



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



Sixth Form Attendance & Punctuality Policy 2026-27

Last reviewed: September 2026

Next review due: September 2027

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1 Statement of intent

1.1 Sixth Form Attendance Policy

The Sixth Form Attendance Policy sits alongside the Collaborative Learning Trust Attendance and Punctuality Policy. All principles, attendance coding guidance and expectations outlined within the Trust policy apply to Sixth Form students unless specifically stated otherwise within this document.

Prince Henry's Grammar School takes attendance in the Sixth Form very seriously and we acknowledge that excellent school attendance is a key characteristic of successful Sixth Form students and plays an essential part in academic development for post 16 students. All post 16 courses are intensive and students cannot afford to miss valuable teaching and study time. Research from the DfE demonstrates that 'there is a clear link between poor attendance at school and lower academic achievement.' Attendance falling below 95% has been shown to result in an average reduction of one grade at A level per subject, and this increases to two grades when attendance falls below 90%. This policy therefore reflects the need to prepare students for the expectations of working life whilst ensuring that we provide a framework to support students to achieve positive outcomes.

1.2 Punctuality

Prince Henry's Grammar School Sixth Form expects a high standard of punctuality from all students. We are committed to providing a high-quality education that enables every student to achieve their full potential. Excellent punctuality is a vital part of this commitment. Arriving at school on time ensures that students do not miss crucial morning instructions or key notices that launch the school day.

We believe that punctuality is not just a school requirement, but a fundamental life skill that prepares our students for future success in further education and employment. Our support and intervention with punctuality will mirror the arrangements under '**intervention and support**' for attendance.

1.3 Expectations

Students in the Sixth Form should maintain a cumulative attendance record of above 95% with the aspirational target of 97%.

1.4 What the school expects of students:

Students are expected to:

- Attend regularly, on time and be ready to learn thus ensuring their own attendance and punctuality is maintained at the highest possible level.
- Sign in using InVentry on entry to the building before 8.30am
- Sign in and out using InVentry whenever they enter or leave the premises during the school day.
- **Attend all timetabled lessons, assemblies, tutor time, enrichment, PSHE and fixed studies on time**
- Sign in using InVentry and at reception if they arrive after registration time.
- Have their parents/carers notify school of their absence using the school phone line or personal absence text number, just as for students in lower Key Stages.

- Make every effort to make dental/medical appointments outside of school hours.
- Ensure that their wider commitments such as driving lessons and part-time work are organised outside school hours.
- Keep 'home study' free of such commitments since:
 - a) these are intended to be used for study and
 - b) the privilege of 'home study' may be withdrawn for one or more days at a time.
- Inform sixth form attendance team in advance where students will be absent from school for a full/half day with evidence as required

1.5 What the Sixth Form expects of parents/carers:

Parents/carers are expected to:

- Support their child to maintain excellent attendance and punctuality, with a minimum attendance target of 95% and an aspirational target of 97% or above.
- Notify the school of any unavoidable absence in accordance with Sixth Form absence procedures.
- Avoid arranging holidays during term time and minimize appointments during the school day wherever possible.
- Work in partnership with the Sixth Form team to address any concerns that may affect attendance, punctuality, engagement.
- Provide appropriate evidence to support absences when requested by the school.
- Attend meetings and engage with support plans where attendance becomes a concern.
- Encourage their child to take increasing responsibility for their attendance, punctuality and commitment to their studies.
- Provide up to date contact details including more than one emergency contact number.

1.6 What parents/carers and pupils can expect from Sixth Form:

- A high-quality Sixth form education, the outcomes of which are dependent upon regular attendance at school.
- Promotion of good attendance and punctuality at school, and regular encouragement and rewards,
- Efficient and accurate recording and monitoring of absence.
- Prompt action when a problem has been identified.
- Regular communication with students and parents/carers around attendance.

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
- Equality Act 2010
- The Education (Student Registration) (England) Regulations 2006 (as amended)
- DfE (2008) 'Education and Skills Act'
- DfE (2026) 'Working Together to Improve School Attendance'
- DfE (2025) 'Children Missing Education'
- DfE (2026) 'Keeping Children Safe in Education 2026'.

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

- Complaints Policy
- Safeguarding and Child Protection Policy
- Positive Discipline (PD) Behaviour Policy
- CLT Attendance and Punctuality policy

3 Duties and responsibilities

3.1 Assistant Headteacher – Post-16 and Key Stage 5 Director

- To oversee and monitor Sixth Form attendance and punctuality alongside lesson attendance to identify emerging trends, vulnerable groups and students requiring additional support and update and apply Sixth Form policy as required.
- To ensure that parents and students are aware of the Sixth Form attendance expectations and procedures.
- To oversee and manage targeted intervention for students who are persistently absent.
- To maintain a high profile of attendance matters by including them as a topic in Key Stage meetings, assemblies and parent information evenings.
- To ensure that attendance concerns are considered alongside safeguarding, wellbeing, SEND and mental health factors where appropriate.

3.2 Year Manager – Post -16

- To support the accurate coding of attendance and to monitor and support attendance where appropriate co-ordinating action, liaising with personal tutors, parents and other agencies.
- To attend regular meetings with the Attendance Officer and the Assistant Head Post 16 to determine and implement appropriate levels of support and intervention.
- To gauge the correct level of intervention for different students.
- To work closely with students in the Sixth Form in order to increase attendance.
- To authorise students to leave school premises during the day if necessary, due to ill health.

3.3 Sixth Form and Celebrating Success Assistant

- To contact parents on the first and subsequent days of absence if no reason has been given.
- To collate and check registers and monitor the use of the InVentry system for sign in/out, providing reports to form tutors as required, and issuing Standards for Learning incidents to students who fail to sign in or out on the InVentry system.

- To support the Year Manager in maintaining accurate records of attendance and in implementing attendance action plans as appropriate in regard to monitoring Sixth Form attendance

3.4 Sixth Form Study Support Officer

- To maintain accurate attendance records, including Fixed Study sessions.
- To escalate concerns to the Head of Sixth Form where attendance fails to improve despite support and intervention.
- To work with identified students, in conjunction with the rest of the Sixth Form team, to develop individual plans to improve attendance. This may include mentoring and parental agreements.

3.5 Personal Tutor

- To be responsible for the correct marking of morning registers.
- To encourage students to maintain a good level of attendance and punctuality at all times.
- To be responsible for issuing Standards for Learning incidents to students who are late to form.
- To be responsible for rewarding good attendance using rewards on Arbor.
- To add pastoral note on Arbor where there are concerns

3.6 Subject teachers

- To complete the register accurately and promptly for every Sixth Form lesson they teach, coding students as late as required, and issue Standards for learning points to students as appropriate.

3.7 School Librarian

- To supervise the library and liaise with the Sixth Form Study Support Officer to ensure accurate registers of Fixed Study periods.
- To register those who have periods of 'lost home study'.

3.8 School Governors

- To keep informed of attendance matters through the Headteacher's report.
- To take part in Governors' Attendance Panels for those who have reached the final stages of attendance intervention.

3.9 First Aiders

- First Aiders will record the names and details of students who visit them and liaise with the Year Manager except in cases of emergency.

4 Procedures for dealing with absence

- Students will sign in and out using InVentry
- Parents will be required to contact the school office via telephone or text before 8.30am on the first day of their child's absence. They will be expected to provide an explanation for the absence, and an estimation of how long the absence will last e.g. one school day.
- In the event of no contact from home on the first day of absence, the Sixth Form and Celebrating Success Assistant will contact home to ascertain the reason for absence.
- If the school is not notified of the reason for the absence, it will be recorded as unauthorised. Other absences will be coded in line with the whole school attendance policy. Home study will be recorded as X = post-compulsory education, attendance not required.
- The school will not request medical evidence in most circumstances of absence less than 5 days where a student is absent due to illness; however, the school reserves the right to request supporting evidence. The following types of absence will be dealt with in line with the whole school attendance policy:
 - Parental absence requests
 - Illness and healthcare appointments
 - Religious observance
 - Gypsy, Roma and Traveller absence
 - Absence in exceptional circumstances
- The Sixth Form team will monitor Arbor for problem attendance and identify students for intervention.
- The Year Manager will discuss attendance issues with the Assistant Headteacher – Post-16 and/or Key Stage Director, and strategies for monitoring problem attendance will be identified. Parents will be involved and invited to discuss strategies to improve attendance/punctuality.
- Appropriate sanctions on the Standards for Learning system will be issued to students accruing points for attendance and punctuality issues.
- Letters will be sent home when attendance drops below agreed thresholds with no clear reason

5 Intervention and support

Stage 1: Early Identification of occasional absence

- Personal Tutor discussion
- Informal support
- Identification of barriers
- Pastoral note placed on Arbor

Stage 2: Targeted Support for recurrent absence (Below 95%)

- Parental contact
- Attendance monitoring meeting with Year Manager
- Attendance support plan agreed with student for a four-week period (two-week period for punctuality: see 'Punctuality' below)
- Pastoral note placed on Arbor

Stage 3: Structured Intervention for persistent absence (Below 90%)

- Parental contact
- Formal meeting with Year Manager/Key Stage Director
- Attendance contract issued with agreed goals and review date
- Formal letter issued confirming expectations of attendance

Stage 4: Continued persistent absence

- Senior Leadership involvement: formal meeting with Assistant Headteacher Post 16, student, and parents/carers
- Formal letter detailing outcomes of meeting and expectations of attendance
- Agreed monitoring period before review

Stage 5: Review of Sixth Form place

- If, after the above interventions, the student has not met their agreed targets, then a decision will be made on the viability of the student's Sixth Form place.
- All factors will be considered before any decision is made in discussion with the Headteacher and a Governors' Attendance Panel may be required.
- At each stage of the above process support offered may include:
 - Mentoring
 - Mental health support
 - SEND adjustments
 - Multi-agency involvement where needed

Depending upon the outcome of the monitoring period agreed at each stage a student would either remain at that stage without further escalation or would move to the next stage of the process.

Please note that where the required attendance or completion of work has not been achieved the school reserves the right to charge for the examination fees in line with the DFE Funding Guidance Advice: [Advice: funding rules for 16 to 19 provision 2026 to 2027 - GOV.UK](https://www.gov.uk/government/publications/advice-funding-rules-for-16-to-19-provision-2026-to-2027) (www.gov.uk). Where attendance falls below 80% at subject level the school reserves the right to withdraw a student from the exam entries in that subject.

5.1 Long-term absence

- If there has been no response to contact with home after 1 week, the Year Manager will trigger a letter home.
- After 10 days without a response, a second letter will be sent. If this produces no response, then after 20 days the student will be deemed to have left Sixth Form and will be removed from roll. They will be reported as NEET to Leeds Local Authority.
- Where there is contact with home and reasons given for absence, including SEND and health related absence, this will be monitored by the Year Manager and all appropriate steps taken to ensure that the student returns to full-time attendance.
- Where attendance continues to be an issue without good reason, attendance contracts will be used, and a governor's attendance panel may be convened. **See above, this effectively refers to the staged process above – 'stage 5'**

5.2 Reintegration

- Long term absentees will have a meeting with the Year Manager, and a reintegration plan will be drawn up. This will be appropriate to the needs of the student.
- The programme will be planned as appropriate in discussion with the parent, student, SENCO, Year Manager and Assistant Headteacher – Post-16, as well as any other relevant professionals.
- This may involve phased return to lessons with additional home study given on a temporary basis. The Year Manager will liaise with subject teachers to manage the workload of catching up.
- Reintegration to a full timetable should be achieved as soon as possible.
- All staff involved with the student will be informed and be expected to enhance the supportive, positive, and welcoming environment when they encounter these students in school.
- Review will be put in place, as deemed appropriate by sixth form team, between tutor, year manager and, where necessary, parents.

5.3 Adapted timetables and additional home study

- Where a student is facing particular difficulties, for example with their health, it may be desirable to grant additional periods of home study or adapt a student's timetable, whilst accepting that the best case for all students is to attend school as much as possible.
- The additional free periods, study and fixed study periods on a Sixth Former's timetable (compared to lower school) may allow for some level of flexibility, for example to support a return to school after a period of absence; to manage a health condition, mental health condition or disability; or to help to resolve serious pastoral issues. In these cases, additional 'home study' may be granted at the discretion of the Assistant Headteacher or Key Stage Director. These additional periods of home study will be clearly recorded or noted on Arbor.
- The assumption will always be that such arrangements are temporary, and that maximum possible attendance at school will always be in a student's best interests.

5.4 Home Study periods

If attendance falls below acceptable levels, home study privileges are revoked, and students passing various thresholds of the Standards for Learning policy will have one or more afternoon(s) of Home Study removed. Students must sign out when leaving for Home Study using the InVentry system. Failing to do so will lead to sanctions under the Standards for Learning system and may lead to Home Study privileges being revoked.

The whole or parts of this policy can be reviewed and changed at any time if appropriate and all changes will be communicated to relevant stakeholders. The policy will be reviewed annually by the Assistant Headteacher and SLT. The next scheduled review date for this policy is September 2027.

Mr M Johnson

Assistant Headteacher: Post-16 Learning

Appendix 1 – Attendance letters

Dear Recipient(s) Salutation,

Attendance: Letter 1- we are concerned about your child's attendance

Re: Student(s) Full Name **DOB:** Student(s) Date of Birth

I am writing to you today to explain that we are concerned about your child's attendance which is currently Report Field: Statutory/Roll Call Attendance (Present) this academic year. Our target for all students is 97%. Whilst we do understand that some absence because of illness may be unavoidable, when attendance falls below 95% concerns are raised about the possible effects on a student's academic progress and social interaction.

The overview below shows the impact of absence on student progress in A level examinations:

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Attendance over the full year	Days missed	Lesson missed	Average A-level grades achieved at PHGS last year
98-100%	0-4	0-12	AAB
95-98%	4-9.5	12-29	ABB
95-90%	9.5-24	29-72	CCC
90-80%	24-35	72-105	CCC
<80%	35+	105+	CCD

Attendance targets are cumulative throughout each academic year which means that your child's attendance total will increase with further full days in school. As each school year starts in September, it only takes a couple of absent days to fall to 97% in the first term.

If you have any concerns about your child's health or you would like some support from school, please do not hesitate to contact your child's year manager or the school attendance officer.

We want to work collaboratively to ensure that every student has the very best school attendance.

Yours sincerely,

Sixth Form Pastoral Team

Dear Recipient(s) Salutation,

Attendance: Letter 2 – we continue to be concerned about your child's attendance

Re: Student(s) Full Name **DOB:** Student(s) Date of Birth

We have already made contact to inform you that Student(s) First Name's attendance is below our school target. Unfortunately, Student(s) First Name's attendance since the start of this school year has now fallen to Report Field: Statutory/Roll Call Attendance (Present) this academic year. Whilst we do understand that some absence because of illness may be unavoidable, when attendance falls below 95% concerns are raised about the possible effects on a student's academic progress and social interaction.

The Department for Education regards a child at 90% attendance and below as a 'Persistent Absentee'. We need to make you aware of this.

As a result, we can no longer authorise any absence unless the relevant medical evidence (e.g. prescription/appointment card/hospital letter) is provided.

If there are any issues concerning Student(s) First Name's attendance which you have not already made us aware of, please contact the Sixth Form team so we can update our records and offer support where needed. We do want to help.

Without improvement in Student(s) First Name's attendance further intervention will be required. Our staged procedures for this are in the attendance policy on our website. We would like to remind you that any future absence or lateness needs to be explained by an email or letter on their return to school along with any relevant medical evidence.

I hope that we can work together to improve Student(s) First Name's attendance. We thank you for your co-operation in this matter.

Yours sincerely,

Sixth Form Pastoral Team