Ormiston Academies Trust

Ormiston Sir Stanley Matthews Academy

Attendance policy

Policy version control

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Contents

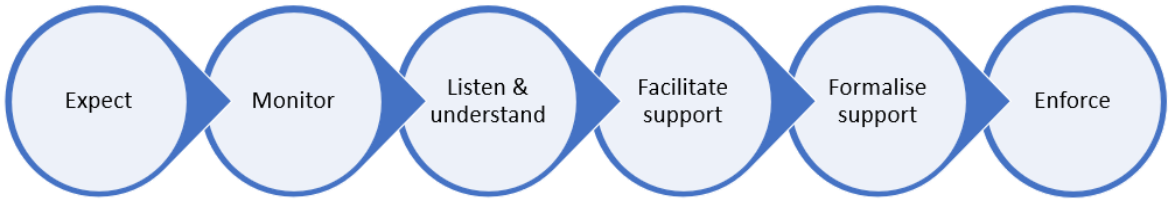
1. Policy statement 3
2. Legislation and guidance 3
3. Attendance and punctuality expectations 4
4. The academy day 5
5. Authorised and unauthorised absences 6
6. Reporting a child's unplanned absence 9
7. Reporting a child's planned absence 9
8. Leave of absence during term time 9
9. Key contacts for attendance 10
10. Following up unexplained absence 11
11. Safeguarding 12
12. Promoting and rewarding good attendance 12
13. Attendance monitoring 12
14. Reducing persistent and severe absence 13
15. Legal intervention 15
16. National framework for penalty notices 16
17. Supporting children with specific needs 16
18. Part-time timetables 16
19. Roles and responsibilities 17
20. Additional guidance and legislation 19

1. Policy statement

1.1. Improving attendance is everyone's business. Every child of compulsory school age is entitled, by law, to receive full-time education, and it is the legal responsibility of every parent to make sure their child attends school. Attending school regularly is not only essential for them to achieve well in their learning, but it also helps them with their social and emotional development and overall well-being. Attending school regularly gives children the best opportunity to have wider and better life chances.

1.2. The academy recognises that some children find it harder than others to attend school. The academy will always seek to work in partnership with parents to understand any barriers to attendance and provide support to address these. Small dips in attendance can lead to more significant attendance difficulties that are harder to overcome. Therefore, the academy will always intervene early to understand the needs of children and families and put the right support in place as soon as attendance falls below the expected standard.

1.3. The academy will operate under the support-first model and will **expect** high standards of attendance, **monitor** attendance data, **listen** to children and parents to **understand** barriers, provide **support**, formalising it when necessary, and **enforce** attendance through statutory intervention, only when all other avenues have been exhausted.



1.4. This policy reflects the safeguarding principles set out in Keeping Children Safe in Education (KCSIE) 2026 and Working Together to Safeguard Children 2026, recognising that attendance is a key indicator of child welfare, risk, and need for early help. The academy adopts a culture of vigilance where absence is actively assessed as a potential safeguarding concern.

2. Legislation and guidance

2.1. This policy meets the requirements of the Department for Education's (DfE) statutory guidance on attendance: Working Together to Improve School Attendance. Links to other relevant legislation and guidance can be found at Section 20.

2.2. The academy also aligns with safeguarding expectations outlined in Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026, particularly in relation to attendance as a safeguarding indicator and the need for timely multi-agency intervention.

2.3. A child must start full-time education once they reach **compulsory school age**. This is on the 31st December, 31st March or 31st August following their fifth birthday – whichever comes first. A child can leave full-time education on the last Friday in June if they will be 16 by the end of the school summer holidays. They must then do one of the following until they are 18:

- stay in full-time education, for example at a college.
- start an apprenticeship or traineeship.
- spend 20 hours or more a week working or volunteering, while in part-time education or training

3. Attendance and punctuality expectations

3.1. Good attendance is actively promoted as part of a whole-school safeguarding culture, in line with KCSIE 2026 expectations.

3.2. This academy expects children to be in school, on time, every day unless they are too ill to attend or have an authorised absence. Attendance is often reported as a percentage. The following table shows how percentages equate to the number of days and lessons lost each year, how this would be graded, and the type of support that would be put in place:

Attendance %	Academy days missed per year	Number of lessons missed per year	Attendance grading	Possible action
100%	0	0	Outstanding	-
98%	4	20	Very good	-
96%	7	25	Good	Academy monitoring
95%	10	50	Almost there	Academy support
94%	11	55	Improvement needed	Academy support
90%	20	100	Concern	External support/referrals
80%	29	145	Serious concern	External support/referrals/ penalty notices

3.3. When a child arrives late at the academy, even by a few minutes, they miss an important part of the academy day, which can include learning time, assemblies and teacher instructions. Children can feel embarrassed about having to enter the classroom late, and it can disrupt the learning of others. This table shows how frequent lates can add up to a significant amount of lost learning:

Minutes late per day	Academy days lost per year	Number of lessons lost per year
5 minutes	3	15 lessons
10 minutes	6	30 lessons
15 minutes	9	45 lessons

4. The academy day

4.1. The following table sets out the times of the academy day:

Be on the year group Yard by	8.35 am	Students should wait in their respective Year Yard area until 8.35 am, when they line up in their form group alphabetically
Start of the academy day	8.40 am	Students will arrive at their form room. Year 9, 10 and 11 gates will be shut. Students who are late come through the front gate (Year 7 and 8 Gate) and then will be placed in the late room. After 9.10 am, anyone late will come through the **main** reception.
Morning register begins at	8.40 am	Child receives a 'late' (L) mark if absent when the register starts but arrives before the register closes
Morning register closes	9.25 am	Child receives an 'unauthorised absence' (U) mark if they arrive after the register closes

Afternoon register begins at	12.00 pm	Child receives a 'late' mark if absent when the register starts but arrives before the register closes
Afternoon register closes	12.30 pm	Child receives an 'unauthorised absence' mark if they arrive after the register closes
End of the academy day	3.25 pm (Monday, Tuesday, Thursday and Friday) 2.10 pm (Wednesday)	

5. Authorised and unauthorised absences

5.1. The academy uses DfE attendance codes in line with statutory guidance and ensures coding is accurate, timely and regularly reviewed.

5.2. 'Authorised absence' means that the academy has either given approval in advance for a pupil of compulsory school age to be away from the school or has accepted an explanation offered afterwards as justification for absence. Please see codes below and the DfE's Working together to improve school attendance guidance for more information.)

Authorised absence		
C1	Absent to participate in a regulated performance or undertaking regulated employment abroad.	Authorised absence
C2	Pupil of compulsory school age is absent due to a part-time timetable agreed by the parent and the school	Authorised absence
C	Absence agreed by the school due to an exceptional circumstance	Authorised absence
E	Suspended or permanently excluded and no alternative provision made	Authorised absence
I	Illness (physical and/or mental health related)	Authorised absence
J1	Absence agreed by the school to attend an interview for employment or for admission to another educational institution	Authorised absence
M	Absence agreed by the school for a medical/dental appointment	Authorised absence
P	Approved sporting activity	Authorised absence
R	Day set aside for religious observance	Authorised absence
S	Study leave for a public examination	Authorised absence

T	A mobile child (child of no fixed abode) who is travelling with their parent for their trade or business	Authorised absence
V	Educational visit or trip	Authorised absence
W	Work Experience	Authorised absence
X	Non-compulsory school age pupil not timetabled to attend	Authorised absence

5.3. Pupils taken ill during the academy day. If a pupil needs to be sent home due to illness, this should be by agreement with an appropriately authorised member of academy staff. In such circumstances, the pupil must be collected from the academy office by a parent/carer or another authorised adult (unless otherwise agreed between the school and the parent/carer) and signed out in the 'signing out' book or electronic equivalent. No pupil will be allowed to leave the academy site without parent/carer confirmation.

5.4. Religious observance

5.4.1 The academy acknowledges the multi-faith nature of the academy community and recognises that religious festivals sometimes fall outside of academy holidays or weekends.

- In accordance with the law, the academy will authorise one day's absence for a day exclusively set apart for religious observance by the religious body to which the parent/carer belongs – this will be marked with the R code. In line with the DfE's Working together to improve school attendance guidance, if necessary, the academy will seek advice from the parent/carer's religious body about whether it has set the day apart for religious observance.

- Parents/carers should notify the academy in advance that their child will be absent for religious observance, so that the academy knows whether to expect the pupil in school or not.

- If a parent/carer would like their child to be absent for an additional day, around a religious observance, they should contact the academy. The academy will consider each application individually, taking into account the specific facts and circumstances and relevant background context behind the request. If additional absence is authorised, this will be marked with the C code.

- The academy will ensure a pupil is not penalised for absence due to days of Religious Observance, for example, if using attendance rewards.

5.5. Mobile pupil - parent travelling for occupational purposes

5.5.1 A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place:

- The academy will authorise the absence of a mobile child who is unable to attend school because they are travelling with their parent in the course of their trade or business. This is subject to certain limits, depending on the child's age and number of sessions absent. The school will discuss cases individually with parents as necessary. Parents should let the school know of their plans as far in advance as possible.

- The academy will not unnecessarily ask for proof that a parent is travelling for occupational purposes; this will only happen when there is genuine and reasonable doubt about the authenticity of the reason for absence given. If there is doubt, the school may ask for proof that the family are required to travel for occupational purposes during the period of absence.

- To help ensure continuity of education for mobile children, when their parents are travelling for occupational purposes in England, wherever possible it is expected that children should attend a school where their parents are travelling and be dual registered at that school and at this academy, which is their 'main school'.

- The T code, which is an authorised absence, will be used when mobile children are known to be travelling for occupational purposes, but it is not known whether the child is attending another educational provision.

- When their parents are not travelling for occupational purposes, mobile children are subject to the same rules as other children in terms of the requirement to attend school regularly.

5.6. Unauthorised absence is where the academy is not satisfied with the reason given for the absence, or where no reason has been provided. Please see codes below and the DfE's Working together to improve school attendance guidance for more information.)

Unauthorised absence		
G	Holiday not granted by the school.	Unauthorised absence
N	Reason for absence not yet established.	Unauthorised absence
O	Absent in other or unknown circumstances.	Unauthorised absence
U	Arrived in school after registration closed (where an authorised absence code does not apply).	Unauthorised absence

5.7. Unauthorised absence includes (but is not limited to) absences due to:

- Reasons which have never been properly explained to the academy
- Arriving at the academy after the register has closed. (Although late arrival for a reason such as a medical appointment will usually be an authorised absence – see section 7 for more information.)
- Birthdays
- Waiting at home for something to be fixed, or a parcel to be delivered
- Parent/carer's or sibling's illness (unless very exceptional circumstances apply and have been agreed in writing by the academy)
- Day trips, other than those organised by the academy
- Holidays in term time (unless exceptional circumstances are agreed in writing, in advance, by the academy)

5.8. Where the academy has genuine and reasonable doubt about the actual reason for a pupil's absence, staff may seek additional information or evidence from parents/carers regarding the absence, and/or make a home visit to verify the reason. If the reason cannot be verified and the academy has cause to believe the reason given for absence may not be genuine, parents/carers may be asked to provide

satisfactory evidence of the reason. If satisfactory evidence is not provided, the school may record the absence as unauthorised.

5.9. Unauthorised absences may result in legal intervention, usually penalty notices or prosecutions. See 'Penalty notices, prosecutions and education supervision orders' section for more information.

6. Reporting a child's unplanned absence

6.1. If a child is absent, parents must:

- Contact the academy as early as possible, but before 8.30 am, on the first day of absence, either by telephone or in person. The telephone number to report an absence is: 01782 882200; choose option one to leave a message on the absence line. Alternatively, email absence@ossma.co.uk
- Call every day thereafter to advise the academy of the child's progress.
- Send a note on the first day of the child's return with a reason for the absence (even if a telephone explanation has been given) or call into the academy in person and ask to speak with a member of staff.

6.2. Absence due to physical or mental illness will be marked as authorised unless the academy has a genuine concern about the authenticity of the illness. Where there are doubts about the authenticity of the illness, the academy will ask for medical evidence, such as a doctor's note, prescription or note from a pharmacist, appointment card or other appropriate form of evidence. The academy will not ask for medical evidence without good reason.

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

7. Reporting a child's planned absence

7.1. Wherever possible, all appointments should be made outside of the academy day. If this is not possible, parents should ensure that children are out of school for the minimum amount of time necessary, e.g. if an appointment can only be arranged for 11 am, a child should be in the academy both before and after the appointment.

7.2. Planned absences for appointments should be reported to the academy as far in advance as possible by emailing evidence to absence@ossma.co.uk.

8. Leave of absence during term time

8.1. In accordance with the DfE's Working together to improve school attendance, there are very limited circumstances where the academy will grant a leave of absence during term time. These are:

- Taking part in a regulated performance or employment abroad
- Attending an interview
- A temporary, time-limited part-time timetable (see section 18)

- **Exceptional circumstances:** the academy may grant a leave of absence for exceptional circumstances at its discretion. This must be requested in advance by a parent who the child normally lives with. The academy will consider each application individually, taking into account the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, it is for the academy to determine the length of time the child can be away from the academy.

8.2. The law does not grant parents/carers the automatic right to take their child out of school during term time for holidays or other absence such as trips and visits. The academy will not authorise any leave of absence in term-time unless satisfied that the reason for absence is exceptional. The academy will consider each application individually. A leave of absence is granted entirely at the academy's discretion. Parents/carers should not make plans to take their child out of school without making a request to the school first, and the school giving permission for the absence. The request should be made by the parent/carer with whom the child normally lives.

8.3. Leave of absence will not be granted for a child to take part in protest activity during academy hours.

9. Key contacts for attendance

9.1 All academy staff are responsible for monitoring and supporting good attendance. However, the following members of staff provide specific oversight of attendance and/or can provide support to parents and children:

Role	Name	Can support with:	Contact details
Senior Attendance Champion	Mark Ludlow	Line Manager of Academy Attendance Officer	mludlow@ossma.co.uk
Academy Attendance Officer	Lisa Shaw	Daily attendance & absence issues	lshaw@ossma.co.uk
Form Tutors	Available on Arbor	Daily Support	Via 01782 882200 or office@ossma.co.uk
Heads of Year	Available on Arbor	All pastoral issues	Via 01782 882200 or office@ossma.co.uk
Designated Safeguarding Lead	Sarah Williams	Vice Principal for Behaviour and Welfare	swilliams@ossma.co.uk
SENCO	Steve Oakley	All SEND queries and issues	soakley@ossma.co.uk
Senior Mental Health Lead	Caroline Thompson	Mental health support for students	cthompson@ossma.co.uk
Pastoral Lead	Adam Edwards (Year 7 and 8) Caroline Thompson (Year 9.10 and 11)	Line Manager to Heads of Year	cthompson@ossma.co.uk aedwards@ossma.co.uk

Family Liaison Officer	Ian Wright & Shannon Nicholls	Safeguarding Support	iwright@ossma.co.uk snicholls@ossma.co.uk

10. Following up unexplained absence

10.1. In line with KCSIE 2026, the academy will ensure that all unexplained absence is subject to a same-day safeguarding response, with risk assessed based on the child's known vulnerabilities.

10.2. Where any child the academy expects to attend does not, or stops attending, without reason, the academy will:

- Text, e-mail and call the child's parent on the first morning of the first day of unexplained absence to find out the reason. At least two points of contact must be given to the academy for this purpose. If the academy cannot reach any of the child's emergency contacts, the academy may request VIP Education to complete a home visit.
- If, after three days of absence, the child has not been seen and contact has not been made with the academy, all reasonable enquiries will be made by the academy to establish contact with the parent of the child, including making enquiries to known friends and extended family. In addition, a home visit will be made by VIP Education to check the safety and wellbeing of the child and to find out the reason for absence. If they are unable to do this home visit, this will be completed by a member of the attendance or safeguarding team
- Children whom the academy assesses as being at greater risk of harm will receive safe and well checks on each day of absence. If a child has a social worker, the academy will notify them on the same day of any absence.
- Where a child has not returned to the academy for ten days after an authorised absence or is absent without authorisation for twenty consecutive academy days, they are considered to be 'Children Missing Education (CME)' (see Children Missing Education). The child may be removed from the academy admission register when the academy and local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child.
- Where a child is considered vulnerable (including those with a social worker, previous safeguarding concerns, or SEND), absence will trigger immediate escalation and enhanced safeguarding checks.
- The academy will notify the local authority when a child is removed from roll in line with statutory requirements.

10.3. In accordance with Working Together to Safeguard Children 2026, the academy will:

- initiate or contribute to early help assessments where absence indicates emerging need
- make timely referrals to children's social care where threshold is met
- share information proactively with safeguarding partners

11. Safeguarding

11.1. Poor attendance, including persistent absence, severe absence, irregular attendance patterns and children missing education (CME), is recognised as a key safeguarding indicator. In accordance with KCSIE 2026, the academy will treat absence as a potential signal of harm, including neglect, exploitation (including child criminal and sexual exploitation), mental health needs, and child-on-child abuse.

11.2. The academy will ensure that:

- Attendance concerns are systematically triangulated with safeguarding information
- All staff understand the link between attendance and safeguarding risk
- children are listened to, and their views inform safeguarding responses

11.3. Attendance data will be regularly triangulated with safeguarding data, including:

- children with a social worker (CP / CIN)
- early help involvement
- SEND and mental health indicators

This reflects expectations within KCSIE 2026 to ensure emerging risks are identified early.

11.4. Where children have or have had a social worker or need safeguarding, this will inform decisions about safeguarding support.

11.5. The academy is responsible for the safeguarding of children placed in alternative provision and for monitoring their attendance at alternative provision. This will follow the same process as for children attending the mainstream setting, including daily attendance checks and escalation where required.

12. Promoting and rewarding good attendance

12.1 The academy recognises that rewarding good and improved attendance should be carefully considered, to ensure it does not make pupils who have poor attendance feel marginalised, worried or guilty about their low attendance rate, its impact on the pupil's own learning or the learning or rewards for the class as a whole.

12.2. The rewards used to acknowledge good and improved attendance at OSSMA include:

- Rewarding good and improved attendance every term through certificates and a variety of badges and vouchers, focus reward weeks and spot prizes throughout the year and positive Behaviour points each week for a student attending 100%. Early lunch passes and afternoon teas are also used

12.3 The academy promotes good attendance to parents through:

- Letters, text messages, phone calls home, induction information, newsletters, website and social media

12.4 The academy will regularly review any reward systems to ensure they are not negatively impacting on individual pupils or groups of pupils.

13. Attendance monitoring

13.1. The academy will use attendance data to identify any patterns of poor attendance so that barriers can be identified at the earliest opportunity and support put in place to prevent any issues from worsening.

13.2. Weekly attendance will be monitored and analysed to see if there are any patterns or trends in the data that need further investigation, and targeted support will be provided. The analysis will be shared with relevant staff, e.g. class teachers, form tutors, heads of year, SENCO, and the designated safeguarding lead (DSL), who will be expected to explore any issues with individual children and provide appropriate support.

13.3. The attendance of groups of children (e.g. year groups, boys and girls, children with Special Educational Needs and/or Disabilities (SEND)) will be monitored and analysed by the academy at least half-termly, termly and annually across the academy. This data will be compared with local, regional and national levels to identify any areas of focus for improvement, and a report will be shared with the governing body.

- Attendance data will be regularly triangulated with safeguarding data, including:
- children with a social worker (CP / CIN)
- early help involvement
- SEND and mental health indicators

This reflects expectations within KCSIE 2026 to ensure emerging risks are identified early.

14. Reducing persistent and severe absence

14.1. Persistent absence (PA) is when a child misses 10% or more of school, and severe absence (SA) is when a child misses 50% or more of school. For both PA and SA, the absence can be for authorised and unauthorised reasons or a mixture of both.

14.2. In line with Working Together to Safeguard Children 2026, persistent and severe absence will be considered within the wider context of:

- family circumstances
- unmet need
- safeguarding risk

14.3. The academy will prioritise early help intervention, including:

- Team Around the Family (TAF) processes
- coordinated support plans

- multi-agency collaboration

14.4. Where absence persists, the academy will ensure escalation reflects safeguarding thresholds rather than solely attendance thresholds.

14.5. PA and SA will always be regarded as significant concerns. Absence for whatever reason disadvantages a child by creating gaps in their learning. It also means they miss out on important aspects of social and emotional development that contribute to their overall wellbeing and can be an indication of a safeguarding risk.

14.6. The academy will use attendance data to identify those children who are **at risk of becoming PA** and intervene early to identify barriers to good attendance. Strategies may include:

Form tutors focus once a week on the Attendance Curriculum and pupils' current attendance patterns in form time; Head of Year support with Attendance and Pastoral issues, informal meetings with students and parents and home visits from VIP

14.7. If a child meets the threshold for **persistent absence**, the academy will work in partnership with parents and the child to agree to a voluntary early help plan. This may include referrals to and support from external services. Strategies may include:

The Attendance Officer & Academy Attendance Champion will work with the child & family to overcome the barriers to attendance. This may include accessing wider support services and, when support is formalised, working in conjunction with the local authority. All SLT, Heads of Year, Academic Coaches and Safeguarding team will have a watchlist of pupils each half term to provide support for students and families to promote regular attendance and overcome barriers to attendance.

14.8. If a child meets the threshold for **severe absence**, the academy will intensify its support strategies. This will include referrals to and support from external services. Strategies may include:

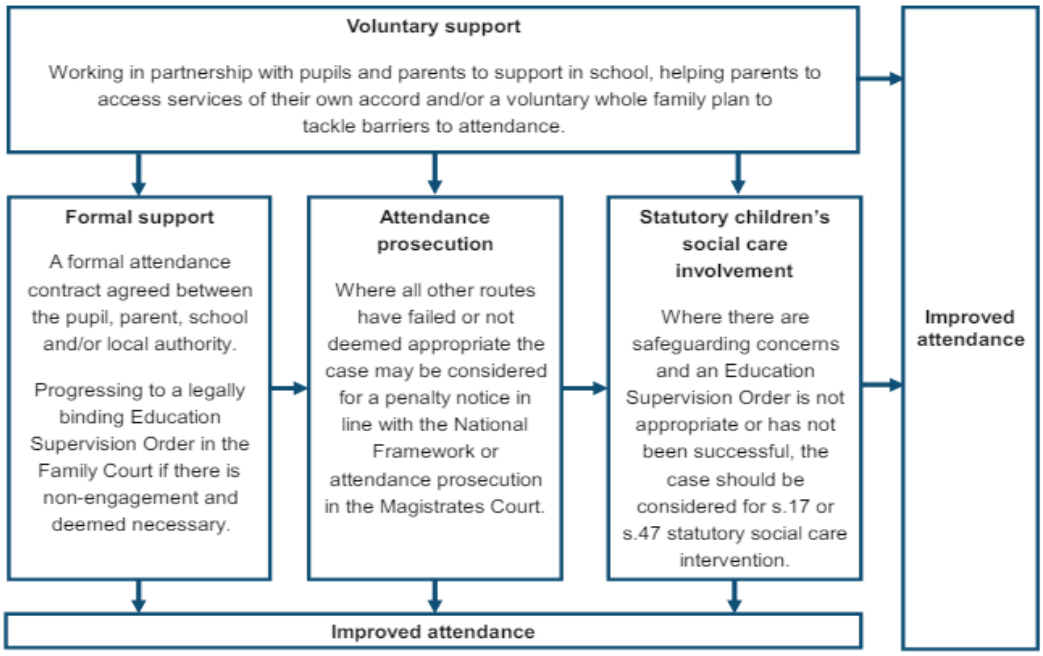
The Attendance Officer, Academy Attendance Champion, Vice Principal, Safeguarding Team and the Assistant SENCO will work with the child & family to put in place further strategies to help overcome barriers to attendance.

14.9. Children who are persistently or severely absent will be prioritised for support. The academy understands that absence is often a symptom of wider issues a family is facing and will always seek to understand these barriers and provide support. Where that is not successful, or is not engaged with, the law protects children's right to an education and provides a range of legal interventions to formalise attendance improvement efforts. In addition, individual cases may be referred to Children's Social Care. Attendance legal intervention will only be used as a last resort and after all other avenues have been exhausted.

15. Legal intervention

15.1. This diagram sets out how the academy may progress to legal interventions once all other support strategies have been exhausted. In making any decision to use legal interventions, the academy will always consider the individual circumstances of a family on a case-by-case basis.

Providing support first before attendance legal intervention



15.2. In some circumstances, the academy may feel it is appropriate to use an attendance contract. An attendance contract is a formal written agreement between a parent and either the academy or the local authority. It is not legally binding but allows a more formal written agreement to support where a voluntary early help plan has not worked. An attendance contract is intended to provide support and offer an alternative to prosecution. Further details on attendance contracts can be found in Working together to improve school attendance.

15.3. If an attendance contract is agreed but the parent does not comply with its contents, the academy and local authority may proceed to an alternative course of action including legally binding interventions and ultimately a prosecution. Again, this will always be a last resort after every attempt has been made to secure engagement.

16. National framework for penalty notices

16.1. Penalty notices can be issued to parents as an alternative to prosecution where a child's absence is recorded as unauthorised, and that absence(s) constitutes an offence. Penalty notices can only be issued by the Principal, or someone authorised by them, a local authority officer or the police.

16.2. While there is a national threshold for when it is appropriate to issue a penalty notice, the academy has a duty to consider each case individually in deciding whether this is an appropriate course of action.

16.3. The national threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes, all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).

16.4. 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 fixed period or permanent exclusion.

16.5. In deciding whether to issue a penalty notice, the academy will consider, on a case-by-case basis, whether this is the best tool to improve attendance or whether alternatives may be more appropriate. They will also consider any obligations under the Equality Act 2010, such as when the child has a disability.

Students attending other educational settings (AP etc)

Parents reporting absence at AP – systems and processes of the school still apply.

17. Supporting children with specific needs

17.1. Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities. In working with parents to improve attendance, we are mindful of the barriers these pupils face and will put additional support in place where necessary to help them access their full-time education.

17.2. If a child has an education, health and care plan (EHCP), the academy will communicate with the local authority where a child's attendance becomes a concern.

18. Part-time timetables

18.1. In very exceptional circumstances, where it is in a child's best interests, there may be a need for the academy to provide a child of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition

prevents a child from attending school or another setting full-time, a part-time timetable may be used to help the child access as much education as possible as part of a reintegration package.

18.2. A part-time timetable should not be used to manage a child's behaviour.

18.3. Part-time timetables will be in place for the shortest time necessary and, unless there are exceptional circumstances, last no longer than 6 weeks. Formal written reviews will take place at least fortnightly and will include the child, parents and other professionals as appropriate.

18.4. The Principal (or another member of the senior leadership team authorised by them) will agree all part-time timetables. A lead member of staff with responsibility for monitoring the part -time timetable will be agreed, and they will provide information and updates to other relevant members of staff in the academy, e.g. SENCO, DSL, pastoral team, as well as liaising closely with parents and the child.

18.5. A written agreement/plan between the academy, the child and the parent will be drawn up. It will record the details of the timetable, including the proposed end date and responsibilities for safeguarding and review dates. Records of all review meetings will be added to the plan.

18.6. Where the child has a social worker, the academy will keep them informed and involved in the process.

18.7. If the child has an EHCP, the academy will discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

19. Roles and responsibilities

19.1. The trustees and governors are responsible for:

- Promoting the importance of school attendance across the trust and academy policies and ethos
- Making sure academy leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole trust and academy
- Making sure staff receive adequate training on attendance
- Holding the principal to account for the implementation of this policy

19.2. All staff receive training on the link between attendance and safeguarding in line with KCSIE 2026.

19.3. The Principal is responsible for:

- Implementation of this policy at the academy
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual children
- Monitoring the impact of any implemented attendance strategies
- Issuing penalty notices, where necessary
- Ensuring the academy meets safeguarding expectations set out in KCSIE 2026, including treating attendance as a safeguarding priority and embedding a culture of vigilance

19.4. The senior attendance champion is responsible for:

- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Establishing and maintaining effective systems for tackling absence
- Using absence data to track and monitor whole school attendance and identify children or cohorts that require support
- Devising strategies to address poor attendance and remove any barriers
- Building relationships with parents and external agencies to discuss and address attendance issues
- Creating intervention and reintegration plans in partnership with children, parents and external agencies
- Delivering targeted intervention and support to children and families
- Working closely with the Designated Safeguarding Lead (DSL) to ensure attendance concerns are assessed through a safeguarding lens and contribute to early identification of need

19.5. The Designated Safeguarding Lead

- Ensuring attendance concerns inform safeguarding risk assessments
- Overseeing multi-agency responses where absence is linked to safeguarding concerns
- Ensuring compliance with KCSIE 2026 safeguarding expectations
- Ensuring all attendance-related safeguarding concerns and actions will be clearly recorded in line with the academy's safeguarding recording systems.
- Ensuring the academy operates in accordance with local safeguarding partnership arrangements and protocols

19.6. The attendance officer is responsible for:

- Completing the daily attendance register
- Carrying out first day calls and subsequent daily absence calls
- Co-ordinating safe and well checks and home visits
- Monitoring and analysing attendance data
- Benchmarking attendance data against local, regional and national data to identify areas of focus for improvements
- Providing regular attendance reports to academy staff and reporting concerns to the senior attendance champion and Principal
- Working with the local authority to address persistent or severe absence
- Advising the principal or other authorised leader when to issue penalty notices

19.7. Class teachers/form tutors are responsible for:

- Recording attendance daily
- Delivering the Attendance Curriculum once a week to their form group
- Regularly reviewing attendance data and implementing any agreed strategies when there is a concern
- Supporting students regarding any barriers to attending.

19.8. Admin/office staff are responsible for:

- Taking calls from parents about absence daily and recording it on the academy system

- Transferring calls from parents to an appropriate member of staff who can provide them with more detailed support on attendance

19.9. Parents are responsible for:

- Making sure their child attends the academy every day on time
- Calling the academy to report their child's absence before 8.30 am on the day of absence and each subsequent day of absence
- Providing the academy with at least 2 emergency contact numbers for their child
- Ensuring that, wherever possible, appointments for their child are made outside of the academy day
- Only requesting a leave of absence in advance and only for exceptional circumstances
- If appropriate, inform and work with the academy to address any issues with attendance at the earliest opportunity

19.10. Children are responsible for:

- Attend school every day on time
- Attend every timetabled session on time

20. Additional guidance and legislation

20.1. Relevant legislation

- The Education Act 1996 and 2002
- The Children Act 1989
- The Education and Inspections Act 2006
- The School Attendance (Pupil Registration) (England) Regulations 2004
- The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- The Education (Penalty notices) (England) Regulations 2007, as amended
- The Education (Information about individual pupils) (England) Regulations 2013
- The Children and Young Persons Act 1933 and 1963
- The Equality Act 2010

20.2. Relevant government guidance

- Children Missing Education
- Keeping children safe in education (KCSIE) 2026 – Department for Education (DfE)
- Working Together to Safeguard Children (DfE, March 2026)
- Special educational needs and disability code of practice: 0 to 25 years
- Elective Home Education
- Alternative provision: statutory guidance for local authorities
- Exclusion from maintained schools, academies and pupil referral units in England
- Supporting pupils at school with medial conditions
- Arranging education for children who cannot attend school because of health needs

- Promoting and supporting mental health and wellbeing in schools and colleges
- Preventing and tackling bullying
- Providing remote education