
Collaborative Learning Trust

Attendance & Punctuality Policy

September 2026- September 2027



**COLLABORATIVE
LEARNING TRUST**

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This policy is available on the Collaborative Learning Trust website and is reviewed and ratified at least annually by CLT Headteachers, the CEO and Trustees or as events or legislation requires.

Year	CEO	CLT Attendance Lead	Chair of Trustees
2026-27	Janet Sheriff	Lee Wilson	Ian Bond

1. CLT Vision for Attendance Excellence

1.1 At the Collaborative Learning Trust (CLT), we believe that excellent attendance is the foundation for success, wellbeing and lifelong achievement. Every pupil deserves the opportunity to thrive, and being present in school each day ensures they can access the full breadth of learning, enrichment and pastoral support available.

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

1.3 We take a whole-school approach to securing excellent attendance, and recognise the impact that our efforts in other areas – such as the curriculum, behaviour standards, SEND support, pastoral support, and the effective use of wider services on improving pupil attendance.

1.4 We believe that attendance is everyone's responsibility.

1.5 Our vision is simple and ambitious

- **100%** attendance for all pupils is our ultimate goal.
- **97%** attendance is our minimum expectation for every learner.
- Persistent absence should be **less than 10%** for all year groups.

1.6 We recognise that strong attendance is achieved when schools, families and communities work in partnership. Together we will ACT:

- **Act together** – using data to inform timely, compassionate and effective support to remove barriers to attendance.
- **Create a culture of belonging** – where every child feels safe, valued and inspired to attend and succeed.
- **Target transitions** – ensuring no one is left behind, and that high expectations are matched with high-quality care and exceptional outcomes.

1.7 Securing Excellent Attendance: **Core Principles**

- To realise our vision for attendance excellence, we are guided by five core principles that underpin every aspect of our work. These principles provide a clear framework for schools, leaders, staff, pupils and families to work in partnership and sustain outstanding attendance. Only by embedding all five principles—consistently and collectively—can we secure attendance excellence across the CLT. In doing so, we ensure every pupil is present, engaged and able to achieve their full potential.
- The five core principles are:
 - Sense of belonging

- Teaching attendance
- Sophisticated use of data
- Working together
- Strong transitions

1.8 All five principles are underpinned by Leadership and prioritisation: leaders at every level champion attendance, align systems and resources, and ensure consistent and compassionate practice across the Trust.

1.9 We achieve our vision for excellent attendance we are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Building strong relationships with families to overcome barriers to attendance.
- Ensuring families follow the framework set in section 7 of the Education Act 2022, which states that the parent of every child of compulsory school age will receive a full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, families and pupils.
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

2. Legal Framework

2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996- Part 6.
- Education Action 2002 – Part 3
- DfE (2024) 'Working together to improve school attendance'.
- DfE (2024) 'Children missing education'.
- DfE (2026) 'Keeping Children Safe in Education'.
- Equality Act 2010

2.2 This policy operates in conjunction with the following school policies:

- Complaints Policy.
- Children Missing Education - (2024).

- Safeguarding and Child Protection Policy.
- Positive Discipline (PD) Behavioural and Safety Policy

3. Definitions

3.1 The school defines “absence” as either:

- Arrival at school after the register has closed (**after 9.00am**).
- Not attending school for any reason.

3.2 The trust defines an “**authorised absence**” as:

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time for which the school has granted leave. Families should always aim to arrange appointments out of school hours.
- Religious or cultural observances for which the school has granted leave.
- Sporting events, music assessments and competitions (dependant on Assistant Headteacher’s approval via request in writing)
- **Please note:** authorised absence has a negative impact on a child attendance.

3.3 The trust defines an “**unauthorised absence**” as:

- Families keeping children away from school unnecessarily or without reason.
- Truancy before or during the school day.
- Absences which have not been properly explained.
- Arrival at school after registration has closed (**after 9.00am**).
- Medical or dental appointments for which evidence of the appointment has not been seen by school.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term time which have not been agreed.
- Leaving school for no reason during the day.
- 5 days or more absence without written medical evidence e.g. GP appointment card
- If a pupil is on Fast Track due to concerns regarding their attendance, any further absence will not be authorised without further medical evidence.
- **Please note:** any form of absence has a negative impact on a child attendance.

3.4 The trust defines “**persistent absence (PA)**” as:

- Missing 10 percent or more of schooling across a given period.

3.5 The trust defines “**severe absence (SA)**” as:

- Missing 50% or more of possible session across a given period.

4. Roles and responsibilities

4.1 The school’s Local Governing Committee (LGC), has overall responsibility for:

- Monitoring the implementation of the attendance policy and procedures of the school.
- Promoting the importance of good attendance through the school’s ethos and policies.
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school’s Complaints Policy.
- Having regard to ‘Keeping Children Safe in Education’ when making arrangements to safeguard and promote the welfare of children.

4.2 The Assistant Headteacher is responsible for:

- The day-to-day implementation and management of the attendance policy and procedures of the school and distributing these to families.
- Building and modelling respectful relationships with staff, pupils, families, and other stakeholders to secure their trust and engagement.
- Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Ensuring that every pupil has access to full-time education, acting as early as possible to address patterns of absence.
- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping Children Safe in Education.
- Ensuring every member of staff knows and understands their responsibilities for attendance in accordance with the DfE’s Working Together to Improve School Attendance guidance.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Sharing information on and working collaboratively with other schools in the area/cluster, LAs, and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance & punctuality policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to

attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

- The overall strategic approach to attendance in school.
- Developing a clear vision for improving attendance.
- Monitoring attendance and the impact of interventions.
- Analysing attendance data and identifying areas of intervention and improvement.

4.3 The Executive Officer: Exams, Data and Curriculum is responsible for informing the LA of any pupil being deleted from the admission and attendance registers if they:

- Are being educated from home.
- No longer live within a reasonable distance of the registered school.
- Are in custody for a period of more than four months and the proprietor does not reasonably believe they will be returning.
- Have been permanently excluded.
- Moved to another education provider.

4.4 Staff, including teachers, support staff and volunteers are responsible for:

- Ensuring the effective whole school culture of high attendance by emphasising with pupils the importance of punctuality and good attendance.
- Following the attendance policy, and for ensuring pupils do so too.
- Reminding parents of their commitment to this policy.
- Ensuring the policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Completing all lesson registers accurately and promptly and within the first 10 minutes of the lesson.
- Alerting the Attendance Administrator if they notice that there is a child absent who has not been absent for the previous lesson.
- Alerting the Attendance Administrator immediately if they have any issues with taking their register.
- Understanding their responsibilities in regard to the safeguarding of pupils and key vulnerable pupils.
- Modelling respectful relationships and appropriate communication at all times. This will help relationships between pupils, staff and families to reflect a positive and respectful culture. All staff members should:
 - treat pupils and parents with respect and dignity
 - build relationships rooted in mutual respect and observe proper boundaries

- take into consideration the vulnerability of some pupils and families and the ways in which this might contribute to absence
- handle confidential information sensitively
- understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity
- communicate effectively with families regarding pupils' attendance and wellbeing
- Work with the administrative staff to help follow up on absence and lateness with pupils to identify barriers and reasons for absence.
- Contact parents and carers regarding absence and punctuality.
- Support the attendance champion in identifying issues, intervening early, and help set targets.

4.5 Families are responsible for:

- Providing accurate and up-to-date contact details.
- Providing the school with more than one emergency contact number.
- Updating the school if their details change.
- Taking full responsibility for the attendance and punctuality of their children during term-time.
- Promoting excellent attendance and ensuring their children attend school every day.

5. Attendance expectations and first day procedures

The school has high expectations for pupils' attendance and punctuality, and ensures that these expectations are communicated regularly to families and pupils.

5.1 Pupils will be expected to:

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

5.2 Start of the school day

- The school day begins at 8:30am
- Pupils must be on-site by 8.25am and moving to registration
- Pupils must be in form and ready to learn at 8.30am.

5.3 Morning registration

- Opens: 8.30am
- Closes: 9.00am

Late and absence codes:

- After 8.30am: Late mark (L) recorded; logged on Arbor
- Between 8.50-8.59: pupils must sign in at reception; L recorded
- 9.00am and after: U mark (unauthorised absence), affecting overall attendance and may leave to legal action

5.4 During the School Day

- Registers are taken at the start of each lesson within the first 10 minutes
- Pupils arriving more than 3 minutes late to a lesson receive a L mark and a yellow incident on Arbor.

5.5 Afternoon Registration

- Opens: 12.00pm
- Closes: 12.30pm

5.6 First-day absence procedures

- A text message will be sent to families as soon as possible (by 10.00am in most cases)
- This will be followed up by a telephone call

If no contact or no valid reason is provided, further action **may** include:

- Home visits may be considered as part of the school's attendance and safeguarding procedures. Where a pupil is absent for three or more consecutive days school days, a home visit will normally be considered as a routine welfare measure, particularly where contact with the family has been unsuccessful, or there are wider attendance or safeguarding concerns
- Welfare check (including police involvement in emergencies)
- Referral to the Designated Safeguarding Lead (DSL) and, where appropriate, the Leeds Front Door Safeguarding Hub

For pupils already supported by other professionals:

- Contact should be made with the allocated worker (e.g. social worker, family worker) before a home visit where possible

6. Absence procedures

- 6.1 Families must contact the school office by 8:30am each day of the absence providing a reason and expected duration (e.g. one day).
- 6.2 Medical evidence is not usually required for illness lasting fewer than 5 days. However, the school may request evidence where there are concerns about the authenticity of the absence or a pupil's overall attendance.
- 6.3 If a pupil does not return after 10 days of authorised absence, or is absent without authorisation for 20 consecutive school days, the school and Local Authority will make reasonable enquiries. If the pupil's whereabouts cannot be confirmed, the school may begin the process of removing them from the admissions register.

7. Attendance register

- 7.1 The school uses Arbor to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.
- 7.2 Staff will take the attendance register at the start of every lesson/session (and within the first 10 minutes of the lesson/session). This register will record whether pupils are:
- Present.
 - Absent.
 - Attending an approved educational activity.
 - Unable to attend due to exceptional circumstances.
 - 7.3 The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. **The following codes are the main ones which will be used, a full overview of codes can be accessed using this link: (<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>).**
 - 7.4 When the school has planned in advance to be fully or partially closed, the code 'Y' will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.

8. Authorising parental absence requests

- 8.1 Families will be required to request absence other than illness in advance. All requests for absence will be reviewed by the Assistant Headteacher – the decision to grant or refuse the request will be at the sole discretion of the Assistant Headteacher, taking the best interests of the pupil and the impact on the pupil's education into account.
- 8.2 Any absence requests should be made at least 2 weeks prior to any absence or as soon as it is known.

- 8.3 The Assistant Headteacher's decision is not normally subject to appeal; however, an appeal could be made with the Headteacher.
- 8.4 The school will only grant a pupil a leave of absence in exceptional circumstances. In order to have requests for a leave of absence considered, the school will expect families to complete an Absence Request Form in advance of the absence. The form can be found on our website and this can be emailed to info@princehenrys.co.uk or posted to the school for the Attendance Administrator.
- 8.5 Any requests for leave during term time will be considered on an individual basis and the pupil's previous attendance record will be considered. Where the absence is granted, the Assistant Headteacher will determine the length of time that the pupil can be away from school. The school will not grant leaves of absence for the purposes of family holidays.
- 8.6 Requests for leave will not be granted in the following circumstances:
- During Year 7 when a pupil is settling into the school, unless certain exceptional circumstances apply, e.g. the death of a family member
 - Immediately before and during assessment periods
 - When a pupil has **4 or more sessions** of unauthorised absence on their attendance certificate.
- 8.7 If term-time leave is not granted, taking a pupil out of school will be recorded as an unauthorised absence and may result in sanctions, such as a penalty notice. **The school cannot grant a leave of absence retrospectively; therefore, any absences that were not approved by the school in advance will be marked as unauthorised.**

Illness and healthcare appointments

- 8.8 Families will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, families will be expected to obtain approval for their child's absence to attend such appointments as far in advance as is practicable by providing evidence of the appointment. Families will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment.
- 8.9 If the appointment requires the pupil to leave during the school day, the pupil must sign out at the school office and be collected by a families where possible.
- 8.10 Pupils must attend school before and after the appointment wherever possible.
- 8.11 If a pupil becomes unwell during the school day, we will contact families if they need to go home.
- 8.12 It is the responsibility of families to make sure we have up to date contact names and telephone numbers for this purpose.
- 8.13 Long term absence (**more than 2 weeks**) will require a letter from a specialist.
- 8.14 There are sometimes genuine cases where pupils return after a prolonged illness. The school will ensure that:
- A personalised package will be considered as part of the re-integration process.

- Where appropriate, all staff are informed of the circumstances.

Performances and activities, including paid work

- 8.15 The school will ensure that all pupils engaging in performances or activities, whether they receive payment or not, which require them to be absent from school, understand that they will be required to obtain a licence from the LA which authorises the school's absence(s).
- 8.16 Additional arrangements will be made by the school for pupils engaging in performances or activities that require them to be absent from school to ensure they do not fall behind in their education – this may involve private teaching. These arrangements will be approved by the LA who will ensure that the arrangements are suitable for the pupil.
- 8.17 The pupil will receive education that, when taken together over the term of the licence, amounts to a minimum of three hours per day that the pupil would be required to attend a school maintained by the LA issuing the licence. This requirement will be met by ensuring a pupil receives an education:
- For not less than six hours a week; and
 - During each complete period of four weeks (or if there is a period of less than four weeks, then during that period), for periods of time not less than three hours a day; and
 - On days where the pupil would be required to attend school if they were attending a school maintained by the LA; and
 - For not more than five hours on any such day.
- 8.18 Where a licence has been granted by the LA and it specifies dates of absence, no further authorisation will be needed from the school. Where an application does not specify dates, and it has been approved by the LA, it is at the discretion of the Assistant Headteacher to authorise the leave of absence for each day. The Assistant Headteacher will not authorise any absences if there are 4 or more sessions of unauthorised absence on their attendance certificate.
- 8.19 Where a licence has not been obtained, the Assistant Headteacher will not authorise any absence for a performance or activity.

Religious observance

- 8.20 Families will be expected to request absence for religious observance at least two weeks advance where possible.
- 8.21 The school will only accept requests from families for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school will define this as a day where the pupil's families would be expected by an established religious body to stay away from their employment to mark the occasion.

8.22 The school may seek advice from the religious body in question where there is doubt over the request.

8.23 A maximum of 3 days' absence per academic year will be authorised for religious observance. A maximum of 2 days can be granted for any one observance. If there is more than one observance in the year, any remaining days (up to the 3-day total) may be used for a further observance.

Gypsy, Roma and Traveller absence

8.24 Where a pupil's parent belongs to a community covered by this code and is travelling for occupational purposes, the parent will be expected to request a leave of absence for their child at least two weeks in advance of the absence or as soon as it is known. Absences will not be granted for pupils from these communities under this code for reasons other than travel for occupational purposes.

8. SEND- and health-related absences

8.1 The school 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. Please see appendix 2 for further information.

8.2 In line with the SEND Policy and Accessibility Plan, the school will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any EHC plans or support plans that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

8.3 Where the school has concerns that a pupil's non-attendance may be related to mental health issues, families will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the DSL and the Safeguarding and Child Protection Policy will be followed.

8.4 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.

8.5 The school will deploy a range of strategies to help any pupils with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such strategies will be regularly monitored and reviewed until the pupil is attending school as normal and there has been signs of significant improvement.

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

- Holding termly meetings to evaluate any implemented reasonable adjustments.
- Incorporating a pastoral support plan.
- Enabling a pupil to have a temporary reduced timetable where medical evidence supports this e.g. a doctor, specialist, social care professional.
- Ensuring a pupil can have somewhere quiet to spend lunch and break times.
- Implementing a system whereby pupils can request to leave a classroom if they feel they need time out.
- Temporary late starts or early finishes.
- Phased returns to school where there has been a long absence.
- Tailored support to meet their individual needs.

10. Absence in exceptional circumstances

10.1 Exceptional circumstances will include when a pupil is unable to attend because:

- Transport provided by the school, LA or parent is not available and the pupil's home is not within walking distance.
- There has been widespread disruption to travel services which has prevented the pupil from attending.
- The pupil is in custody and will be detained for less than four months.

11. Truancy

11.1 Truancy will be considered as any absence of part, or all, of one or more days from school, during which the school has not been notified of the cause behind such absence.

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

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

11.4 Immediate action will be taken when there are any concerns that a pupil might be truanting. If truancy is suspected, the member of staff on Phase 5 should be notified, and families will be contacted in order to assess the reasons behind the pupil not attending school. Appropriate disciplinary procedures will be followed in accordance with the Positive Discipline (PD) Behaviour and Safety Policy.

12. Missing children

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

- The member of staff who has noticed the missing pupil will inform a member of the pastoral team or member of the Leadership Team.
- The office staff will also be informed as they will act as a point of contact for receiving information regarding the search.
- A member of staff will stay with the rest of the class, and all other available members of staff will conduct a thorough search of the school premises.
- The school site will be searched systematically.
- A member of staff will begin a search of the school premises, and will take a mobile phone with them so they can be contacted.
- If the pupil has not been found after 10 minutes, then the families of the pupil will be notified.
- The school will attempt to contact families using the emergency contact numbers provided.
- If the families have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted.
- If the missing pupil has an allocated social worker, is a looked-after child, or has any SEND, then the appropriate personnel will be informed.
- When the pupil has been located, members of staff will care for and talk to them to ensure they are safe and well.
- Families and any other agencies will be informed immediately when the pupil has been located.

12.2 A member of the Leadership Team will take the appropriate action to ensure that pupils understand they must not leave the premises, and sanctions will be issued if deemed necessary. Appropriate disciplinary procedures will be followed in accordance with the Positive Discipline (PD) Behaviour and Safety Policy.

13. Attendance intervention

13.1 In order to ensure the school has effective procedures for managing absence, the Attendance Officer and Pastoral Team, supported by the SLT, will:

- Establish a range of specific, evidence-based interventions to address barriers to attendance.

- Monitor the implementation and quality of escalation procedures and seek robust evidence of the escalation procedures that work.
- Conduct home visits usually where pupils are absent for three or more consecutive days, including where the reason is known, or where attendance, safeguarding or welfare concerns indicate that direct contact with the family is required.
- Attend or lead attendance reviews in line with escalation procedures.
- Establish robust escalation procedures which will be initiated before absence becomes a problem by:
 - Send letters to families.
 - Support to explore attendance barriers and accelerate reintegration
 - Engage with LA attendance teams.
 - Use fixed penalty notices.
 - Run attendance challenges.

13.2 The school will use attendance data, in line with the '[Monitoring and analysing absence](#)' section of this policy, to develop specific strategies to improve attendance where patterns of absence are emerging. These strategies will be developed on a case-by-case basis, and will consider the particular needs of the pupils whom the intervention is designed to target.

13.3 The school will aim to improve attendance in the overall school cohort by acknowledging good attendance in the following ways:

- Rewards assemblies/events
- Rewards trip
- Letters home
- Weekly stamps on Arbor to celebrate 100% attendance
- Attendance postcards

13.4 School trips and events are a privilege. Pupils' attendance must ordinarily be above 90% with no more than 4 sessions of unauthorised absence to be considered for non-compulsory school trips/ rewards unless there are extenuating circumstances that the school are aware of and where proof/evidence is provided. Decisions about access to these opportunities will be made on an individual basis and we reserve the right to challenge on the basis of poor attendance.

14. Working with families to improve attendance

14.1 The school will work to cultivate strong, respectful relationships with families 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. social services.

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

14.3 The school will ensure that families are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – families will be made aware that this means their child must attend school every day that it is open. The school will regularly inform families about their child's levels of attendance, absence and punctuality, and will ensure that families are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

14.4 If a pattern of absence becomes problematic, we will work collaboratively with the pupil and their families to improve attendance by addressing the specific barriers that prevent the pupil from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support rather than immediately reach for punitive approaches.

15. Persistent Absentee (PA)

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

- Children in need
- LAC
- Young carers
- Pupils identified as disadvantaged (those eligible for Pupil Premium funding, including pupils who have experienced economic disadvantage or care experience, and who may face additional barriers to educational success.
- Pupils with EAL
- Pupils with SEND
- Pupils who have faced bullying and/or discrimination

15.2 The school will use a number of methods to help support pupils at risk of PA to attend school. These include:

- Welcoming the pupil back following any absence and provide catch-up support to build confidence and bridge gaps in learning.
- Meeting with the pupil and their parent to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support.

- Leading regular check-ins to review progress and assess the impact of support.
- Making regular contact with the pupil's parent to discuss progress.
- Assessing whether an EHC plan or IHP may be appropriate.
- Considering what support for re-engagement might be needed, including with regard to additional vulnerability.

15.3 The school will focus particularly on pupils who have rates of absence over 50 percent, 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.

15.4 Where a pupil at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care. The school will also bear in mind that the continuation of severe PA following intervention may, in itself, constitute neglect, and will escalate any concerns in this regard in line with the Safeguarding and Child Protection Policy.

15.5 The school attendance system will be used to give an accurate and informative view of attendance, reasons for absence and patterns within groups, including:

- Children in need
- LAC
- Pupils identified as disadvantaged
- Pupils with EAL
- Pupils with SEND

16. Legal intervention

16.1 The school 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, the following will be considered:

- Holding a formal School Attendance Panel (SAP) meeting with families.
- Allocation of a Student Wellbeing Officer or Parent Support Advisor) to carry out intensive support to facilitate a child's return to school.
- Engaging children's social care where there are safeguarding concerns.
- Issue a Notice to Improve (any further unauthorised absence during the monitoring period will result in a penalty notice being submitted)
- Initiation of Fast Track (10-week process with legally binding time scales)
- Working with the LA to put a parenting contract or an education supervision order in place.

16.2 Where the above measures are not effective, the Headteacher will issue a fixed penalty notice in line with the LA's code of conduct.

16.3 Where attendance still does not improve following a fixed penalty notice, the school will work with the LA to take forward attendance prosecution as a last resort.

17. Monitoring and analysing absence

17.1 The Attendance Officer will monitor attendance data weekly to ensure that intervention and support is delivered quickly to address habitual absence at the first signs.

17.2 The school will collect data regarding punctuality, truancy, and authorised and unauthorised absence, for:

- The school cohort as a whole.
- Individual year groups.
- Year groups preparing for exams.
- Individual pupils.
- Demographic groups, e.g. pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g. pupils with SEND, LAC and pupils identified as disadvantaged.
- Pupils at risk of PA.

17.3 Regular updates will be provided to staff across the school to enable them to track the attendance of pupils and to implement attendance procedures.

17.4 The Assistant Headteacher will also be responsible for monitoring how attendance data changes in response to any interventions implemented to increase attendance in future.

17.5 The schools Local Governing Committee will be provided with updates on attendance data, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

18. Training of staff

18.1 The school recognises that improving attendance is everyone's responsibility. All staff will receive attendance training as part of their induction and ongoing professional development to ensure they understand the importance of attendance, their role in promoting it, and the school's attendance procedures.

18.2 Staff will receive training to help them identify emerging attendance concerns, understand that absence is often a symptom of wider needs or vulnerabilities, and recognise when poor attendance may indicate a safeguarding concern. Staff will know how to record, report and escalate concerns in line with school procedures.

18.3 Staff with specific attendance responsibilities, including pastoral, administrative and leadership staff, will receive additional training appropriate to their role. This will include attendance monitoring, analysing attendance data, working effectively with families,

identifying barriers to attendance, and accessing support from relevant external agencies where required.

19. Monitoring and review

19.1 The school monitors attendance and punctuality throughout the year. The school's attendance target for all year groups is 97%. The school's target for PA should be less than 10% for all year groups.

19.2 This policy will be reviewed at least by CLT Headteachers, the CEO and Trustees or as events or legislation requires. The next scheduled review date for this policy is **July 2027**.

19.3 Any changes made to the policy will be communicated to all relevant stakeholders.

20. Appendix 1: Attendance Contacts

Role / Agency	Name and role	Contact Details
Headteacher	Sally Bishop	info@princehenrys.co.uk
School Attendance Lead (SLT)	Lee Wilson	info@princehenrys.co.uk
Attendance Officer	Christine Waite	info@princehenrys.co.uk
Attendance Administrator	Matt Rayner	info@princehenrys.co.uk
Year Managers	Please request to speak to the year manager who is responsible for the year group the child is in.	info@princehenrys.co.uk
Governor with responsibility for Attendance	Kathryn Robinson	info@princehenrys.co.uk
Chair of Governors	Kathryn Robinson	info@princehenrys.co.uk
School Attendance Service (SAS)	Queries relating to attendance	0113 3785994 Schoolattendanceservice@leeds.gov.uk
Elective Home Education (EHE)	Queries around Elective Home Education	EHE@leeds.gov.uk
Children Missing Education (CME)	Referrals for children missing education	0113 378 9686 CME@leeds.gov.uk
Education Safeguarding Team	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk

21. Appendix 2: CLT Absence from school related to mental health illness procedures

Emotional Based School Avoidance is a broad umbrella term used to describe a group of children and young people who have severe difficulties in attending school due to emotional factors.

In order for us to amend our normal attendance protocols in relation to actions for pupils who do not attend regularly for mental health issues we require families and pupils to engage with the professional help that is signposted to them.

We will not ordinarily authorise 'mental health' absences unless families and pupils follow up on the support offered and resources suggested to them.

These are school's current guidelines about where support can be received:

Guidance for families in accessing external mental health services

If there is immediate threat to your child's life or health, call 999.

If your child is expressing suicidal thoughts and/or has self-harmed, or you have an urgent concern about your child's health and safety, it is important that you speak with a medical professional as soon as possible. It is advisable to contact your child's GP for an urgent appointment that day or take your child to A&E if an urgent GP appointment is not possible. If you are uncertain about what to do, please seek guidance from the NHS by calling 111.

If your child is struggling with their mental health, it is vital that they get ongoing support they need. It is advisable to speak with their GP about options of support. You can also refer your child or they can refer themselves (if they are over 13 years-old) to MindMate via telephone on 0300 555 0324 or online via <https://www.mindmate.org.uk/im-a-professional/leeds-mindmate-single-point-access/>. MindMate will be able to identify the most appropriate service for your child at the time.

It may also be useful to speak to your child's year manager or the pupil wellbeing officer who may already be working with your child for further guidance. However, it is always vital that you seek guidance from a medical professional.

The following mental health services are available for children and young people in Leeds:

- **Teen Connect-** This is a helpline for young people aged 13-18 in Leeds who may be feeling in crisis with their mental health. They offer up to one-hour support via telephone or online chat. It is open from 6pm to 2am every night – **0808 800 1212-** [Leeds Survivor Led Crisis Service » Teen Connect \(Isics.org.uk\)](#)
- **The Market Place-** They offer free confidential support around mental health and wellbeing for young people aged 11-24 in Leeds – **0113 246 1659 -** [The Market Place – A drop in centre for young people offering advice and counselling on a range of subjects affecting young people \(themarketplaceleeds.org.uk\)](#)
- **Childline-** They provide telephone support and webchat for children. Support is available in British Sign Language – **0800 1111 -** [Childline | Childline](#)

Once support has been sought, we will work with professionals to agree how best to support your child in school. The support that is offered will be bespoke to the needs of the young person.

22. Appendix 3: CLT Graduated Response to Attendance



Collaborative Learning Trust

Graduated Response to Attendance

A graduated model that provides early support, addresses barriers promptly, and uses enforcement only when all reasonable support has been exhausted.

