

Tuesday 1st September 2026

Dear Parent/Carer,

Attendance and Punctuality Policy — September 2026

The Collaborative Learning Trust has approved a new Trust-wide Attendance and Punctuality Policy, which will come into effect from September 2026. All schools within the Trust have adopted this policy.

Our Trust vision is clear: excellent attendance and punctuality are the foundation for success, wellbeing and lifelong achievement. We want every child to attend school regularly so they can make strong academic progress, build friendships, feel a sense of belonging and access the full range of learning, enrichment and personal development opportunities available to them.

The Trust ambition is for all pupils to aim for 100% attendance, with 97% as the minimum expectation.

We fully recognise that some children have genuine medical or health-related needs which may affect their attendance. Where this is the case, we will continue to work sensitively with families and professionals to provide the right support.

Our approach is based on high support and high challenge. We will always seek to understand barriers to attendance and support families wherever possible. Where attendance concerns persist, we will follow the response set out in the policy, which may include meetings, support plans, involvement of external agencies and, where necessary, legal intervention.

The full policy is available on each school's website. A short family-friendly summary of the key points is included on the next page.

Please speak to us early

If your child is finding attendance difficult, please contact their school as soon as possible. We want to work with families to remove barriers and help every child attend regularly and benefit fully from school life.

Yours sincerely,



Mr L Wilson – Assistant Headteacher



Miss C Waite- Attendance Officer

Attendance and Punctuality

A family guide

Collaborative Learning Trust | September 2026 to September 2027



COLLABORATIVE
LEARNING TRUST

Our attendance aim

We want every child to feel safe, valued and ready to learn. Our shared goal is excellent attendance, with 97% as the minimum expectation and **100% as the aspiration for every pupil.**

Why attendance matters

- Every school day helps children build knowledge, confidence, friendships and routines.
- Missing school can make it harder for children to keep up, feel settled and take part fully in school life.
- Good attendance is a partnership between home and school. We will work with families early when barriers appear.

What families need to do

Every day

- Ensure your child attends school every day they are required to be in school.
- Help your child arrive on time and ready to learn.
- Keep school contact details up to date, including at least two emergency contacts where possible.

If your child is absent

- Contact the school office by 8:30am each day of absence.
- Give the reason for absence and how long you expect your child to be away.
- Respond to school texts or calls as soon as possible so staff know your child is safe.

Lateness and the start of the school day

School day: Pupils must be on-site by 8.25am to ensure they are in registration and ready to learn by 8.30am. If a pupil arrives after the register has closed, this will be recorded as an unauthorised absence.

Appointments

Please book medical and dental appointments outside the school day wherever possible. If an appointment must happen during school time, please give the school evidence in advance and make sure your child misses the least amount of learning possible.

Term-time absence

- Families must request any planned absence in advance using the school absence request process.
- Schools can only authorise leave in exceptional circumstances. Family holidays during term time will not normally be authorised.
- If leave is not agreed and a child is absent, the absence will be recorded as unauthorised and may lead to further action.

How we will support attendance

Stage	What this means	Attendance	What families can expect
Stage 1	Universal	97%+ or early concerns 97% is equivalent to 6 days absence	Positive messages, rewards, everyday expectations and early conversations if patterns in absence begin.
Stage 2	Early intervention	Below 95% 95% is equivalent to 10 days absence	Closer monitoring, contact with home, a conversation or meeting and simple support strategies, formal meeting considered.
Stage 3	Targeted support	Below 90% 90% is equivalent to 19 days of absence	A formal meeting, clear plan, targets, review dates and involvement of pastoral or SEND staff where needed.
Stage 4	Intensive support	Severe absence or no improvement	Multi-agency support, safeguarding consideration and a more detailed support plan.
Stage 5	Legal intervention	When support has not worked	Notice to Improve, Fixed Penalty Notice, parenting contract, Education Supervision Order or prosecution as a last resort.

* **Please note:** we routinely conduct home visit at all stages of attendance.

SEND, health and individual circumstances

- We recognise that some children, including pupils with SEND, medical needs or mental health needs, may face additional barriers to attendance.
- Schools will consider reasonable adjustments, reintegration plans, phased returns or other tailored support where appropriate.
- Please speak to school early if your child is finding attendance difficult so support can be put in place quickly.

When school will contact families

- If your child is absent and school has not heard from you.
- If absence or lateness begins to form a pattern.
- If attendance falls below expected levels or your child is at risk of persistent absence.
- If school is worried about your child's safety, wellbeing or access to education.

Who to contact

If you are worried about your child's attendance, please contact your child's Year Manager or Attendance Officer as soon as possible.

Key messages for families

Attend every day Every day in school helps children learn, belong and thrive.	Talk to us early If there is a barrier, school will work with you to help remove it.	Support first Legal action is only considered when support has not improved attendance.
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