Attendance Procedures

27 August 2025

These procedures sit within the key principles that underpin our Attendance Policy, namely:
- ➤ **recognition of the link between good attendance and high-quality outcomes**
- ➤ **recognition of good attendance and punctuality as a core life skill within the disposition of self-regulation**
- ➤ **explicit and intentional development of a strong school community where pupils feel safe, have a sense of belonging and good attendance and punctuality are celebrated through, for example, the awarding of Bonus House Points.**
- ➤ **explicit and intentional development of a positive climate for learning within all classrooms with a focus on high quality teaching and learning which helps to foster pupil engagement and good attendance and punctuality.**
- ➤ **Reduction of barriers to attendance and punctuality within our Understanding and Supporting Learners strategy. There is an acceptance that every child is an individual who may at any point within the levels of the attendance procedures experience barriers to attendance which require specific responses and interventions.**

1. As part of our progression within *Be Engaged* and *Be Kind*, these procedures form part of our responses to *Be Prepared*.
2. Within our relational learning approach, there is a focus on maintaining positive relationships and celebrating good attendance. If barriers to learning resulting from issues relating to attendance and punctuality arise, staff work closely with parents/carers in the identification of pro-active support strategies. Staff must both **relate** in order to **educate** and help pupils to **self-regulate** in order to **educate.**
3. All staff have a key role to play in developing the positive climate for learning and a range of teaching and learning strategies which engage the pupils and meet their needs. They are also responsible for ensuring that agreed attendance and punctuality procedures are followed. Classroom teachers are responsible for ensuring accurate and prompt completion of registers.
4. Curriculum Leaders and Heads of Year are responsible for knowing what is happening within their department and year group respectively. Curriculum Leaders should communicate regularly with their team about progress within teaching and learning and any areas of difficulty and/or pupils of concern in relation to attendance and punctuality should be flagged in regular meetings and noted in Departmental Records under Pupil Concerns, together with the action to be taken. Heads of Year should ensure that staff are kept up to date with pastoral information and should regularly monitor SIMs behaviour, attendance and punctuality data to identify any emerging patterns with relation to individual pupils or group of pupils in order to take early pro-active steps to address any underlying issues.
5. **These procedures reflect the school's policy to involve parents/carers in all its processes where it is appropriate to do so and to maintain at all times open lines of communication with them.**

Procedures for Attendance 25 June 2025

Attendance is everyone's business and there is a positive culture of being missed and welcomed back after absence and of promoting reasons for good attendance and celebrating good attendance

Admin Staff	Tutor	Head of Year	SLT
Admin staff monitor daily **Each day of absence after AM reg closes at 9.30am** Has reason been provided? YES/NO **If YES, ACTION: code in SIMS** **If NO, ACTION: Send School Comms 1st day pro forma and copy in tutor and Head of Year** **ONGOING ACTION** Admin staff will inform SLT, HoY and Tutor of exceptional circumstances/reasons for absence **Weekly Monitoring** **ACTION** **follow up on remaining Unauthorised (Unexplained Absences through Schoolcomms**	*Tutor monitors attendance daily* **Level 1: Greet on return, positive conversation to identify reason(s) for absence and possible barriers and ask if any further support is needed** **NO ACTION 1st day of absence monitor only** **unless** statemented pupil with a LSA, liaise with **LSA** or pupil is safeguarding concern, vulnerable and/or identified in cohort for attendance **tutor liaises with HoY** **2nd day of absence monitor only** **3rd day of absence** **NO ACTION unless** exceptional reason (eg bereavement, family upheaval, hospitalisation) **ACTION: liaise with HoY re pastoral contact with home** **Weekly Monitoring to Identify trends/patterns** **ACTION** **Where absences are chronic (repeated) and or acute (continued - such as prolonged illness) tutor liaises with Head of Year as to action** **Monthly** **ACTION** **Follow up as directed by the Head of Year** Level 2: More targeted one to one conversation to identify reason(s) for absence and possible barriers to attendance and possible support(s) required	**Head of Year monitors attendance weekly and uses attendance data to produce a monthly report** Head of Year to advise on follow up action(s) Head of Year to advise on follow up action(s)/contact with home Head of Year to advise on follow up action(s)/contact with home **ACTION** **Monthly printing, interrogation of Attendance data** **Production of report identifying follow up action(s) to be taken which may include:**	Senior Teacher has overall oversight of Attendance Site specific Senior Teachers to monitor attendance. SLT support admin staff in ensuring completion of Registers SLT available at all point for consultation

	Level 3: Phone call home or Schoolcomms communication with home ==**ACTION**== ==**If pattern of attendance remains chronic or acute**== ↔ ==**Tutor liaises with Head of Year who advises on follow up action(s)**==	**Level 4: In school conversation between Head of Year and pupil** **Level 5: In school meeting with pupil and HoY and/or phonecall home** **Hoy Monthly meeting with SLT** ↔ ==**ACTION: If attendance remains chronic or acute Hoy liaises with SLT**== **Level 6: In school meeting with pupil and parent** **Level 7: In school meeting with HoY, SLT, parents and pupil** **If actions above have been exhausted then liaise with SLT to consider:** ↔ **If attendance remains chronic and/or acute liaise with SLT** ↔	**Monthly Review with HoYs and report to SLT** Support options may include: • Bespoke timetable • Reduction of subjects • Leaving class early • Safe spaces/time outs • School counselling • Involvement of outside agencies eg CAMHS Individual Pupil Attendance Action Plan **Level 8: Referral to Education and Welfare Officer**