



Ethos Academy Trust

Attendance Policy

October 2025



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|-----------------|--|---|--|--|---------------|---|-----------------|---|--------------|---|
| 1 | Summary | Attendance Policy | | | | | | | | |
| 2 | Responsible person | Headteacher / Head of School | | | | | | | | |
| 3 | Accountable ELT member | Rebecca Smith | | | | | | | | |
| 4 | Applies to | <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Teaching Staff | | | | | | | | |
| 5 | Trustees and/or individuals who have overseen development of this policy | | | | | | | | | |
| 6 | Headteachers/Service Heads who were consulted and have given approval (if applicable) | | | | | | | | | |
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| Trust Website | <input type="checkbox"/> Y <input type="checkbox"/> N | | | | | | | | | |
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| Date | Version | Action | Summary of changes |
|--------------|---------|-----------------------|------------------------------------|
| October 2025 | 2.0 | Major policy revision | Re-write of original documentation |

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1. Aims

This policy aims to show Ethos Academy Trust's commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents> [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)
- <https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made>

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

3. Roles and responsibilities

3.1 The Board of Trustees

The Board of Trustees are responsible for:

- Setting high expectations of all academy leaders, staff, pupils and parents/carers
- Making sure academy leaders fulfil expectations and statutory duties, including:
 - Making sure the academies record attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the academies work effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the academies' policies and ethos
- Making sure the academies' attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the academies have high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping academy leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with academy leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for all academies and repeatedly evaluating the effectiveness of the academies' processes and improvement efforts to make sure they are meeting pupils' needs
- Where an academy is struggling with attendance, working with the academy leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The academies' legal requirements for keeping registers
 - The academies' strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the Trust Headteacher's to account for the implementation of this policy

3.2 The Headteacher / Head of School

The Headteacher / Head of School is responsible for:

- The implementation of this policy at the individual academy
- Monitoring academy-level absence data and reporting it to the Trust Board

- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the academy's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
 - Providing the local authority with the details of pupils who the academy believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the individual academy
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating attendance data and progress in attendance
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the
 - Headteacher / Head of School
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

3.4 Class Teachers / School Staff

Class teachers are responsible for:

- Recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1).
- Liaise with parents/carers about absence on a day-to-day basis and record it on the school system

3.5 Parents / Carers

Parents/carers are expected to:

- Make sure their child attends on time
- Call the academy to report their child's absence on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the academy with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the academy and/or local authority
- Not book holidays in term time
- Liaise with school staff regarding their child's attendance.
- Seek support, where necessary, for maintaining good attendance, by contacting their child's key staff

3.6 Pupils

Pupils are expected to:

- Attend every timetabled session, on time

4. Recording Attendance

4.1 Attendance register

The academies within the Trust will keep an electronic attendance register and place all pupils onto this register.

The academies will take their attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024.

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

4.2 Attendance Codes

The following codes are taken from the DfE's [guidance on school attendance](#).

| Code | Definition | Scenario |
|--|---|--|
| / | Present (am) | Pupil is present at morning registration |
| \ | Present (pm) | Pupil is present at afternoon registration |
| L | Late arrival | Pupil arrives late before register has closed |
| Attending a place other than the school | | |
| K | Attending education provision arranged by the local authority | Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority |
| V | Attending an educational visit or trip | Pupil is on an educational visit/trip organised or approved by the school |
| P | Participating in a sporting activity | Pupil is participating in a supervised sporting activity approved by the school |
| W | Attending work experience | Pupil is on an approved work experience placement |
| B | Attending any other approved educational activity | Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience |
| D | Dual registered | Pupil is attending a session at another setting where they are also registered |
| Absent – leave of absence | | |
| C1 | Participating in a regulated performance or undertaking regulated employment abroad | Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school |
| M | Medical/dental appointment | Pupil is at a medical or dental appointment |
| J1 | Interview | Pupil has an interview with a prospective employer/educational establishment |
| S | Study leave | Pupil has been granted leave of absence to study for a public examination |
| X | Not required to be in school | Pupil of non-compulsory school age is not required to attend |
| C2 | Part-time timetable | Pupil is not in school due to having a part-time timetable |
| C | Exceptional circumstances | Pupil has been granted a leave of absence due to exceptional circumstances |
| Absent – other authorised reasons | | |

| | | |
|--|---|---|
| T | Parent travelling for occupational purposes | Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes |
| R | Religious observance | Pupil is taking part in a day of religious observance |
| I | Illness (not medical or dental appointment) | Pupil is unable to attend due to illness (either related to physical or mental health) |
| E | Suspended or excluded | Pupil has been suspended or excluded from school and no alternative provision has been made |
| Absent – unable to attend school because of unavoidable cause | | |
| Q | Lack of access arrangements | Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school |
| Y1 | Transport not available | Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available |
| Y2 | Widespread disruption to travel | Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency |
| Y3 | Part of school premises closed | Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open |
| Y4 | Whole school site unexpectedly closed | Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather) |
| Y5 | Criminal justice detention | Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention |
| Y6 | Public health guidance or law | Pupil's travel to or attendance at the school would be prohibited under public health guidance or law |
| Y7 | Any other unavoidable cause | To be used where an unavoidable cause is not covered by the other codes |
| Absent – unauthorised absence | | |
| G | Holiday not granted by the school | Pupil is absent for the purpose of a holiday, not approved by the school |

| | | |
|-----------------------------|---|---|
| N | Reason for absence not yet established | Reason for absence has not been established before the register closes |
| O | Absent in other or unknown circumstances | No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence |
| U | Arrived in school after registration closed | Pupil has arrived late, after the register has closed but before the end of session |
| Administrative codes | | |
| Z | Prospective pupil not on admission register | Pupil has not joined school yet but has been registered |
| # | Planned whole-school closure | Whole-school closures that are known and planned in advance, including school holidays |

4.3 Unplanned Absence

If a pupil is going to be absent, the pupil's parent must notify the academy they attend of the reason for the absence on the first day of an unplanned absence, as soon as practically possible. The academy will mark absence due to physical or mental illness as authorised, unless the academy has a genuine concern about the authenticity of the illness. Where the absence is prolonged, or there are doubts about the authenticity of the illness, the academy will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. The academy will not ask for medical evidence unnecessarily.

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

4.4 Planned Absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the academy their child attends in advance of the appointment. However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary. The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Authorised and unauthorised absences are explained within the policy.

4.5 Lateness and Punctuality

A pupil who arrives late:

- Before the register has closed will be marked using an L code
- After the register has closed will be marked using a U code

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

At our academies, the Headteacher / Head of School will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The Headteacher / Head of School will only grant a leave of absence to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

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

A leave of absence is granted at the Headteacher's / Head of School's discretion, including the length of time the pupil is authorised to be absent for.

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

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

The academy will consider each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Other valid reasons for authorised absence include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the academy will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the academy may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

6. Strategies for promoting attendance

At Ethos Academy Trust, we know that good attendance is key to helping children succeed—both academically and socially. Each academy within our Trust has their own strategies to support and improve attendance, tailored to the needs of its pupils and community.

These strategies may include rewards for good attendance, incentives to encourage improvements in attendance, and support for families where attendance is a challenge. We believe in working together with parents and carers to make sure every child has the best chance to thrive at school.

If you have any questions about your child's attendance or the support available, please speak to your academy's attendance lead.

7. Supporting pupils with poor attendance

Our academies will always try to support pupils and their families with poor attendance by understanding barriers and working collaboratively to address these. However, in extreme circumstances, our academies may make use of the full range of support – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

7.1 Attendance plan

We use attendance plans as a form of attendance support.

An attendance plan is a written agreement between a parent/carer and the academy to address irregular attendance at school. An attendance plan is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Where an attendance plan would be an appropriate form of support, the academy will arrange a meeting with the parent / carer (and pupil if they are old enough to understand) to discuss how we can work in partnership to improve the pupil's attendance.

Where parents/carers fail to comply with an agreed attendance plan, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents to seek explanations and determine whether the attendance contract remains useful. Where there is further non-compliance following these discussions, the academy may take further action.

7.2 Education supervision order

In cases where voluntary attendance plans have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but **not** criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

7.3 Notice to improve

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

A notice to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

It will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued, or prosecution considered, if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

7.4 Penalty notices

The Headteacher / Head of School or local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the academy issues a penalty notice, we will check with the local authority before doing so, and send the local authority a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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

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

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

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

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

Our academies are committed to ensuring that all pupils have equitable access to education, including those facing complex barriers to regular attendance. We recognise that some children and

families may experience challenges—such as health issues, social or emotional needs, caring responsibilities, or other vulnerabilities—that require a more personalised and compassionate approach.

Each academy within the Trust will identify pupils with persistent or complex attendance issues early and work collaboratively with families to understand the underlying causes. This includes:

- Building strong, trusting relationships with families and carers.
- Offering tailored support plans that address individual needs.
- Removing in-school barriers to attendance, such as anxiety triggers, SEND needs, or requiring increased pastoral support.
- Engaging with external agencies where appropriate to provide wraparound support.

All our academies use strategies that are inclusive, trauma-informed, and aligned with safeguarding principles.

8.2 Pupils absent due to mental or physical ill health or SEND

Our academies are committed to ensuring that all pupils, including those with physical or mental health needs or special educational needs and disabilities (SEND), receive the support they need to access education and maintain regular attendance wherever possible.

We recognise that some pupils may face significant barriers to attending school due to long-term or fluctuating health conditions, emotional wellbeing challenges, or the nature of their SEND. In such cases, our approach is centred on compassion, collaboration, and flexibility.

Each academy within the Trust will:

- **Work closely with families** to understand the individual circumstances affecting attendance and to co-develop support plans that reflect the pupil's needs.
- **Make reasonable adjustments** to the school environment, curriculum, and timetable to reduce barriers to attendance. This may include part-time timetables, access to quiet spaces, modified learning activities, or remote learning options where appropriate.
- **Provide additional support** through our staff teams, and external professionals, ensuring that pupils feel safe, supported, and included.
- **Review support regularly** to adapt to changing needs and ensure that pupils are progressing both academically and emotionally.

All academies will take a proactive and inclusive approach, ensuring that pupils with health needs or SEND are not disadvantaged in their access to education.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

8.3 Pupils returning to school after a lengthy or unavoidable period of absence

Our academies are committed to ensuring that pupils who have experienced a prolonged or unavoidable absence—whether due to illness, family circumstances, or other significant challenges—are supported in their reintegration into school life with care, sensitivity, and structure.

Each academy within the Trust will:

- **Work in partnership with families** to understand the reasons for absence and to co-develop a reintegration plan that reflects the pupil's individual needs.
- **Provide a phased return** where appropriate, including flexible timetables, reduced hours, or adapted learning environments to ease the transition back into school.
- **Offer additional support** through our staff teams, and external agencies to address emotional, social, or academic needs that may have arisen during the absence.
- **Ensure clear communication** between home and school, maintaining regular contact before and during the return to school to build trust and confidence.
- **Monitor progress and wellbeing** closely, adjusting support as needed to help the pupil re-engage fully with their learning and peer relationships.

Our academies take a proactive, inclusive, and trauma-informed approach to reintegration, ensuring that no pupil is disadvantaged due to time away from school.

9. Attendance monitoring

9.1 Monitoring attendance

The individual academy will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request.

The academies have granted the DfE access to their management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The individual academy will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the Trust Board.

9.2 Analysing attendance

The academies will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

9.3 Using data to improve attendance

The academies will:

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

9.4 Reducing persistent and severe absence

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

The academies will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Liaise regularly with the parents of pupils who the academy (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the academy will sensitively consider some of the reasons for absence

9.5 Strategy for reducing persistent or severe absence

Our academies will implement a **5-stage programme** for pupils with persistent or severe absence to encourage and promote good attendance and punctuality. This approach is proactive, supportive, and collaborative, ensuring that attendance concerns are addressed early and effectively.

Stage 1: Early Identification and Monitoring

- Attendance tracking to identify patterns of absence.
- Initial concern raised when attendance is low
- Informal contact with parents/carers to discuss concerns and offer support.
- Positive reinforcement for improved attendance.

Stage 2: Formal Communication

- Letter sent to parents/carers outlining attendance concerns.
- Meeting offered to discuss barriers to attendance and explore solutions.
- Attendance targets set with agreed review dates.
- Support offered (e.g., pastoral support, referrals to external services).

Stage 3: Individual Attendance Plan

- Personalised plan created with input from pupil, parents/carers, and staff.
- SMART targets (Specific, Measurable, Achievable, Relevant, Time-bound) set.
- Regular reviews to monitor progress.
- Involvement of external agencies if needed (e.g., Early Help, CAMHS).

Stage 4: Escalation and Formal Intervention

- Formal meeting held with senior staff.
- Personalised plan reviewed and amended with input from pupil, parents/carers, and staff.
- Legal implications explained (e.g. Education Supervision order, notice to improve, penalty notices, court proceedings).
- Continued support offered alongside formal processes.

Stage 5: Legal Action and Continued Support

- Formal meeting held with Headteacher / Head of School
- Referral to Local Authority for statutory intervention.
- Education Supervision order, Notice to Improve, Penalty notice or prosecution considered if no improvement.
- Ongoing support maintained to encourage re-engagement.
- Reintegration plan developed if pupil has been absent long-term.

Prosecution for non-school attendance is an option only in extreme circumstances. Our academies will follow the policy and work with families to avoid this. However, in an extreme circumstance we will work with the Local Authority to provide evidence of attendance interventions to prepare for prosecution.

Appendix A: Engage Academy

The Senior Attendance Champion is Adam Davies and can be contacted via 07803508 250 or adavies@eat.uk.com.

Attendance Procedures

The academy will take their attendance register at the start of the first session of each school day and once during the second session.

- The school day starts at 8.45am and finishes at 2.30pm
- The register for the morning registration will be taken at 8.45am and will be kept open until 9.15am
- The register for the afternoon registration will be taken at 12.00pm and will be kept open until 12.30pm
- Pupils are registered by class teachers

Contact details for reporting absence

Parents/carers should contact the school office on 01924 476449 to report an absence.

Following up unexplained absence

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

- Make a phone call to parent/carers by class staff member and log the contact onto CPOMS.
- Send a text message to parent/carers asking them to contact Engage Academy, if contact is not made during the initial phone call. Further action may be taken at this point based on individual circumstances, including use of other emergency contacts or home visit.
- Follow up phone call at the end of the day made by class staff. If contact is made, staff will establish reason for absence and a return date.
- Send a further text message.
- If contact is not made on day 1 or day 2, the school will:
- Discuss further action including potential home visit.
- Attempt to contact other emergency contacts stored on MIS.
- Establish reason for absence and a return date. Staff to explain importance of regular communication.
- Take further action.
- Undertake a home visit
- Contact social workers or duty and advice team if parents are not contactable for any pupils at section 17/47/CLA.

Appendix B: Reach Academy

The Senior Attendance Champion is Nikki Wood and can be contacted on 01924 478482.

Attendance Procedures

The academy will take their attendance register at the start of the first session of each school day and once during the second session.

- The school day starts at 9:00am and finishes at 2:30pm
- The register for the morning registration will be taken at 9:00am and will be kept open until 9:30am
- The register for the afternoon registration will be taken at 12:00pm and will be kept open until 12:30pm
- Pupils are registered by class teachers

Contact details for reporting absence

Parents/carers should contact Reach Academy Office on 01924 478482 to report an absence.

Following up unexplained absence

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

- On the first day of an unexplained absence, the school will contact parents/carers to establish a reason for the absence and a return date. If the attempt to contact parents/carers is unsuccessful, a message will be left asking them to contact Reach Academy.
- On the second day of an unexplained absence, the school will contact parents/carers to establish a reason for the absence and a return date. If the attempt to contact parents/carers is unsuccessful, a home visit will be completed on the same day.
- If absence persists past day 2 and remains unexplained, Reach Academy will work with external agencies to identify next steps.
- At all stages, Reach Academy will consider the individual circumstances of each pupil and family. Where the school has concerns that a pupil may be at risk of harm, social care and/or the police will be contacted immediately in line with the school's safeguarding policy.
- Any external agencies working with pupils and families will be kept up to date with instances of unexplained absences, with the school and agencies working together to provide effective support.
- All actions taken, including contact, home visit and referrals will be documented on the relevant MIS by school staff.

Appendix C: Ethos College

The Senior Attendance Champion is Diane Parkinson and can be contacted via email on dparkinson@eat.uk.com or on 07803508293.

Attendance Procedures

The academy will take their attendance register at the start of the first session of each school day and once during the second session.

- The school day starts at 9am and finishes at 2.30pm
- The register for the morning registration will be taken at 9am and will be kept open until 9.30am
- The register for the afternoon registration will be taken at 12pm and will be kept open until 12.30pm
- Pupils are registered by group teams.

Contact details for reporting absence

Parents/carers are given the contact details for their child's group and are asked to make contact daily by 9am. Parents/carers can also contact the main school number on 01924 469170 or email ethosoffice@eat.uk.com.

Following up unexplained absence

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

- On the first day of absence, if there has been no reason given, the group team will attempt to contact a parent/carer to identify the cause of absence and when the pupil can be expected back in school.
- If the group team are unable to contact a parent/carer regarding the absence, a home visit will be arranged.
- If there is no answer during the home visit, further contact will be attempted later in the day.
- If there are safeguarding or other significant concerns and there are external agencies involved with the pupil, these will be contacted to share the absence and that there has been no reason given by parent/carer.
- If the absence persists and there is no contact from parents/carers then a referral will be considered to an appropriate service e.g. the police or social care.
- If the reason given for absence gives cause for concern, then the DSL will decide if there should be a referral to an appropriate service.
- This safeguarding policy will be adhered to whilst consideration is given to individual pupils and their EHCP's.
- All actions will be documented on the MIS system

Appendix D: Evolve Academy

The Senior Attendance Champion is Bernie Larvin and can be contacted via 07300215623 or blarvin@eat.uk.com.

Attendance Procedures

The academy will take their attendance register at the start of the first session of each school day and once during the second session.

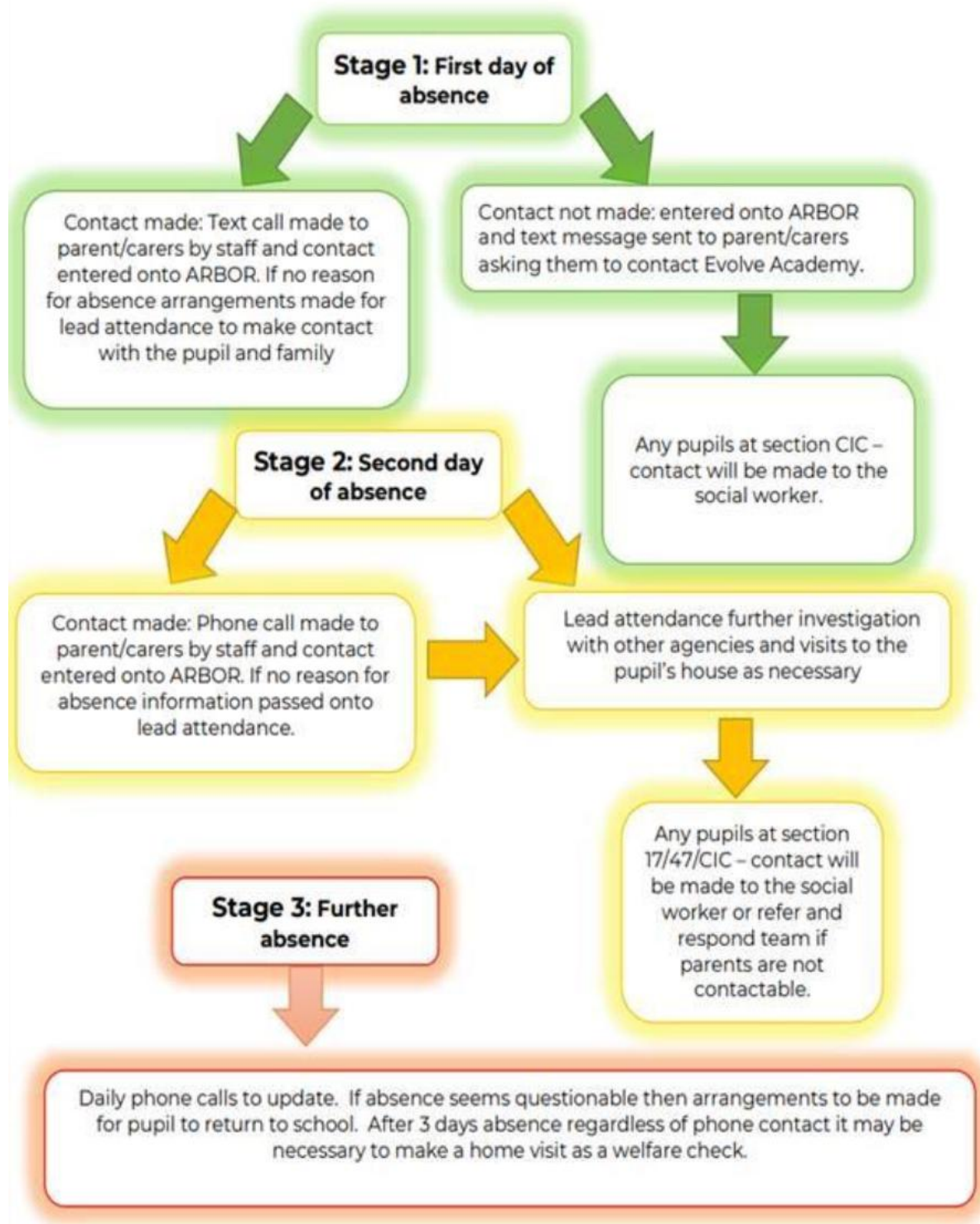
- The school day starts at 8.45am and finishes at 2pm
- The register for the morning registration will be taken 9am and will be kept open until 9:30am
- The register for the afternoon registration will be taken at 12:00pm and will be kept open until 12:30pm
- Pupils are registered by class teachers

Contact details for reporting absence

To report an absence, please contact the school office on 01924200752 or evolveacademy@eat.uk.com

Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will follow the absence response flowchart:



Appendix E: Enrich Academy

The Senior Attendance Champion is Rachel Finley and can be contacted via telephone: 01924 862232, or email: EnrichAttendanceTeam@eat.uk.com.

Attendance Procedures

The academy will take their attendance register at the start of the first session of each school day and once during the second session.

- The school day starts at 9:00am and finishes at 2:00pm
- The register for the morning registration will be taken at 9:00am and will be kept open until 9:30am
- The register for the afternoon registration will be taken at 11:45am and will be kept open until 12:05pm
- Pupils are registered by class teachers

Contact details for reporting absence

To report an absence, please contact the school office on 01924 862232

Following up unexplained absence

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

- On the first day of absence, parents/carers will be sent a text message informing them that their child is absent from school and requesting that they contact the school to provide a reason.
- If no response is received, the Attendance Team will attempt to contact parents/carers by telephone to establish the reason for absence. This contact will be made on each day of absence.
- If a response is received but there are concerns regarding the authenticity of the reason provided, the Attendance Team will follow up with parents/carers to explore the matter further.
- If a student is absent for more than three consecutive days, parents/carers will be advised that a home welfare check will need to be carried out.
- Where a student has an allocated social worker, they will be informed of the absence after the third day. If the student is involved with the Youth Justice Service (YJS), the relevant worker will also be notified. For Children in Care (CiC), the Virtual School Head will be informed.
- Where a student has not been physically seen and remains absent, further attempts will be made to sight the student. This may include announced or unannounced home visits.
- If a student is absent for more than ten consecutive days and multiple attempts by school staff to see the student have been unsuccessful, the school will escalate concerns by requesting that the Police and/or Social Worker undertake a safe and welfare check.

Appendix F: Elements Academy

The Senior Attendance Champion is Jenna Gladwin and can be contacted via jgladwin@eat.uk.com.

Attendance Procedures

The academy will take their attendance register at the start of the first session of each school day and once during the second session.

- The school day starts at 9.00am and finishes at 2.30pm.
- The register for the morning registration will be taken at 9.00am and will be kept open until 9.30am
- The register for the afternoon registration will be taken at 12.00pm and will be kept open until 12.30pm
- Pupils are registered by class teachers

Contact details for reporting absence

To report an absence, please contact the school office on 01909 212231

Following up unexplained absence

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

Stage 1: First day of absence

Contact made: Phone contact made to parent/carers by school and contact entered onto CPOMS. If no reason for absence, arrangements made to collect pupil.

Contact not made: entered onto CPOMS and text message sent to parent/carers asking them to contact school. If no further contact is made a home visit will be conducted.

Stage 2: Second day of absence

Contact made: Phone contact made to parent/carers by school and contact entered onto CPOMS. If no reason for absence, arrangements made to collect pupil.

Any pupils working with social care agencies – contact will be made to the worker or MASH if parents are not contactable.

Contact not made: further text message sent. Second home visit made by DDSL.

Stage 3: Further absence

Daily phone calls to update. If the reason for absence is unclear or concern then arrangements to be made for pupil to be brought in to school. After 5 days absence regardless of phone contact it may be necessary to make a home visit as a welfare check and refer to external agencies. Review of whether the provision is working for the pupil and address any issues.