The 3-18 Education Trust

Attendance Policy

'Every individual is in a great school.'

Approved: **Autumn Term 2026**
Review: **Summer Term 2027**

www.3-18education.co.uk

Our Mission

Rooted in Equity. Belonging by Design. Success Without Limits.

Our Values

Compassionate

To show care and understanding towards others.

Accomplished

To provide high quality education and training for all.

Resilient

To be solution focused and able to intelligently manage challenges.

The 3-18 Education Trust
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Company Number: 08064698

Policy Monitoring and Review

Monitoring

The Chief Executive Officer will monitor the outcomes and impact of this policy on an annual basis.

Review

Member of Staff Responsible	Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	Working Together to Improve School Attendance – Department for Education July 2026 Providing Remote Education – Department for Education January 2023 Summary of responsibilities where a mental health issue is affecting attendance - Department for Education February 2023 Equality Act 2010 UN Convention on Rights of The Child 1992 Education Act 1996 Keeping Children Safe in Education – Department for Education 2026 Children Missing in Education – Department for Education 2016 Ensuring a good education for children who cannot attend school because of health needs – Department for Education 2013 Education (Pupil Registration) (England) Regulations 2006 School Attendance (Pupil Registration) (England) Regulations 2024 Education (Pupil Registration) (England)(Amendment) Regulations 2013 Education (Pupil Registration) (England) (Amendment) 2012 & 2013 Education (School Attendance Targets) (England) Regulations 2007 Education (School Attendance Targets) (England) (Amendment) Regulations 2010 Child Protection Policy and Procedures Behaviour Policy Special Educational Needs and Disabilities (SEND) Policy Supporting Children at School with Medical Conditions Policy Children with Health Needs who cannot attend School Policy Pupil Premium Strategy Complaints Policy
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1. Introduction

1.1. This policy applies to all schools within The 3-18 Education Trust. “The Trust” means The 3-18 Education Trust and the body responsible for the running of the Trust and other persons or bodies having responsibility for the management of the Trust, typically the Board of Directors and CEO.

1.2. This policy has been prepared with regard to the Trust’s statutory duties relating to attendance, including those set out in the Department for Education’s statutory guidance entitled **Working together to improve school attendance (July 2026),** which is referred to in this policy as the “DfE Attendance Guidance”.

1.3. Throughout this policy the term ‘attendance’ may also refer to absence and punctuality (lateness).

2. Key Principles

2.1. The Trust believes that attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system.

2.2. The Trusts key principles are as follows:

- High levels of attendance and punctuality levels are promoted and rewarded.
- It is the responsibility of everybody in the Trust to improve attendance and punctuality.
- Where attendance or punctuality fall short of expected standards, steps will be taken to address this, and sanctions may be applied in accordance with the Behaviour Policy.
- Some pupils find it harder than others to attend school. All schools in the Trust will work with pupils, parents and other local partners to remove any barriers to attendance.
- Subject to the terms of this policy, any day-to-day attendance issues that parents or pupils have should be discussed with staff members (e.g. class teacher, form tutor). Where more detailed support around attendance is required, parents and pupils should contact the senior member of staff leading attendance within each school.

2.3. It is acknowledged that parents of children who are not of statutory school age cannot be subject to legal processes if their child has poor school attendance.

2.4. Statutory school age is:

- All children in England must receive an effective education from the first ‘prescribed day’, which falls on or after their 5th birthday and must remain in school until the last Friday in June of the school year, in which they turn 16.
- The ‘prescribed days’ are 1st January, 1st April or 1st September following the child’s 5th birthday. For example, children becoming 5 years old between 1st January and 31st March are of compulsory school age at the beginning of the term after 1st April.

Attendance is everyone's responsibility.

2.5. Securing excellent school attendance and promoting the importance of such, is the responsibility of the whole school community. Each school ensures that each member of the school community understands their attendance roles and responsibilities, is consistent in their communication with parents and pupils and receives the relevant training required to support excellent attendance.

3. Roles and Responsibilities

Trust Board

3.1. The Trust Board will:

- Recognise the importance of school attendance and promote it across the Trust's ethos and policies.
- Ensure Trust and school leaders fulfil expectations and statutory duties.
- Receive regular reports on attendance from the Chief Executive Officer.
- Regularly review attendance data, discuss and challenge trends.
- Have an understanding of the attendance trends across the Trust and the actions in place to improve/sustain high attendance including for vulnerable groups.
- Have an understanding of Trust attendance performance in comparison to national averages and progress towards targets.
- Ensure school staff receive adequate training on attendance, including dedicated training for staff with specific attendance responsibilities and any additional training that would help support pupils or cohorts overcome common barriers to attendance.

Headteacher and School Strategic Lead for Attendance

3.2. The Headteacher and/or each school's Strategic Lead for Attendance will:

- Set a clear vision for improving and maintaining good attendance and have in place action plans to address areas of development/improving attendance.
- Establish and maintain effective systems for tackling absence and ensure that these are followed by all staff
- Evaluate and monitor attendance expectations and processes
- Have a strong grasp of absence data to focus the collective efforts of the school
- Ensure that key attendance messages are communicated to parents and pupils
- Ensure the day-to-day implementation of this Policy and attendance management procedures.
- Monitor the impact of attendance interventions.
- Ensure the effective deployment of resources to promote excellent attendance across the school, vulnerable groups and for individual pupils.
- Ensure the accurate and timely reporting of attendance data to the Trust Strategic Lead for Attendance,
- Ensure that relevant staff with key responsibilities (e.g. PP, EAL, SENDCOs, Heads of Year etc) are aware of attendance performance and are accountable for excellent attendance within their areas of responsibility.
- Communicate with pupils and parents regarding attendance, including individual pupil attendance.

- Ensure that parents are aware of their legal duty to ensure that their child attends school regularly to facilitate their child's legal right to a full-time education.
- Inform the LA of Children Missing from Education, Pupils Missing out on Education and pupils being deleted from the admissions register.

All Schools:

3.3. Each school within the Trust will:

Develop and maintain a whole school culture that promotes the benefit of high attendance including-

- Work with pupils and their families, building strong relationships, to support high levels of attendance and punctuality and understand any barriers to attendance.
- Investigate unexplained or unjustified absence, applying sanctions where appropriate.
- Take into account individual needs when implementing this policy, including having regard to the Academy's obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.
- Share information, including returns information required to be shared in accordance with regulations and the DfE Attendance Guidance, and work collaboratively with the local authority, other schools in the area and other partners including, where required, making appropriate referrals in accordance with local procedures, legislation and guidance.
- Ensure that all pupils can access full-time education, putting strategies in place where this is evidence to suggest that this is not the case.
- Regularly monitor, review and analyse attendance and absence data, including to identify pupils or cohorts that require attendance support and to set targets for the future.
- Ensure that the Local Committee and school's leadership team work together to monitor attendance levels and the effectiveness of this policy.
- Ensure that all legislation and guidance are complied with and reflected in our policies and procedures, including the DfE Attendance Guidance.
- Have in place appropriate safeguarding responses for children who are at risk of missing education, having regard to the statutory guidance Keeping Children Safe in Education (please refer to our Child Protection policy - Child Protection and Safeguarding.docx).
- Provide information requested by the Secretary of State, including termly absence data collected by the Department for Education.
- Regularly inform parents about their child's attendance and absence levels.
- Support pupils who are returning to education following long term absence.
- Ensure that effective systems to record and report attendance data are in place, including accurate completion of admission and attendance registers using an electronic management information system.
- Assign overall responsibility for championing and improving attendance at the school to a designated senior leader.
- Observe and fulfil the responsibilities set out in guidance issued by the Department for Education (Summary table of responsibilities for school attendance (July 2026) (publishing.service.gov.uk)) to the extent not covered above or elsewhere in this policy.

Parents/Carers:

3.4. We expect parents and carers to:

- Ensure that their child arrives at school on time, in the correct uniform and with the necessary equipment
- Promote the importance of regular attendance at home
- Follow the correct procedure for reporting the absence of their child from the school
- Avoid unnecessary absences
- Keep the school informed of any circumstances which may affect their child's attendance
- Not take their child out of education for holidays during term time
- Inform the school in advance of any proposed change of address for their child(ren), along with the name of the parent with whom the child shall live
- Observe and fulfil their responsibilities set out in the guidance issued by the Department for Education: Summary table of responsibilities for school attendance (July 2026)

Pupils

3.5. We expect pupils to:

- Attend lessons and off-site activities as arranged by the school.
- Be punctual to lessons.
- Talk to an adult in school if they find attending school/being punctual a challenge.
- Follow the correct procedure if they arrive at school late.

The Law on school attendance

3.6. Parents have a legal responsibility to make sure that their child receives an education. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school. (Department for Education – 'Working together to improve school attendance' August 2024).

3.7. Both parents, with parental responsibility, are equally liable for ensuring that their child attends school regularly and on time, regardless of who the child resides with or who is the main carer. Therefore, they may both contacted when deemed necessary in managing attendance and punctuality. Similarly, where it is necessary to enforce statutory action (such as issuing of Fixed Penalty Notices) both parents will be liable.

Multi-Tiered System of Support

3.8. To guarantee a comprehensive approach to attendance, we implement a Multi-Tiered System of Support across our Trust via our Belonging Framework (Belonging – The 3-18 Education Trust)

3.9. The Belonging Framework is the Trust's overarching approach to inclusion. It brings attendance together with wider support — behaviour, wellbeing, learning and safety — so

that barriers to attendance are understood and addressed in the round, and it underpins the graduated approach to attendance set out in this policy (see Appendix 1).

Definition of Excellent Attendance and Categories of Absence

3.10. The Trust aims for ALL pupils' attendance to be in line or above national averages – no more than 6 days absence in any one year.

3.11. There are 380 possible attendance sessions/190 days in one academic year, each day being divided into 2 sessions.

97% and above	95% to 97%	Less than 95%	Less than 90%	Less than 50%
Excellent	**Good**	**Concerning**	**Persistent Absence/Critical**	**Severely Absent/Critical**
No more than 6 days/12 sessions absent in a year	**No more than 10 days/20 sessions absent in a year**	**More than 10 days/20 sessions absent in a year**	**19 days/38 sessions or more absent in a year**	**95 days/190 sessions or more absent in a year**
Lost Learning				

If your child is late 10 minutes a day - surely that won't matter or affect my child..

Only missing just..	That equals..	Which is...	Over 13 years of schooling that's...
10 minutes per day	50 minutes per week	Nearly 1 ½ weeks per year	Nearly ½ a year
20 minutes per day	1hour 40minutes per week	Over 2 ½ weeks per year	Nearly 1 year
30 minutes per day	Half a day per week	4 weeks per year	Nearly 1 ½ years
1 hour per day	1 day per week	8 weeks per year	Over 2 ½ years

Surely 1 or 2 days absent a week doesn't seem much but this is how it is..

If your child misses...	That equals...	Which is...	And over 13 years of schooling that's...
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1 ½ years
1 day per week	40 days per year	8 weeks per year	Over 2 ½ years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

4. Authorised and Unauthorised Absence from School

4.1. An authorised absence is where:

- A child is too ill to attend school.
- The absence is unavoidable and exceptional.
- A leave of absence for exceptional circumstances has been granted by the school.

4.2. An unauthorised absence is where:

- The school considers that the pupil was well enough to attend school but did not.
- The school considers that the absence was not unavoidable or exceptional.
- A leave of absence request is declined but still taken (this includes holidays in term time).
- Reasons for absence have been falsified.

4.3. Absence will only be authorised where the school has given approval in advance for a pupil not to be in attendance, or has accepted an explanation offered afterwards as justification for the absence. Only the school can authorise absence.

4.4. Further information on authorised and unauthorised absence can be found in 'Working together to improve school attendance' DFE July 2026 Chapter 2 Contents of the attendance register- Working together to improve school attendance (July 2026) (publishing.service.gov.uk)

Illness

4.5. Illnesses may not mean a child cannot attend school. Schools and parents are asked to refer to the UK Health Guidance 'How long should you keep your child off school'.. https://www.gov.uk/government/publications/infectious-diseases-schools-and-other-childcare-settings/how-long-should-you-keep-your-child-off-school-checklist-poster-text-version

4.6. Schools should authorise absences due to illness unless they have genuine cause for concern about the veracity of an illness. If the authenticity of illness is in doubt, schools can request parents to provide medical evidence to support illness. Schools can record the absence as unauthorised if not satisfied of the authenticity of the illness but should advise parents of their intention.

4.7. Medical evidence can take the form of prescriptions, appointment cards, etc. rather than doctors' notes.

4.8. In line with the DfE's Working together to improve school attendance (July 2026), medical evidence should only be needed in a minority of cases. Schools will not routinely request it and will not operate a blanket rule requiring it.

4.9. All pupils should return to school as soon as they are well enough.

Other absences

4.10. There are very few circumstances where other absence from school will be authorised.

Medical Appointments

4.11. Parents are asked to make routine medical, dental and opticians outside the school day. If this is not possible, absence will be approved for medical appointments during the school day.

4.12. Where an appointment must take place during school time, the pupil should attend school for as much of the day as possible, and as much prior notice as possible should be given to the school.

Leave of Absence – exceptional circumstances

4.13. Requests for leave in exceptional circumstances should be made at least 2 weeks in advance of the event and in writing using the Leave of Absence Request Form.

4.14. Schools within the Trust will grant permission for a pupil to be absent from school in the circumstances described in paragraph 37 of the DfE Attendance Guidance which can be summarised as follows:

- taking part in a regulated performance or employment abroad
- attendance at an interview for entry into another educational setting or future employment
- study leave for public examinations
- temporary, time-limited part-time timetable
- other exceptional circumstances.

4.15. Parents and carers should make every effort to avoid taking pupils out of education for holidays or other extended leave during term time.

4.16. Where a leave of absence is requested, the Headteacher will consider the specific facts and circumstances relating to the request. Each request is considered on its own individual merits, and the Trust does not operate any blanket policy under which leave of absence is granted automatically. The decision:

- will be confirmed in writing
- is solely at the Headteacher's discretion and
- is final.

4.17. Where permission is granted, the Headteacher will confirm the number of days and dates of absence which are authorised.

4.18. If permission is not granted and the parents/carers proceed to take their child out of school, the absence will be marked as unauthorised, and parents may be issued with a penalty notice or be subject to prosecution by the local authority.

Religious observance

4.19. It is recognised that pupils of certain faiths may need to participate in days of religious observance. Where a day of religious observance:

- falls during school time and
- has been exclusively set apart for religious observance by the religious body to which the pupil belongs,

the absence from the school will be authorised.

4.20. The Trust asks that parents/carers notify the school by writing to Headteacher in advance where absence is required due to religious observance.

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

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

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

4.24. Remote learning for pupils unable to attend school will only be provided in exceptional circumstances (e.g. long-term illness supported by medical evidence, unexpected school closure).

4.25. Further information about authorised and unauthorised absences can be found in 'Working together to improve school attendance' DFE July 2026 Chapter 2 Contents of the attendance register. Working together to improve school attendance (July 2026) (publishing.service.gov.uk)

5. Day to Day Procedures

Attendance Registers

5.1. Schools must take an attendance register at the start of each morning session and once during the afternoon session, at the same time for all pupils. All schools use Arbor/Bromcom to ensure the accurate recording of attendance information, data analysis and information sharing.

5.2. Attendance registers are legal documents and must be preserved for a period of 6 years from the date the entry was made.

5.3. All schools will use the national attendance codes to ensure attendance and absence are recorded in a consistent way.

5.4. Attendance registers should not be amended or altered unless the reason for absence is established after the register has closed. Any amendments to the register will include the original entry, the amended entry, the reason for amendment, the date of amendment and the name and role of the person who made the amendment.

5.5. Schools must include specific information in attendance registers.

5.6. Further information can be found in 'Working together to improve school attendance' DFE July 2026:

- Authorised and unauthorised absence: Section 8 Contents of the attendance register
- Specific information in attendance registers Section 8 Contents of the attendance register

5.7. Working together to improve school attendance (July 2026) (publishing.service.gov.uk)

Registration

5.8. Each school within The Trust maintains an attendance register and uses this to record each pupil's attendance at the start of the school day and again in the afternoon.

5.9. Details of start and end times for each school can be found within their individual attendance procedures document.

5.10. Pupils who arrive after the start of a registration session but before the end of the registration session will be marked as late. Where pupils arrive after the end of a registration session, the process set out at section 5.13 applies.

5.11. The register is marked using the national statutory attendance and absence codes which can be found in the DfE Attendance Guidance.

5.12. Where a pupil attends a registration session but does not attend subsequent lessons, we will treat this as a truancy and non-attendance matter in accordance with the Behaviour Policy and engage parents where necessary.

Late arrival

5.13. If a pupil arrives at school after the relevant registration period has ended but within the relevant session, they must immediately go to the school office to sign in and provide a reason for the lateness to enable the school to establish the appropriate attendance or absence code. In the absence of a satisfactory explanation, the register will be marked as unauthorised absence.

5.14. Persistent lateness will be treated as a disciplinary matter and will be dealt with in line with behaviour policy.

Leaving The Premises During the School Day

5.15. When a student is known to have left without consent or permission parents are informed immediately. Reasons why are established, and appropriate action is implemented to try to prevent a reoccurrence.

Notifying the school of your child's absence

5.16. Parents must notify school on the first day the child is unable to attend school by the time stated on each school's attendance procedure.

5.17. Parents must give detailed reasons for absence.

5.18. If the expected return date is not confirmed on the first day of absence, parents/carers must contact the school on each day of absence.

5.19. Where a child (including those of non-statutory school age) is absent from school and parents have not contacted the school to inform them of the reason for absence the school will contact parents. If it is not possible to contact parents and where there are pre-existing concerns about the safety or well-being of a pupil the school may carry out a home visit on the first day of absence. Where there are serious concerns about the safety and well-being of a pupil whose reason for absence is not known the school may contact the police, local authority or social services.

5.20. In order to carry out our safeguarding responsibilities, all absence is followed up in line with a Red/Amber/Green (RAG) safe and well system that prioritises the school's response according to each pupil's level of vulnerability and attendance. A pupil's RAG rating takes account of both safeguarding factors (for example a child protection or child in

need plan, a child who is looked after, open social care or a Section 47 enquiry, an EHCP, or a mental health concern linked to risk) and their level of absence, including persistent and severe absence.

5.21. The RAG rating determines how quickly a safe and well check involving the pupil being seen is carried out where a pupil is absent and contact has not been made: RED pupils on the first day of absence; AMBER pupils by the third day; and GREEN pupils by the fifth day. A safe and well check requires a member of staff to have seen the child — through a home visit, a video call, or the child briefly attending school — in order to ascertain their safety.

5.22. Safe and well checks are carried out regardless of the reason for absence and include pupils attending alternative provision, absent due to long-term illness, or on unauthorised holiday with some exception. All pupils rated RED will have a risk assessment in place. Where a safe and well check cannot be completed, the school may report the absence as a safeguarding concern or notify the Local Authority that the child is missing education.

5.23. The RAG criteria and first day response are set out in Appendix 2, and the first day contact and safe and well check flowchart is at Appendix 3.

6. Supporting Attendance and Punctuality

Attendance Intervention

6.1. In order to ensure the school has effective procedures for managing attendance and absence the school and Trust will follow a ‘Graduated Response’ (see Appendix 1: Implementation of the Graduated Approach to Attendance), underpinned by the Trust's Belonging Framework. The school may also:

- Monitor and analyse weekly attendance patterns, proactively using data to identify pupils at risk of poor attendance
- Provide regular attendance reports to class teachers and relevant leaders
- Identify pupils who need support from wider partners as soon as possible and deliver this support in a targeted manner
- Conduct thorough analysis of half-termly, termly and fully year data to identify patterns and trends
- Benchmark school attendance data at each level against trust, local and national level
- Monitor the impact of academy strategies and actions to improve attendance on particular pupils and particular groups
- Establish a range of specific, evidence-based interventions to address barriers to attendance.
- Consider if an Early Help Assessment is appropriate.
- Attend or lead attendance reviews in line with escalation procedures and develop an Attendance Support Plan.
- Establish robust escalation procedures which will be initiated before absence becomes a problem by:
    - Sending letters to parents.
    - Engaging with the school’s EWO.
    - Using fixed penalty notices.

Working with parents to improve attendance.

6.2. All pupils and parents/carers are urged to contact the school if they feel that they are facing any attendance challenges.

6.3. All our schools will work to cultivate strong, respectful relationships with parents and families and work to build trust and engagement. Open and honest communication will be maintained with 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. The school will liaise with other agencies working with pupils and their families to support attendance, e.g. Children's Services.

6.4. Schools will hold regular meetings with the parents or carers of pupils who the school and/or local authority consider to be vulnerable. Where out-of-school barriers to attendance are identified, the school will signpost and support access to any additional services.

SEND and health-related absences.

6.5. The Trust recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult. Support for these pupils is planned through the Trust's Belonging Framework and the graduated approach to attendance (see Appendix 1), with reasonable adjustments made in line with the Equality Act 2010.

6.6. In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for pupils with disabilities to reduce barriers to attendance, in line with any EHCP plans that have been implemented.

6.7. Where a school has concerns that a pupil's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue. Where staff have a mental health concern about a pupil, they will inform the DSL and the Safeguarding Policy will be followed. All pupils will be supported with their mental health in accordance with the school's Social, Emotional and Mental Health (SEMH) procedures.

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

- Inform the LA if a pupil is likely to be away from the school for more than 15 school days.
- 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.

Persistent and Severely Absent Pupils (attendance less than 90% and less than 50%)

6.9. All schools in the Trust will ensure they provide support to pupils at risk of PA, in conjunction with all relevant external authorities where necessary. Support is matched to need through the graduated approach to attendance (see Appendix 1).

6.10. Our schools will use a number of methods to help support pupils at risk of PA and to support pupils whose absence is Severe (less than 50%) to attend school. These may include:

6.11. Offering catch-up support to build confidence and bridge gaps in learning.

6.12. Meeting with the pupil and their parent to discuss patterns of absence, barriers to attendance, and any other problems they may be having.

6.13. Establishing plans to remove barriers and provide additional support.

6.14. Leading weekly check-ins to review progress and assess the impact of support.

6.15. Making regular contact with the pupil's parent to discuss progress.

6.16. Assessing whether an EHCP plan is appropriate.

6.17. Considering whether an Early Help Assessment may be appropriate.

6.18. Considering whether a formal attendance contract may be appropriate.

6.19. Considering what support for re-engagement might be needed, including with regard to additional vulnerability.

6.20. All our schools will focus particularly on pupils who are severely absent (attendance less than 50%) and will work with the LA and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these pupils are facing.

6.21. By implementing these strategies, schools can create a supportive environment that fosters regular attendance and helps pupils overcome their challenges.

Attendance Panel Review Meetings

6.22. The 3 – 18 Education Trust conducts termly Attendance Panel Review meetings for pupils with very low attendance. During these meetings, Senior Leaders from each school discuss each child's situation and the barriers they are facing. They also review the support provided so far to encourage attendance. The panel of professionals will offer advice and guidance to school leaders, and the process will be documented.

Legal Intervention

6.23. All of our schools will allow sufficient time for attendance interventions and engagement strategies to improve pupils' attendance; however, where engagement strategies to improve attendance have not had the desired effect or parents fail to engage in the support being offered, the Attendance Officer/Leader will consider statutory action. This may involve requesting the LA to issue a fixed penalty notice (fine); referring to the LA for prosecution as a final resort and referring to children's social care where there are safeguarding concerns. A penalty notice is a financial penalty (£80 if paid within 21 days, £160 if paid within 28 days) imposed on parents which is intended to change behaviour without the need for criminal prosecution. A Notice to Improve may be offered beforehand

as a final opportunity for parents to engage with support, with a clear improvement period of between 3 and 6 weeks. No more than two penalty notices may be issued to the same parent in respect of the same child within a rolling 3-year period; a second notice is charged at a flat rate of £160, and where the threshold is met a third time within that period, alternative action (which may include prosecution) will be taken instead. In the event that a penalty notice is issued but is not paid within 28 days, the local authority will decide whether to proceed to prosecution. The local authority also has separate powers to prosecute parents if their child of compulsory school age fails to attend school regularly.

6.24. Fixed penalty notices can be issued for a variety of reasons and thresholds for such vary according to each Local Authority. Parents should refer to Local Authority websites for further information.

6.25. When considering whether a penalty notice should be issued, regard will be had to the National Framework for penalty notices as set out in paragraphs 176–202 of the DfE Attendance Guidance and to the relevant local authority's code of conduct for issuing penalty notices.

6.26. Further information on legal intervention can be found in 'Working together to improve school attendance' DFE July 2026 Chapter 6: Attendance legal intervention.

6.27. Working together to improve school attendance (July 2026) (publishing.service.gov.uk)

7. Monitoring and Analysing Attendance and Punctuality

7.1. The Strategic Lead for Attendance in each school will monitor and analyse attendance data weekly to ensure that intervention and support is delivered quickly to address attendance issues.

7.2. Each school will collect and report attendance data to the Trust Strategic Lead for Attendance, Local Governors, School's Senior Leadership Team, lead professionals for vulnerable groups (e.g. PP, SENDCO, EAL, heads of year etc) regularly. The Trust Strategic Lead for Attendance will in turn collect and report attendance data to the CEO and Trust Board at least termly.

7.3. Data collected and analysed will include data for attendance, persistent absence and severe absence

7.4. The School Strategic Leads for Attendance and the Trust Strategic Lead for Attendance will conduct thorough analysis of the data half-termly, termly and annually to identify patterns and trends; individual or groups of pupils needing support/intervention. Analysis is then used to develop and implement action plans/interventions to improve attendance.

7.5. Schools are legally required to share information from their attendance registers with the local authority and in the future with the DFE.

8. Children Missing in Education

8.1. Where a pupil has been absent from school for a period of 20 consecutive school days without authorisation after an authorised absence a pupil can be removed from the

admissions register when the school and LA have failed to establish the whereabouts of the pupils.

9. Reduced Timetables

9.1. Reduced timetables may be used as a strategy to support pupils who are finding attending school a challenge or who need to reintegrate into school after a long-term period of absence. Reduced timetables are short term interventions (ideally for no more than 6 weeks) to ensure the successful return to full time education and they must be reviewed every 2 weeks. The decision to place a pupil on a reduced timetable must be approved by the Headteacher and will be monitored by the Trust Strategic Lead for Attendance. These pupils must also be reported to the LA.

Appendix 1: Implementation of the Graduated Approach to Attendance

This appendix reproduces the Trust's Implementation of the Graduated Approach to Attendance in its original format. Each tier is cumulative; the approach is support-first and underpinned by the Belonging Framework. Read alongside this policy and the DfE's Working together to improve school attendance (July 2026).

Stage	In-class Expectations	Out-of-class Expectations and Processes	Monitoring of Outcomes	Provision and Interventions
S	**Teachers and form tutors (primary: class teachers) are expected to fulfil all lower-tier expectations, plus:** • Support a bespoke, gradual reintegration in line with the pupil's plan, ensuring work is accessible and every return to school is welcoming. • Ensure work is available for students to access from home where needed to keep the link and their sense of connection with school.	**Key staff, coordinated by the attendance lead, are expected to fulfil lower-tier expectations, plus:** • Create part-time timetable and bespoke reintegration plan to support a return to school — time-limited and regularly reviewed. • Coordinate outreach, increased Education Welfare Officer (EWO) involvement, mental health support, and online tutoring where a pupil cannot yet attend. • Work with the LA support team and multi-disciplinary partners; where absence is due to health or SEND, ensure S19 duties are met. • Where the pupil has an EHCP/GSP, the SENDCO ensures statutory SEND processes are met and that attendance is addressed within the plan. • Where support has been offered and has not improved attendance, consider legal intervention as a last resort in line with statutory guidance.	**The inclusion lead / attendance lead and the strategy meeting are expected to fulfil all lower-tier expectations, plus:** • Assess progress against the reintegration plan (and any EHCP / GSP targets where these apply) each cycle, reviewing with external partners, with oversight held by the strategy meeting and by a member of SLT at the weekly Belonging meeting.	*As below, plus the following for pupils who are persistently absent (90% or below) or severely absent, named explicitly. Intensity scales with need:* • For pupils newly or moderately persistently absent: a focused attendance support plan, an attendance-officer relationship, and active barrier removal. • For the most entrenched or severely absent pupils: a part-time (reduced) timetable and bespoke reintegration plan; outreach; increased EWO involvement; mental health support; online tutoring. • Local authority attendance support team and multi-disciplinary support for the family. • Legal intervention as a last resort where support has not succeeded
T	**Teachers and form tutors (the key adult) are expected to fulfil all lower-tier expectations, plus:** • Ensure the pupil's Inclusion Plan (attendance targets) and agreed adaptations shape daily practice, and give a warm welcome on every return.	**Teachers and form tutors (the key adult) are expected to fulfil all lower-tier expectations, plus:** • Co-produce the pupil's Inclusion Plan (attendance targets) with the pupil and family, remaining the consistent link for the child and selecting targeted support from the inclusion platform menu.	**Teachers, the keyworker and the inclusion lead / attendance lead are expected to fulfil all lower-tier expectations, plus:** • Review progress against the Inclusion Plan's attendance targets each cycle, using Deesha's whole-	*As below, plus the following for pupils at risk of persistent absence (90.1–92%), named explicitly and selected from the Inclusion Plan platform menu:* • Inclusion Plan with attendance targets; an assigned keyworker; daily attendance checks and safe-and-well checks.

Stage	In-class Expectations	Out-of-class Expectations and Processes	Monitoring of Outcomes	Provision and Interventions
		The assigned keyworker is expected to: • Provide targeted support and oversight, gathering the whole-child picture across every strand — not attendance alone. • Undertake daily attendance checks and safe-and-well checks (for example after five days' absence, in line with the policy). **The inclusion lead / attendance lead is expected to:** • Support the key adult; involve the EWO and coordinate targeted support around identified barriers to attendance. • Where absence is linked to anxiety or emotionally based school avoidance (EBSA), put SEMH interventions and a supported, graduated reintegration in place. **At the weekly Belonging meeting (attended by the Head of Year / House — primary: phase lead — and overseen by a member of SLT):** • The Inclusion Plan is reviewed on APDR cycle, and step-up or step-down is decided.	child dataset (attendance, behaviour, learning, wellbeing and safety). • Seek the pupil's and parents' views and adjust provision accordingly, with the review overseen by a member of SLT. Support is always offered before any enforcement.	• EWO / attendance officer involvement; targeted support around identified barriers. • SEMH interventions where anxiety or EBSA is a factor — for example ELSA, Drawing and Talking, and EBSA reintegration support; • Rag-rated timetable • Use of inclusion bases within school for key lessons.
M	**Teachers and form tutors are expected to fulfil all lower-tier expectations, plus:** • Be aware of which pupils have early or emerging absence (attendance below 96%, or around 5–10 days absent) and watch their attendance and engagement closely, remaining curious about the barriers.	**Teachers and form tutors (the key adult) are expected to fulfil all lower-tier expectations, plus:** • Have an early, supportive check-in with the pupil (and parents or carers where helpful) to understand the reasons for absence and any emerging barriers, keeping the response light-touch and relational. • Encourage and warmly welcome attendance, noting any patterns so a fuller picture is available if absence continues.	**Teachers and form tutors are expected to fulfil all lower-tier expectations, plus:** • Keep the pupil's attendance under closer review and note whether the additional focus is helping. Entry/exit from Monitoring may occur automatically as attendance drops below 96% (around 5–10 days absent). • Where attendance is not improving, consider other strands of belonging and their possible impact.	*As below, plus a flavour of the additional provision typically drawn on at this tier:* • Early check-ins to understand the reasons for absence; increased parental communication. • Enhanced monitoring and oversight by Heads of Year / House. • School-level early help where a wider family or contextual need is emerging. • [School-specific monitoring provision.]

Stage	In-class Expectations	Out-of-class Expectations and Processes	Monitoring of Outcomes	Provision and Interventions
U	**Teachers and form tutors (primary: class teachers) are expected to:** • Take an accurate attendance register at every required session and follow the school's day-to-day absence follow-up process without delay. • Hold weekly attendance check-ins with all pupils during form time, promoting positive accountability and celebrating good and improving attendance. • Maintain a welcoming, relational classroom so pupils want to attend, underpinned by the Belonging Framework. • Notice and respond to early signs of disengagement or emerging absence, remaining curious about the barriers a pupil may face.	**Teachers and form tutors are expected to:** • Follow the school's first-day and same-day absence procedures, contacting home for any unexplained absence. **Heads of Year / House (primary: phase leads) are expected to:** • Provide oversight of year or house attendance and sustain the whole-school attendance culture with families. • Review attendance information at the weekly Belonging meeting to identify any pupil who may need monitoring. **The school's Strategic Attendance Lead/officer is expected to:** • Communicate key attendance messages to pupils and parents and ensure registers and absence follow-up are accurate and timely.	**The attendance lead and inclusion leads are expected to:** • Track whole-school, cohort and individual attendance, absence and punctuality data through the Belonging Framework, drawing the full picture together via Deesha at school and trust level and benchmarking against national figures. **The attendance officer is expected to:** • Ensure communication for any daily absence is received from parent/carers and chase for any missing.	*Representative universal provision (not an exhaustive list), underpinned by the Belonging Framework.* • Whole-school culture that celebrates good and improving attendance; welcoming, relational classrooms. • Weekly form-tutor attendance check-ins; whole-school house system and buddy system. • A clear attendance policy and consistent rag-rated absence follow-up. • [School-specific universal provision to be detailed by each school.]

Appendix 2: Safe and Well Checks — RAG Criteria and First Day Response

All families are contacted by the school on the first day of absence. The criteria below define each pupil's RAG rating, which prioritises the school's safe and well response. A safe and well check requires a member of staff to have seen the child — through a home visit, a video call, or the child briefly attending school.

Pupil focus group	Definition / criteria	Additional attendance and safeguarding action
RED **Complex / acute**	Child protection or child in need plan Child who is looked after (LAC) Open social care involvement or a Section 47 enquiry EHCP Child sexual or criminal exploitation (CSE/CCE) risk Mental health concern linked to risk of suicide (pupil or family) Severe absence	In addition to first-day contact: The school makes every effort to complete a safe and well check (pupil seen via home visit or video call) on the first day of absence. The school contacts and updates linked external agencies. The school visits more frequently where there are additional concerns. All RED pupils have a risk assessment in place.
AMBER **Vulnerable**	Persistent absentees Pupils working with an external agency Family concern EWO involvement Police investigation Emerging attendance or safeguarding concern	In addition to first-day contact: The school makes every effort to complete a safe and well check (pupil seen via home visit or video call) by the third day of absence. The school contacts and updates linked external agencies. The school visits more frequently where there are additional concerns.
GREEN **Universal**	Remit of school staff No additional vulnerability currently identified	In addition to first-day contact: The school makes every effort to complete a safe and well check (pupil seen via home visit or video call) by the fifth day of absence. The school visits more frequently where there are additional concerns.

Professional judgement may be used to adjust a pupil's RAG rating, but this must be supported by the relevant professionals and a risk assessment must be in place. Local authority threshold guidance should be applied and all associated professionals kept informed.

Appendix 3: First Day Contact and Safe and Well Check Flowchart

This flowchart sets out the first day calling procedure and safe and well response for each RAG group. Times shown in brackets are to be completed by each school in its own attendance procedure. 'Designated staff' means the member(s) of staff each school has designated to carry out home visits and safe and well checks.

Step	RED pupils	AMBER pupils	GREEN pupils
Classification of child	EHCP, LAC, CSE/CCE, open social care / S47, CP or CIN plan, mental health linked to suicide risk, and/or severe absence.	Persistent absentees, working with external agency, family concern, EWO involvement, police investigation.	Remit of school staff (universal).
Initial contact	Phone call home by [insert time].	Text by [insert time] or phone call by [insert time].	Text by [insert time] or phone call by [insert time].
Safe and well check (pupil seen)	Where possible, details passed to designated staff for a first-day safe and well check (home visit / video call) by [insert time].	Where possible, details passed to designated staff for a third-day safe and well check (home visit / video call) by [insert time].	Where possible, details passed to designated staff for a fifth-day safe and well check (home visit / video call) by [insert time].
Record and inform	Designated staff inform the Attendance Officer of any no-contact. A home visit / safe and well record is completed where a visit is made.		
Daily attendance / safeguarding review	Daily RAG review meeting at [insert time], attended by the Strategic Lead for Attendance, Headteacher and/or DSL.		
Second attempt	Attendance Officer to call again by [insert time] and attempt a video call.	Attendance Officer to call again by [insert time]; attempt a video call or redirect to designated staff.	Attendance Officer to call again by [insert time]; attempt a video call or redirect to designated staff.
Recording	All contact and outcomes recorded on the school's MIS (Arbor/Bromcom) and on CPOMS.		
School intention	Every effort to complete safe and well checks on the 1st day of absence.	Every effort to complete safe and well checks on the 3rd day of absence.	Every effort to complete safe and well checks on the 5th day of absence.
Where procedure fails to meet the school's contact intention	The DSL contacts the Trust EWO team and makes relevant referrals to the Local Authority (including as a child missing education where appropriate).		