the Headteacher, Head of School or DSL
- Where the school has them, the following areas will be searched:
 - All classrooms
 - All toilets
 - Changing rooms
 - The library
 - Any outbuildings
 - The school grounds
- Available staff will begin a search of the area immediately outside of the school premises, and will take a mobile phone or two-way radio with them so they can be contacted
- If the pupil has not been found after 10 minutes, then the school will attempt to contact parents using the emergency contact numbers provided. Parents will be advised to contact their child if possible and/or the police
- If the parents have had no contact from the pupil and have not yet contacted the police, or the emergency contacts list has been exhausted, the police will be contacted by the school
- The absent pupil's Form Tutor will fill in an incident form, describing all circumstances leading up to the pupil going missing

- If the pupil has an allocated social worker and/or youth offending team worker, is a looked-after child, or has any other identified vulnerability that may increase safeguarding concerns, the appropriate professionals will be informed without delay, where relevant
- When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well
- Parents and any other agencies will be informed immediately when the pupil has been located

Following the incident, the Headteacher/Head of School will consider the circumstances that led to the pupil leaving or becoming absent from the school premises and will ensure that any necessary support, safeguarding action or behavioural response is put in place. Where appropriate, sanctions may be applied in accordance with the school's Behaviour Policy.

The Headteacher/Head of School will carry out a full investigation and will draw a conclusion as to how the incident occurred. Policies and procedures will be reviewed in accordance with the outcome where necessary.

The school will ensure that any necessary attendance records are reviewed and amended, where appropriate, to provide an accurate record of the pupil's attendance and absence during the relevant session.

12. Attendance intervention

In order to ensure our schools have effective procedures for managing and improving attendance, each school's Attendance Champion, working with TCAT's Senior Attendance Champion and supported by their SLT will:

- Ensure appropriate interventions and support are available to address barriers to attendance
- Monitor and evaluate the effectiveness of attendance strategies and interventions, adapting them where necessary
- Ensure that pupils at risk of persistent or severe absence and their parents are supported to understand and address barriers to attendance
- Where absence intensifies, ensure that support is increased and that the school works with the LA and other relevant partners where appropriate
- Where voluntary support has not been successful or engaged with, oversee the school's work with the LA to formalise support or consider appropriate legal intervention
- Using Form Tutors, Class Teachers, Faculty Leaders and Social Inclusion and Conduct Mentors, where appropriate, to identify emerging attendance concerns, discuss barriers with pupils and provide ongoing attendance support

TCAT schools will use attendance data, in line with the 'Monitoring and analysing absence' section of this policy, to identify individual pupils and cohorts where patterns of absence are emerging and develop appropriate strategies to improve attendance. Interventions will take account of the particular needs and barriers of the pupils and families they are designed to support.

Where attendance rewards are used, our schools will ensure they are applied sensitively and without discrimination and may recognise good attendance, punctuality and improvements in attendance.

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

13. Working with parents to improve attendance

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

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

Our schools will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the Headteacher/Head of School 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, Social Inclusion and Conduct Mentors where they are employed or the school Attendance Champion will work collaboratively with the pupil and their parents to understand and address the specific barriers to regular attendance. Where absence is at risk of becoming persistent or severe, or where engagement with support is proving challenging, the matter will be escalated to the Senior Attendance Champion, who, in collaboration with the school Attendance Champion and/or Social Inclusion and Conduct Mentors, may lead more

formal discussions with the family and involve the LA School Attendance Support Team where appropriate. TCAT schools will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support rather than immediately reach for punitive approaches.

Where barriers are related to the pupil's experience in school, e.g. bullying, Social Inclusion and Conduct Mentors and the school Attendance Champion will work with the Senior Attendance Champion and relevant school staff, such as the DSL and SENCO, to address them and arrange appropriate support or reasonable adjustments. Where barriers are outside of the school's control, the school will work with the pupil, parents, the LA and other relevant partners to help the family access appropriate support, which may include referrals to external services, early help or whole-family support.

Any agreed attendance support, actions or interventions will be regularly reviewed with the pupil and their parents to assess their effectiveness and will be adapted where necessary to reflect the pupil's and family's circumstances.

14. Persistent absence (PA)

TCAT and our schools recognise PA as circumstances where a pupil misses 10% or more of school. Severe absence will be recognised in circumstances where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to all TCAT schools strategies for improving attendance.

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

- Pupils with a social worker, including children in need and pupils subject to child protection plans
- LAC
- Young carers
- Pupils who are eligible for FSM
- Pupils with SEND
- Pupils with physical or mental health conditions
- Pupils who have faced bullying and/or discrimination
- Pupils from groups or backgrounds that have, or have historically had, lower attendance than their peers

Our schools will ensure they provide support to pupils at risk of PA, in conjunction with all relevant external authorities where necessary.

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

- Offering catch-up support to build confidence and bridge gaps in learning
- Meeting with the pupil and their parent to discuss patterns of absence, barriers to attendance, and any other problems they may be having
- Establishing plans to remove barriers and provide additional support
- Regularly reviewing progress and the impact of support with the pupil and their parents
- Making regular contact with the pupil's parent to discuss progress
- Assessing whether an EHC plan or IHP may be appropriate
- Considering what support for re-engagement might be needed, including with regard to additional vulnerability
- Reviewing lesson-level attendance data to identify whether absence is associated with particular subjects, lessons, times of day or other aspects of the pupil's timetable or school experience

TCAT schools will give particular priority to pupils who are severely absent, meaning they miss 50 percent or more of school. These pupils will be treated as a top priority for attendance support, and our schools will work jointly with the LA and other relevant partners to identify and address the barriers to attendance and coordinate any intensive or whole-family support required.

Where a pupil at risk of PA is also at increased risk of harm, their school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care.

Where all appropriate avenues of support have been facilitated and any necessary educational support or provision has been put in place, but severe unauthorised absence continues, TCAT schools will recognise that this may constitute neglect. Any safeguarding concerns will be escalated in accordance with TCAT's Child Protection and Safeguarding Policy and Procedures, including referral to children's social care where appropriate.

TCAT's Senior Attendance Champion will ensure that patterns of persistent and severe absence are identified and communicated to the school Attendance Champion who is responsible for ensuring such pupils are a regular focus of the school's attendance monitoring so that individual pupils and cohorts requiring targeted support are identified as early as possible.

15. Penalty notices and legal intervention

TCAT schools will provide appropriate support to improve attendance wherever possible. Where voluntary support has not been successful or engaged with, or where support is not appropriate in the circumstances, the Senior Attendance Champion, in collaboration with the school Attendance Champion will work with the LA to consider whether formal support or legal intervention is appropriate. Attendance legal intervention will only be used in relation to pupils of compulsory school age and will be considered on an individual, case-by-case basis. In particular, the Senior Attendance Champion will consider:

- Whether support is appropriate in the individual case and, where it is appropriate, whether sufficient support has been provided and has been successful or engaged with. Where support is not appropriate, e.g. in the case of an unauthorised term-time holiday, whether a penalty notice is appropriate in accordance with the National Framework and the LA's Local Code of Conduct
- Whether a penalty notice is the best available tool to improve attendance and change parental behaviour, or if further support or other legal intervention is more appropriate
- Whether issuing a penalty notice in this case is appropriate after considering any obligations under the Equality Act 2010, such as if the pupil has a disability
- Holding a formal meeting with parents and the school's point of contact in the School Attendance Support Team
- Working with the LA to consider putting an attendance contract or an Education Supervision Order in place
- Engaging children's social care where there are safeguarding concerns

Where the national threshold has been met and support is appropriate but has not been successful or engaged with, a Notice to Improve will usually be issued as a final opportunity for the parent to engage in support and improve attendance before a penalty notice is issued. A Notice to Improve may not be used where support is not appropriate or where it is considered unlikely to have a behavioural impact. Any Notice to Improve will be issued in accordance with the LA's Local Code of Conduct and will normally provide an improvement period of between three and six weeks.

Where a pupil 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.

Where a penalty notice is considered appropriate, it may be referred to the LA by the Senior Attendance Champion at the request of the Executive Headteacher/Headteacher. Additionally, it can be requested by the Executive Headteacher, Headteacher, a Deputy Headteacher or Assistant Headteacher with relevant authority, an LA officer or the police. Any penalty notice will be issued in accordance with the LA's Local Code of Conduct and the National Framework for Penalty Notices.

The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days, reduced to £80 if paid within 21 days.

Only two penalty notices may be issued to the same parent in respect of the same pupil within a three-year rolling period. A second penalty notice issued to the same parent in respect of the same pupil will be charged at a flat rate of £160 if paid within 28 days. Once this limit has been reached, other action such as a parenting order or prosecution will be considered.

Where all other appropriate voluntary and formal support or legal interventions have failed, or where they have been deemed inappropriate in the circumstances, TCAT schools will work with the LA where prosecution is being considered as a last resort. Only the LA may prosecute parents for school attendance offences.

Where a parent is prosecuted for failing to secure their child's regular attendance, the penalties available to the court will depend on the offence. These may include a fine of up to £1,000 under section 444(1) of the Education Act 1996, or a fine of up to £2,500, a community order and/or imprisonment for up to three months under section 444(1A).

Education Supervision Orders (ESOs)

Where voluntary support, including any appropriate early help and attendance contract, has not been successful, an Education Supervision Order (ESO) may be considered as an alternative form of legal intervention without criminal prosecution. TCAT schools and the LA will consider whether voluntary support has been exhausted and whether an ESO would be beneficial for the pupil and parent. The LA will fully consider the use of an ESO before progressing to prosecution.

Once an ESO is secured, a supervisor from the LA 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

Where a parent persistently fails to comply with directions given under an ESO, they may be guilty of an offence and the LA may prosecute. On conviction, the parent may be liable to a fine of up to £1,000. Persistent non-compliance will also be considered with children's social care to determine whether further action is required to secure the pupil's welfare.

Once an ESO is secured, the LA will appoint an appropriate lead practitioner to act as supervisor. The school will work in partnership with the supervisor and provide support where appropriate.

16. Monitoring and analysing absence

The Senior Attendance Champion, supported by school Attendance Champions, will ensure that attendance and absence data is regularly monitored and analysed so that emerging patterns of poor attendance are identified and appropriate support or intervention is provided as early as possible.

Weekly attendance patterns and trends will be monitored at individual pupil, cohort and year-group level, including punctuality, to identify early indicators of poor attendance and enable timely support. The Senior Attendance Champion will communicate this information to the school Attendance Champion to be actioned.

TCAT schools 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 or other key transition points
- Individual pupils
- Demographic groups, e.g. pupils from different ethnic groups or economic backgrounds
- Other groups of pupils, e.g. pupils with SEND, pupils with a social worker, LAC, young carers, pupils with long-term health conditions and pupils eligible for FSM

- Pupils at risk of persistent or severe absence

The Senior Attendance Champion, supported by school Attendance Champions, will ensure that thorough analysis of attendance data is conducted on at least a half-termly, termly and full-year basis to identify the following:

- Patterns in uses of certain codes
- Particular days of poor attendance
- Subjects, lessons or times of the school day where lesson attendance or punctuality is comparatively low
- Historic trends of attendance and absence
- Barriers to attendance

School Attendance Champions will provide regular attendance information and reports to relevant staff within their schools to support the tracking of individual pupils and the implementation of attendance procedures. The Senior Attendance Champion will monitor and evaluate the impact of attendance strategies and interventions, using the findings to adapt or inform future approaches.

Local Governing Bodies will regularly review attendance data, including recent and historic trends and the attendance of pupil cohorts that face greater or entrenched barriers to attendance, and will support and challenge the SLT in setting goals and prioritising areas of focus for attendance improvement. This data will be shared with and scrutinised by the Trust Board.

TCAT schools will also benchmark their attendance data against local, regional and national data and, where appropriate, the performance of similar schools to identify areas of success and areas for improvement and will share effective practice with other schools.

The Trust Board will ensure staff from different TCAT schools regularly share expertise and collaborate on interventions.

17. Training of staff

TCAT and our schools recognise that early identification and intervention are essential to preventing patterns of poor attendance from becoming entrenched. Staff will receive appropriate training to enable them to understand their role in improving attendance and to identify pupils who may require additional support.

The Trust Board will ensure that all staff receive appropriate attendance training as part of their induction and that attendance is included in each TCAT school's professional learning offer. Training will be regularly reviewed and updated to reflect evolving barriers to attendance and the needs of the TCAT school community.

Training will cover at least the following:

- The importance of good attendance
- That absence is almost always a symptom of wider circumstances
- The law and requirements relating to school attendance, including the keeping of attendance and admission registers
- TCAT and the school's strategies and procedures for monitoring and improving attendance
- TCAT and the school's procedures for multi-agency working to provide intensive support for pupils who need it

The Trust Board will ensure that the Senior Attendance Champion, school Attendance Champions and any other staff with specified attendance functions receive dedicated attendance training appropriate to their role. This will include the skills required to interpret and analyse attendance data and any additional training required to support pupils and families to overcome commonly experienced barriers to attendance.

Staff will receive training to ensure they understand that patterns of absence, including persistent or severe absence and children missing education, may be an important warning sign of safeguarding concerns, and will know how to identify, report and respond to such concerns in accordance with TCAT's and their school's safeguarding procedures.

18. Deletion of names from the admission register

TCAT schools will only delete a pupil's name from their admission register where a ground for deletion set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024 is met. Where a relevant ground for deletion is met, the pupil's name will be deleted as required by the Regulations. A pupil's name will not be removed for any other reason, as doing so could constitute off-rolling.

Where a pupil's name is deleted from the admission register, their name will also be deleted from the attendance register at the same time.

Where a pupil transfers to another school, including another TCAT school, then the school will delete the pupil's name from its admission register as soon as the pupil is entered on the admission register of the new school, subject to any applicable exceptions under the Regulations. The

school will continue to record the pupil's attendance and absence up to the date of deletion and will transfer the appropriate pupil information through the school-to-school (S2S) system.

TCAT schools will make returns to the LA when pupils' names are deleted from the admission register. This will be with the exception of pupils 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 a TCAT school is notifying the LA that a pupil's name is being deleted from the admission register, the following information about the pupil will be provided:

- Full name
- Address
- The full name and address of any parent the pupil normally lives with
- At least one telephone number by which any parent the pupil normally lives with can be contacted in an emergency
- If applicable, the pupil's future address, the full name and address of the parent who the pupil is going to live with and the date the pupil will start living there
- If applicable, the name of the pupil's other school and when the pupil began or will begin to attend the school
- The reason under which the pupil'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 pupil and their attendance at any given time. Pupils' attendance will be recorded up until the date that their name is deleted from the admission register.

Monitoring and review

Lifespan of Policy: 1 Year

At any point this policy is updated or fully reviewed, it will be updated on the main TCAT website and will automatically update on all TCAT school websites simultaneously.

Where an annual check or other check results in minor changes, the Version History will be reviewed and updated with a change in the number following the decimal point, for example, v1.1 ⇒ v1.2. Where the policy is reviewed in full, then the number before the decimal point will change and reset, for example v1.4 ⇒ v2.0.

Any changes made by the CEO in collaboration with the Board Appointed Trustee will be passed to the Trust Board for ratification and subsequently be notified to Clerks to Local Governing Bodies and Headteachers/Heads of School.

The next scheduled full review date for this policy is 10th September 2027.

Date approved by the Board Appointed Trustee: 11th September 2026.

To be ratified and recorded in the minutes at the first Trust Board Meeting after 11th September 2026.

Appendix A: Attendance Monitoring Procedures

1. A red, amber, green (RAG) rated spreadsheet will be sent weekly to the school Attendance Champion, DSL, the Headteacher and Deputy Headteacher, the SENCo, Social Inclusion and Conduct Mentors where they are employed and the TCAT CEO detailing weekly and annual attendance to date
2. The school Attendance Champion will discuss any attendance/punctuality trends with the Social Inclusion and Conduct Mentors
3. Contact will be made with parents on the first day of absence for any pupil whose absence has not been reported. Where present, second day N codes will be sent to the school Attendance Champion. Social Inclusion and Conduct Mentors should contact home by telephone. Any N codes not established after a week will be recorded as unauthorised absence
4. Where pupil attendance drops below 95 percent – The Form Tutor/Class Teacher will speak to pupils to discuss any issues or problems to ascertain how the school can help to improve their attendance. Where appropriate, Social Inclusion and Conduct Mentors will make a phone call home to discuss further with parents
5. Where pupil attendance drops below 93 percent and is part of a pattern of decline, Social Inclusion and Conduct Mentors will initiate the AIR process and conduct an AIR 1 review and alert the school Attendance Champion of the outcome. A copy of the AIR 1 will be appended to the pupil's record on the school MIS. A leaflet is issued to parents detailing ways in which parents can work with the school so that the pupil can be supported to improve their attendance
6. Where pupil attendance drops below 90 percent, the school's Attendance Champion will initiate the AIR process and conduct an AIR 2 review with the pupil and parents and alert TCAT's Senior Attendance Champion of the outcome. A copy of the AIR 2 will be appended to the pupil's record on the school MIS. A letter confirming agreed strategies to improve the pupil's attendance and explaining that a pupil's absence is now being monitored will be sent home. Attendance will be monitored for four weeks
7. After the four-week monitoring period on AIR 2, if targets are met, a letter will be sent home from the school's Attendance Champion to congratulate the pupil and the family. Monitoring and communication with the family will continue until attendance stabilises
8. Where the AIR 2 does not have the required impact, a referral be required to TCAT's Senior Attendance Champion who may then carry out a home visit and issue a Notice to Improve letter. The family will also be offered the Family First support arranged via the school. The

Senior Attendance Champion in discussion with the School Attendance Champion will continue to monitor attendance and offer support. In extreme cases of lack of engagement by parents a referral may be made to the Child Missing in Education or Integrated Front Door

9. Where attendance falls below 50% a referral will be to the Child Missing In Education panel, this will lead to a discussion regarding fixed penalty notice

Appendix B: Attendance Intervention Review (AIR)

AIR 1 Pupil Centred meeting

Attendees: _____ **date:** _____.

<u>Name of pupil</u>	<u>Current Attendance</u>	<u>Historical/contextual information</u> SEND, PP, Health care plan...	<u>Follow up required on:</u>
			<u>monitor</u>

<u>Comments and discussion</u>	<u>Identified Barriers</u>
I have met with this pupil to discuss their current attendance,	

Outcomes and actions (if required)

monitor

Additional Single or Multiagency
Involvement needed:

NA

Referral actioned

NA

Attendance Intervention Review

AIR 2 Parent/Carer Centred meeting

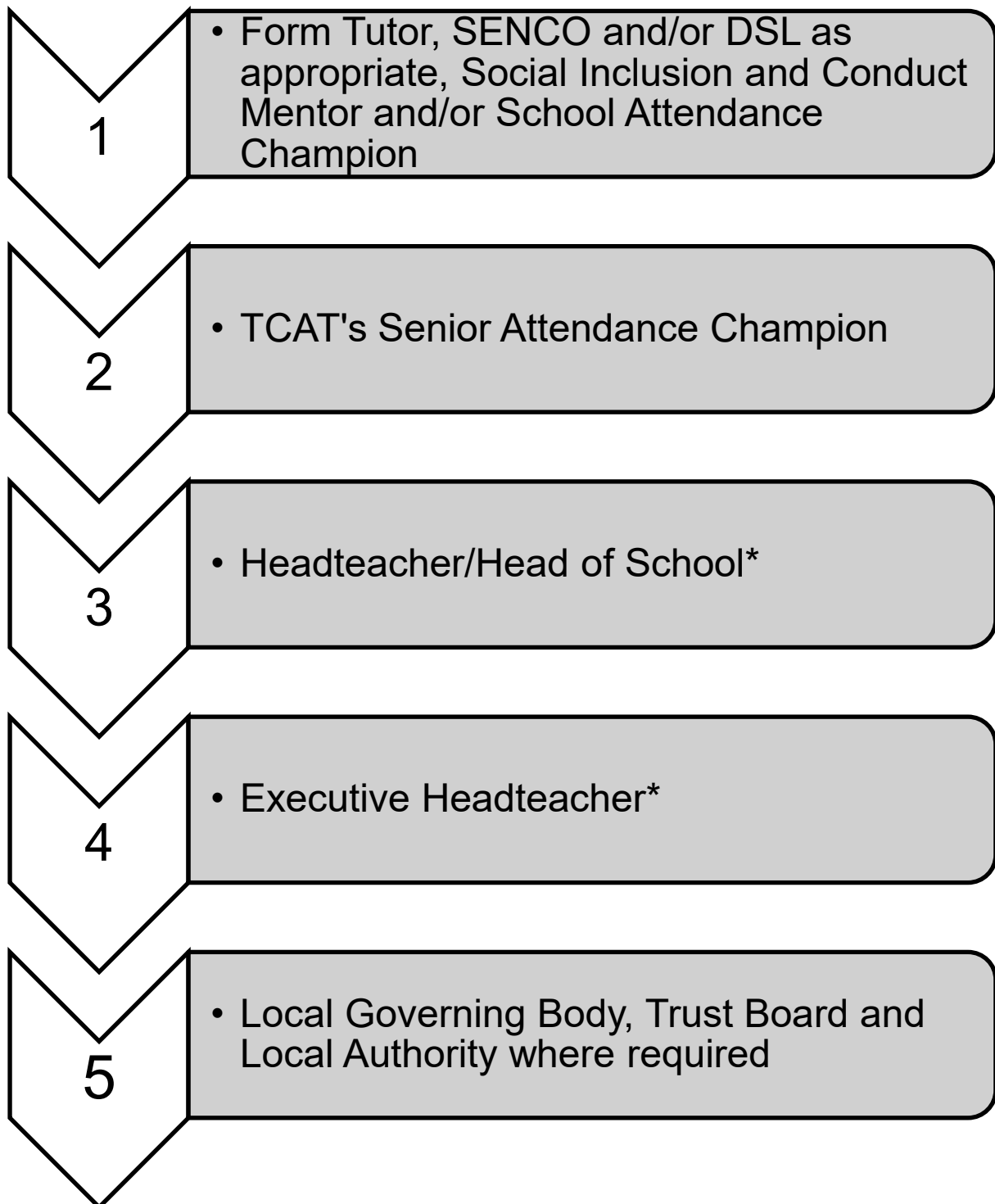
Attendees: _____ **date:** _____.

<u>Name of pupil</u>	<u>Current Attendance</u>	<u>Historical/contextual information</u>	<u>Follow up required on:</u>
		SEND, PP, Health care plan...	
			<u>monitor</u>

<u>Comments and discussion</u>	<u>Identified Barriers</u>
I have met with this pupil and parents/carers to discuss their current attendance,	

<u>Outcomes and actions (if required)</u>	
<u>monitor</u>	
<u>Additional Single or Multiagency Involvement needed:</u> <u>NA</u>	<u>Referral actioned</u> <u>NA</u>

Appendix C: Attendance Reporting Flowchart



* Executive Headteachers will be part of the reporting process where the school has a Head of School and not a Headteacher

Appendix D: Attendance Pledge

Pupil Attendance Agreement

I agree to attend school and understand the impact I may face if my attendance drops below National expected target of 95%. I will ensure that the school is made immediately aware of when I will not be able to attend and will give the school full details of my absence.

As a pupil at Queen Elizabeth High School, I am dedicated to:

- Being in attendance every day
- Always being punctual to school and lessons
- Informing the school of the reason for any absence
- Not missing school for trivial reasons

Pupil name:	Date:
Form Tutor name:	Date:

Parental/Carer Attendance Pledge

I understand that it is my responsibility to send my child to school. I agree to send my child to school every day and understand the consequences if I fail to do so. When my child is absent from school due to exceptional circumstances, I will ensure the correct procedures are followed.

Parent name:	Date:
Form Tutor name:	Date:

Trust Glossary

AA	Admissions Authority	H&S	Health and Safety
AAI	Adrenaline Auto-Injector (Epi Pen)	HoS	Head of School
ACM	Asbestos Containing Materials	HSE	Health and Safety Executive
AHT	Assistant Headteacher	ICO	Information Commissioners Office
AIR	Attendance Intervention Reviews	IDSR	Inspection Data Summary Report
APDR	Assess Plan Do Review Cycle	IHP	Individual Healthcare Plan
APIs	Application Programming Interfaces	IRMS	Information and Records Management Society
ASC	Autistic Spectrum Condition	IWF	Internet Watch Foundation
ASP	Analyse School Performance	KCSIE	Keeping Children Safe in Education
ATH	Academy Trust Handbook	KS1/2/3/4	Key Stage 1/2/3/4
BAME	Black, Asian and Minority Ethnic Backgrounds	LAC	Looked After Child
BAT	Board Appointed Trustee	LADO	Local Authority Designated Officer
BCP	Business Continuity Plan	LGB	Local Governing Body
BFR	Budget Forecast Return	LLC	Low-Level Concerns
CEO	Chief Executive Officer	LSA	Learning Support Assistants
CFO	Chief Financial Officer	MASH	Multi-Agency Safeguarding Hub
CIF	Condition Improvement Fund	MAT	Multi-Academy Trust

CIN	Child in Need	MFA	Multi-Factor Authentication
CLA	Children Looked After	MFL	Modern Foreign Language
CMIE	Child Missing in Education	NCSC	National Cyber Security Centre
COO	Chief Operating Officer	NoV	Note of Visit
COSHH	Control of Substances Hazardous to Health	NPQ	National Professional Qualifications
CP	Child Protection	PA	Persistent Absence
CPD	Continuing Professional Development	PAN	Published Admission Number
CPOMS	Child Protection Online Management System	PECR	Privacy and Electronic Communications Regulations
CSCS	Children's Social Care Services	PEP	Personal Education Plan
CSE	Child Sexual Exploitation	PEEP	Personal Emergency Evacuation Plan
CTIRU	Counter-Terrorism Internet Referral Unit	PEx	Permanent Exclusion
CWD	Children with Disabilities	PP	Pupil Premium
CYPMHS	Children and Young People's Mental Health Services	PPG	Pupil Premium Grant
DBS	Disclosure and Barring Service	PSHE	Personal, Social and Health Education
DDSL	Deputy Designated Safeguarding Lead	PSED	Public Sector Equality Duty
DfE	Department for Education	PTFA	Parent, Teacher and Friends Association
DHT	Deputy Headteacher	QA	Quality Assurance

DSE	Display Screen Equipment	RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
DSL	Designated Safeguarding Lead	RHE	Relationships and Health Education
DPO	Data Protection Officer	RPA	Risk Protection Arrangement
EAL	English as an Additional Language	RSHE	Relationships, Sex and Health Education
ECT	Early Career Teacher	SA	Severely Absent
EDIB	Equality, Diversity, Inclusion and Belonging	SALT	Speech and Language Therapist
EHA	Early Help Assessment	SARC	Sexual Assault Referral Centre
EHENA	Education, Health and Care Needs Assessment	SBM	School Business Manager
EHCP	Education, Health and Care Plan	SCC	Standard Contractual Clause
EHE	Elective Home Education	SCITT	School-Centred Initial Teacher Training
ELSA	Emotional Literacy Support Assistant	SCR	Single Central Record
ESFA	Education and Skills Funding Agency	SDP	School Development Plan
EVC	Educational Visit Coordinator	SDQ	Strengths and Difficulties Questionnaire
EWOSSE	Education Welfare and Safeguarding Support Officer	SEF	Self-Evaluation Form
EYFS	Early Years Foundation Stage	SEMH	Social, Emotional, and Mental Health
FBV	Fundamental British Values	SENCO	Special Educational Needs Coordinator
FFT	Fischer Family Trust	SEND	Special Educational Needs and Disabilities

FGM	Female Genital Mutilation	SIP	School Improvement Partner
FGMPO	FGM Protection Order	SLA	Service Level Agreement
FOI	Freedom of Information	SLCN	Speech, Language and Communication Needs
FSM	Free School Meals	SLT	Senior Leadership Team
FTS	Find a Tender Service	SPOC	Single Point of Contact
GAG	General Annual Grant	STEM	Science, Technology, Engineering and Maths
GDPR	General Data Protection Regulation	TA	Teaching Assistant
GIAS	Get Information about Schools	TAC	Team Around the Child
HASH	Herefordshire Association of Secondary Heads	TCAT	Three Counties Academy Trust
HBA	Honour Based Abuse	TUPE	Transfer of Undertakings (Protection of Employment)
HR	Human Resources	VSH	Virtual School Headteacher