EMMANUEL
SCHOOLS FOUNDATION

Attendance Policy
and
Strategy for Improving Attendance

Last reviewed: June 2025
Approved by Trustees: June 2025
Next Review: June 2026

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Scope

This document explains the Emmanuel Schools Foundation strategy for improving attendance and the attendance policy. It is applicable to all schools within the Foundation (Years 7-11). This supersedes any previous school policies and procedures and is applicable from September 2025. In addition to the ESF strategy (Part 1) and policy (Part 2), each school will publish their school specific procedures which outline specific responses to absence from school (Part 3).

Introduction and aims

Our starting point is the belief that all people are made in the image of God and are therefore infinitely precious, morally responsible, and gifted for a purpose. All pupils are created with dignity and purpose, and each one deserves to be seen, known, and nurtured. Their presence in school is essential to the fulfilment of that purpose. By prioritising school attendance, we affirm to every pupil that they matter — that they belong and are known and integral to our shared community. Rooted in respect, restoration, and encouragement, strong relationships between staff, pupils, and families underpin every element of our attendance strategy.

Belonging at an ESF school goes beyond presence; it means being part of a community committed to each other's good, growth, and success.

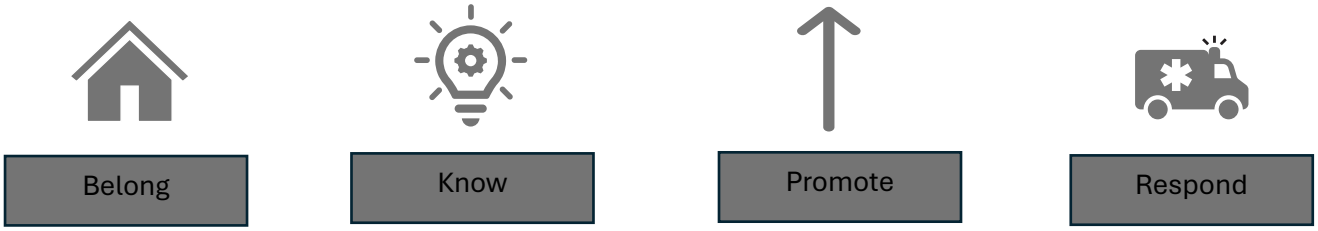
Through the development of high quality and inclusive education we aim to see exceptional progress, representing a true personal best in terms of exam outcomes, attitudes to learning and knowledge and destinations. We enable young people to have the character and wisdom to face the challenges of adult life and to be people who take responsibility for others and lead sacrificially. We want all young people to achieve and be ready for the future despite the challenges or barriers they face in childhood and whatever their starting point. It is essential that all young people are always safe in school and are supported as far as is possible to flourish beyond school.

The link between school attendance and academic achievement is now well-documented and we know that regular attendance plays a vital role in shaping students' academic achievements, personal development, and character development. It also supports a sense of routine, stability and belonging which can positively impact students' emotional and mental well-being, assist students in settling well into peer groups, and forming strong, positive relationships with teachers and the wider staff body, which can enrich their overall educational experience.

Regular attendance instils the importance of reliability and commitment, preparing students for the expectations and demands of their future academic and professional endeavours. We also know that attendance at school is a protective factor that allows staff to identify needs and what support may be required for a child, and that absence from school can lead to safeguarding concerns. We want all students to be as close as possible to our ambitious target of 97% attendance each year and we want to be able to ensure that when students are not in school, they are safe.

Part 1: Our trust strategy for improving attendance

Our strategy for ensuring very high levels of attendance is built around four elements: **Belong, Know, Promote, and Respond**. Good communication is central to the success of each element.



We recognise that **attendance is everyone's responsibility** however it is important this is communicated well so that **everyone knows their responsibility** in relation to attendance. Each school has a Senior Attendance Champion who is responsible, with the Principal, for the implementation of trust attendance improvement strategy and policy (further information about responsibilities can be found in Part 2).

Each school ensures that they plan specific actions and allocate resources appropriate to the context of that school. Our strategy draws from effective practice in other schools who are improving attendance in difficult circumstances and extensively from the DfE attendance toolkit.

We are proud of the approaches that our schools already take to communicate welcome and belonging and the good attendance that can be seen in some schools and across some sub-groups in other schools. Our schools have invested in:

- pastoral structures that enable students to be known well
- bespoke support to support students when they don't feel like school is a place they belong
- a variety of approaches to celebrating students and their successes
- a range of different approaches to ensuring a strong start to each day
- communicating the wide range of opportunities available to them and the strength of the offer in school
- using language to communicate belonging, speaking of the school community as a "family" or as a "team" and smaller pastoral groupings such as houses, as a place where students can "find a home".

ESF schools will ensure that all communication is individualised, supportive, skilful and accurate using, wherever possible, highly positive and motivational language so that communication approaches support our strategy for improving attendance. We will prioritise, where possible, verbal communication to ensure the highest possible impact and seek to build relationship in each interaction representing the school robustly but demonstrating high levels of respect for parents and carers and for their role and responsibilities.

We make all communication purposeful and meaningful, avoiding impersonal and overly formal approaches that may undermine efforts to build strong relationships. To support this move towards clarity, we will introduce trust wide language for articulating the severity of absence. Schools will create and use scripts that can support staff to make calls home or hold attendance conversations face to face and ensure that all written communication is warm and straightforward by agreeing and using common letter templates for cases where written communication is necessary. Communication is two-way and so school should use a range of measures for communication about attendance such as student and parent voice, surveys, discussion groups and informal events such as coffee mornings.

Belong

Our schools will be places where all people are **valued**, **challenged** and **inspired** and experience **welcome**, **safety** and **opportunity**. Students know and experience love and belonging because they are known, and they are loved. They will see the value of what is on offer because it has been designed with them in mind and communication is strong.

We will:

1. **Use celebration and express gratitude** informally and formally to communicate that all are infinitely precious and gifted for a purpose.
2. **Use pastoral and leadership structures** that enable a deep commitment to knowing and supporting individual students, with the relationship between home and school deepening and strengthening over time.
3. **Make restorative practice central to approaches to tackling concerning behaviour,** because all are morally responsible and also infinitely precious. Where at all possible, no child finishes the day with an issue unresolved.
4. **Ensure that all classrooms are inspiring and purposeful** so that students actively want to be present. Students know that it is *their* classroom and *their* school, and that the curriculum has been planned for *them.*
5. **Be intentional with positive language and actions** that reflect the welcoming culture of our trust ethos with the goal that all will flourish. This starts with a presumption that all students belong, whoever they are,

whatever their background, whatever their attendance. Be intentional about scripting interactions so that the positive is framed in every said interaction.

6. **Form and use a set of "welcome phase" procedures for each morning** which include:
    - Approaches to ensuing a personal welcome for all students
    - Purposeful and inspiring activities which establish an expectation of inspiration for the day
    - Activities which strengthen belonging to class, house, year group and school.
    - Expectations of how staff, and in particular, tutors, will interact with students in their first meeting with them.
    - Clarity about how the daily act of worship and other assemblies and meetings will be purposeful, inspirational and relevant.
    - Clarity about how the staff will be deployed to ensure that the welcome phase works well, in line with expectations and how students arriving late will be made welcome without compromising clear messages about the importance of punctuality.
7. **Form and use a set of "farewell phase" procedures for the end of each day** which include:
    - Approaches to ensuring a personal message of "see you tomorrow"
    - Ensure that dismissal, and travel home, particularly where travel is by bus, is safe and orderly so that each student's experience of the end of the day is wholly positive.
    - Ensure that students do not go home without restoration, leaving every conversation and interaction with a positive trajectory so that students know that whatever has happened they remain part of the family.
    - Clarity about how staff will be deployed to ensure that the "farewell phase" works well, in line with expectations and how students who are not supporting the aims of this phase will be challenged without compromising the principle of restoration before the close of the day.

Know

Our schools will have access to accurate and detailed attendance information and the data tools that they need to act and communicate well, promote good attendance and to respond in a timely and effective way where absence is a concern. Data systems will support leaders to manage and evaluate the work that staff do to improve attendance. Schools will set out in their policy who is responsible for what in each setting, linking this closely with the language used within this strategy.

We will:

1. **Take steps at each school to strengthen our understanding of students as individuals.** This could include:
    a. Strategies to strengthen relationships with students to develop trust and engagement
    b. Listening to student voice to understand student experiences
    c. Ensuring systems for collecting information on additional needs, wellbeing, and personal circumstances are effective
    d. Encouraging collaboration between tutors, teachers, pastoral teams, and SEND staff to develop a full picture of each student.
    e. A focus on Year 6 transition by getting to know students before they start, identifying any early concerns, and establishing key relationships with families and primary schools.
2. **Make accurate and up to date attendance dashboards available** for each school and for the trust, that will enable leaders to know their data as well as possible
3. **Use dashboards** to find trends and patterns that will support leaders to promote attendance as effectively as possible and equip staff to respond in line with agreed procedures.
4. **Use mapping software to explore geographical patterns** and know better the challenges of absence in each school community.
5. **Provide ongoing training for attendance staff and senior attendance champions**, as required, to ensure that data dashboards are used to their full potential and interpreted accurately.
6. **Introduce a common reporting schedule**, following common trust templates so that attendance data is analysed and reported on within each school, each day and to trust leaders on a weekly basis.

7. **Introduce a common approach to reporting on attendance to governors and trustees,** taking steps to ensure that reports align with this trust strategy and record, as far as possible, the impact of actions on attendance. This will include an **annual attendance audit for each school.**

Promote

We recognise that if we are to tackle the complex and urgent issues all schools face relating to school attendance, all staff must unite in the shared purpose of promoting great attendance. Our schools will focus on action that is proactive and preventative by raising awareness of the importance of attendance, overcommunicating the value and strength of what is on offer at school, anticipating barriers to attendance and by acting skilfully and with intensity during morning and afternoon "prime time".

We will:

1. **Consistently communicate a message of welcome and gratitude to all students using slanguage that is inspiring, motivational and that communicates the value of every student and every opportunity.** This will include but not be limited to messages of invitation, welcome, the positive consequences of good attendance, the range of opportunity on offer in school, and the importance of "your attendance for the benefit of others".
2. **Ensure that attendance promotion activities are tailored** to specific individuals and groups of students, taking note of the insights that attendance banding data gives.
3. **Ensure that absence does not become a barrier to academic progress** (and that poor academic progress does not become a barrier to attendance). This will include strategies where appropriate, such as using "sorry we missed you" work, the offer of study support time from individual teachers and the use of carefully planned remote provision where absence is unavoidable.
4. **Deliver a curriculum that is appropriate and high value**, engaging students in learning every day.
5. **Support students who may struggle to feel welcome and safe**. This may include using designated locations and staff for students who have significant barriers to attendance to complete phased returns and receive targeted support.
6. **Put in place a series of promote activities to be carried out during morning and evening "prime time"** which might include:
    a. In the morning (the hour before registers open)
        i. Calling as many students as possible in priority order of likelihood of impact
        ii. Carrying out early morning pick-ups
        iii. Being present on routes to school
    b. In the afternoon (from late afternoon to early evening)
        i. Pre-emptive calls to promote next day attendance
        ii. Being present on routes home from school, where this is practical
        iii. Carrying parent meeting or calls which cannot take place during the day
7. **Effectively promote good attendance through positively framed communication with students and with families.** This will include sharing attendance information in school with students, through a range of communication methods with home and personalised communication, and spending time with students whose attendance is improving or at risk of deteriorating. This should also include **communication at key risk times in the year** (toward the end of term, following public holidays etc.)

Respond

Our schools will have simple, well documented systems and processes for responding to student absence which make clear the roles and responsibilities of staff, parents and others in responding to student absence. These procedures are designed with simplicity, clarity and workability in mind and are used consistently. Leaders hold key staff to account, through the Senior Attendance Champion, for adherence to these procedures and are in turn, held to account by the

trust who will audit procedures in each school on an annual basis. Schools must have a clear policy in place outlining when legal action may be taken.

We will:

1. **Do the basics well**, ensuring that schools have appropriate capacity and leadership to run attendance systems, have clarified roles and responsibilities and that quality assurance of this work is carried out by school leaders.
2. **Ensure that absence reporting systems are clear and easy to use** and encourage direct engagement with families (e.g. a phone call not a voicemail or email) and follow up immediately where no communication is made.
3. **Deploy a differentiated absence response and intervention approach by attendance band** that recognises the importance of using a range of tactics informed by the barriers to attendance.
4. **Record attendance interventions** and where possible, seek to find evidence of impact or otherwise, so that we can identify good practice and monitor patterns across our schools
5. **Respond effectively on the first day of absence** by:
    a. Identify reasons for absence
    b. Identifying key concerns and prioritise calls home
    c. Collect children who should be in school
    d. Undertake home visits for children of concern and where there are quick wins
    e. Carry out end of day follow up to promote attendance the next day
6. **Respond effectively to ongoing and persistent absence** by:
    a. Seeking to undertake home visits when children don't return after a day's absence, ensuring this this takes place within three days as a maximum.
    b. Provide support for families to address any attendance barriers
    c. Run a staged attendance response, with thresholds and interventions identified. This might include:
        i. Attendance mentors
        ii. Attendance passport
        iii. Academic catch-up strategies
        iv. Individualised welfare / SEND programmes to address underlying need, ensuring that those with specifics barriers to attendance including SEND and health needs are supported effectively.
        v. Reintegration programme
        vi. Catch up programme
        vii. Recognition / reward strategies and targets
        viii. Engagement with the local authority to initiate external support and prosecute where appropriate
        ix. Gathering information about the child (DSL, SENCO, Pastoral)
7. **Respond effectively to severe absence by**:
    a. Engaging external agencies to provide bespoke interventions and support
    b. Assessing individual cases against safeguarding thresholds

Part 2: Attendance policy

Responsibilities

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, we work in partnership with students and parents, the trust and local authorities to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. The responsibilities of the school and trust are set out in Part 1.

All ESF students are expected to:

Make every day count:

- Aim for 97% attendance or better each year.
- Avoid taking time off school unless it cannot at all be avoided.
- Make each day a good day by upholding the code of conduct and core virtues of Emmanuel Schools Foundation.

Make every lesson count:

- Participate fully in each lesson, taking responsibility for their learning.
- Never distract others from learning.
- Avoid behaviours that will result in missed lesson time through removal from the classroom.

Make every minute count:

- Arrive on time and in full uniform each day.
- Be punctual to all lessons throughout the day.
- Take all reasonable steps to avoid missing lesson time unnecessarily.

All ESF Parents and carers are expected to:

Support their child to make every day count:

- Ensure their child attends school each day it is open.
- Never plan family holidays during term time and only request leave of absence in exceptional circumstances and well in advance. Arrange any medical appointments outside of the school day where possible.
- Talk to their child about attendance on a regular basis, ensure that their child knows the importance of good attendance and celebrate good attendance when it has been achieved.

Support their child to make every lesson count:

- Ensure that their child catches up on missed work to avoid gaps in their knowledge.
- Support the school when behaviour sanctions are issued for disruptive behaviour.
- Ensure attendance at any compulsory events outside of the school day.
- Understand and act on the feedback from teachers about students' conduct and levels of responsibility for learning in each subject as set out on the annual report.

Support their child to make every minute count:

- Ensure that their child arrives on time each day.
- Help support their child with organisation where this is necessary.
- Talk to their children about how they can take all reasonable steps to avoid missing lesson time unnecessarily.

Support the school in being able to safeguard their child:

- Inform school by telephone on the first morning of any absence and call every day of the absence to provide an update and provide a medical note for absences longer than five days.
- Provide school with at least two emergency contact numbers for their child on which they can be contacted during the school day.
- Attend any necessary meetings and respond as quickly as possible to any letters and information about their child's attendance.

The Attendance Register

Part 3 sets out the procedures for responding to absence including the timing of the school day. This will include the time when morning and afternoon registers open and close. Registers will always close 30 minutes after they have opened in line with statutory guidance.

The register must be taken by a member of staff reading each name and students responding in a professional and courteous manner. The member of staff taking the register will either mark the student present or absent. Where a student arrives late to registration but within the 30-minute period of the register being opened the mark will be

changed from absent to L. If a student arrives after the close of registers the attendance register the mark will be changed from absent to U. The number of minutes late will always be recorded on the attendance register.

It is the class teacher's responsibility of completing the register accurately to all lessons during the school day. Registers should be completed in the first 10 minutes of the start of every lesson. When the register is not completed within this time the school will have a process of alerting the class teacher to this so that the register is completed. If when taking the register, a student is not present in the lesson but has been previously present the class teacher should report this immediately using the school's procedure.

Registers are legal records, and all schools must preserve every entry in the attendance or admission register for 6 years from the date the data was entered. Where amendments are made, all schools must ensure the registers show the original entry, the amended entry, the reason for the amendment, the date on which the amendment was made, and the name of the person who made the amendment. As the attendance register is a record of the pupil's presence at the time it was taken, this register should only routinely be amended where the reason for absence cannot be established at the time it is taken, and it is subsequently necessary to correct the entry.

Ensuring the accuracy of attendance registers is essential and therefore if an attendance register is left uncompleted or is inaccurate this will be raised with the member of staff and recorded by the Senior Attendance Champion.

Types of Absence

Planned absence

We encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary and parents should always seek to notify the school in advance.

All ESF schools can authorise absence when a pupil needs to be absent from school with permission in the following circumstances. These circumstances should be rare, and parents/carers should always aim to avoid requesting absence during term time. All schools are expected to restrict leave of absence to these circumstances:

- **Taking part in a regulated performance or employment abroad:** in line with a licence issued by a local authority or Justice of the Peace or a body of persons approval (BOPA).
- **Attending an interview:** for entry into another educational institution or for future employment when requested in advance by a parent the student normally lives with.
- **Study leave:** we rarely arrange or grant study leave. Schools may grant study leave in some limited cases, and only for public examinations at the end of Year 11, as agreed in advance with a parent the student normally lives with.
- **A temporary, time-limited part-time timetable:** where the student is of compulsory school age, both the parent who the student normally lives with, and school agree the student should temporarily be educated on a part-time basis for exceptional reasons and have agreed the times and dates when the pupil will be expected to attend school as part of that timetable.

All schools are also able to allow pupils of non-compulsory school age to be absent for sessions they are not timetabled to attend. If a pupil is over compulsory school age leave can be requested or agreed by the student or a parent, they normally live with.

ESF schools consider each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, part 3 outlines the procedures for requesting leave of absence. The Principal may require evidence to support any request for leave of absence.

In some cases, ESF schools can grant a leave of absence for other exceptional circumstances at their discretion. **We do not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance**. Leave of absence should not be granted for a pupil to take part in protest activity during school hours.

Other valid reasons for **authorised absence**:

- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the students' parents/carers belong. If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart.
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision.
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made).

Education that takes place offsite

As well as the above leaves of absence, all schools can also allow pupils to be absent from the school site for certain educational activities or to attend other schools or settings:

- To attend an offsite approved educational activity (Code B).
- To attend another school at which the pupil is registered (dual-registration - Code D)
- To attend provision arranged by the local authority (Code K).
- To participate in an approved sporting activity (Code P).
- To attend an educational visit or trip arranged by the school (Code V).
- To attend work experience (Code W).

As these circumstances are part of delivering a full-time education they are not classified as absences for statistical purposes.

Unplanned absence

If a student is going to be unexpectedly absent for a day due to illness or for any other reason, their parent/carer must notify the school by telephone before 8:15am. Schools must have a system in place to enable parents/carers to speak to a member of staff in person during the hour before the formal start to the school day but may use voicemail before this time and to support the successful management of this time. This needs to happen every day a student is absent.

Where there is no contact, the school will

- first contact home via a text message requesting information about the absence. Should a parent/carer still not contact the school, an Attendance Support Officer will contact the parent/carer to confirm that the child is not in school and to obtain the reason for the absence.
- Attendance Support Officers will carry out home visits on the third day of absence if no reason is provided and every day of absence subsequently.

Attendance Support Officers may also visit the home of a child where a reason has been provided to discuss how we can support. If the school has reason to question the authenticity of absence or if the student is frequently absent from school because of illness, or if we do not know of any serious health issue that would mean your child could miss school often, we may ask you to provide medical evidence to authorise absences.

The Law and Attendance

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

As absence is so often a symptom of wider issues a family is facing, schools, trusts and local authorities should always work together with other local partners to understand the barriers to attendance and provide support. Where that is not successful, or is not engaged with, the law protects students' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents. Attendance legal intervention can only be used for pupils of compulsory school age and decisions should be made on an individual case by case basis.

Schools, trusts and local authorities are expected to work together and make use of the full range of legal interventions rather than relying solely on penalty notices or prosecution. It is for individual schools and local authorities to decide whether to use them in an individual case after considering the individual circumstances of a family. These may include attendance contracts, penalty notices, notices to improve, education supervision orders, parenting orders and attendance prosecution. Schools should work with the local authority in which they are placed and with the trust leadership team where appropriate to use legal intervention effectively in a proportionate and impactful way.

Penalty notices

The Principal, local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice. If an ESF school issues a penalty notice, it will check with the local authority before doing so and send it a copy of any penalty notice issued. Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for a student's absence can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence. The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

- If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.
- If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.
- A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

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 suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the

National Framework, are not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process. In these cases, the parent must pay £60 within 21 days, or £120.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support. Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

Education Supervision Orders

An Education Supervision Order (ESO) is a court order that requires a local authority to work with a child and their parents to improve the child's school attendance. It's a formal process that's used when other measures, like school attendance notices, haven't been successful. ESOs are typically granted for a year but this can be extended.

Parenting Order

This means you that parents are instructed to attend parenting classes by the court. Parents/carers also have to do what the court says to improve their child's school attendance.

Targets and monitoring processes

ESF schools shall set whole school attendance targets for each academic year and three further years, on a rolling basis. Each school will be responsible for forming an attendance policy and attendance improvement plan based on this strategy document. ESF will carry out three attendance audits for each school per year towards the end of each term. These will allow trust leaders to ensure that this strategy is being implemented effectively, be a vehicle for capturing good practice, and provide an opportunity for schools to provide a commentary for trust leaders on their attendance data.

Part 3: Local Attendance Procedures

School Name: Trinity Academy

School Procedure		Links
The start of the school day begins at (registers open):	8:30am. Line up begins at 8:25am. Students receive positive messages and key updates from the Head of Year linking to our Core Virtues.	Academy Day | Trinity Academy
The morning attendance register closes at:	9:00am	Attendance-and-Punctuality-Update-1.pdf
The start of the afternoon session begins at:	12:00pm	
The afternoon attendance register closes at:	1:00pm	
Name of the Senior Attendance Champion:	Caroline Chamberlain	
How does a parent/carer inform the school of an absence:	Parents are asked to call the school absence line to report absence. The line is open between 7:30am-4:00pm. It's important to make contact by phone so we can provide early support.	Attendance | Trinity Academy
How does a parent/carer request a leave of absence:	Parents and carers can request a leave of absence by completing the appropriate form, which is available at reception. It is important to note that leave of absence is only granted in exceptional circumstances, and approval is at the discretion of the Principal.	01 Leave of Absence Form Procedure.docx
If a parent wants to contact the school to discuss attendance, they should contact:	If a parent wishes to discuss their child's attendance, they should contact the Head of Year or Assistant Head of Year responsible for their child's year group. These pastoral staff members are best placed to provide support, offer guidance, and coordinate any necessary interventions.	Contact | Trinity Academy
Procedure for recording late marks (L) and late after the close of registers (U) to AM and PM sessions.	Students who arrive late to morning registration should enter via Reception, where they will be met by a member of the attendance team. This helps us identify students who may need support before patterns of lateness develop. Students arriving after the close of registers will receive a U Mark.	
How are class teachers informed of an incomplete register:	Class teachers are expected to complete registers within the first 10 minutes of each lesson to ensure safeguarding procedures are upheld. If a register remains incomplete beyond this timeframe, the Attendance Team will contact the teacher directly by phone to prompt immediate completion. This ensures that all students are accounted for promptly and that any attendance concerns can be addressed without delay ensuring student safety.	Staff Briefing Agenda 14 10 24.doc Staff Briefing Notes - 19 05 25.doc Safe and Well - 2024_2025.docx
If a student is not present in lesson but has been previously present that day how is this followed	The school has a robust system for monitoring student attendance throughout the day, with registers checked every period by the Attendance Team. If a student is found to be missing from a lesson, a clear and immediate response is triggered. First, the Attendance	Safe and Well - 2024_2025.docx

up to ensure the student is safe:	Team contacts key staff—including the Pastoral Lead, First Aid, Learning Mentors, and SEND—via radio to determine if the student is with any of them. If the student is not located, the On Call team is alerted and a search is initiated. In cases where the student has a known safeguarding history, staff escalate the response by referring to them as a "Red Student" over the radio. This term signals the need for urgent assistance and prompts all staff with radios to support the search. This tiered and responsive approach ensures that any unexplained absences are addressed swiftly and with appropriate attention to student safety and wellbeing.	
How does the school report attendance to parents/carers:	The school provides regular and transparent attendance reporting to parents through a range of methods. The MCAS app offers live, real-time access to individual student attendance, allowing parents to monitor their child's attendance daily. In addition to this, regular text alerts are sent to inform parents of any attendance updates or concerns. Students also record their weekly attendance in their planners, creating an opportunity for parents to review and discuss this with them at home. When a student is receiving support to improve their attendance, parents are kept informed through formal letters that include up-to-date attendance data and outline any agreed actions. These letters are part of a broader communication approach that ensures parents remain engaged and involved in their child's attendance journey.	Attendance | Trinity Academy My Child at School (MCAS) | Trinity Academy Attendance Management Process 2024_2025 - .docx
How does the school respond to concerning attendance *(in line with the expectations set out in the trust strategy – Respond 6c)*	The school has a structured and proactive approach to responding to concerning attendance, with clear systems in place to ensure swift and effective action. On the first day of absence, families are encouraged to report directly via phone, with follow-up measures such as absence texts, phone calls, and home visits initiated quickly when no contact is made. Staff identify key concerns and prioritise cases, conduct end-of-day follow-ups, and collect students who are able to return. This same-day response is supported by clear procedures and communication to ensure that attendance issues are addressed immediately. For ongoing and persistent absence, the school uses a graduated response including home visits, targeted support for families, and tailored academic and pastoral interventions. These may include attendance passports, mentoring, academic catch-up (e.g. P6 sessions), and adapted curriculum pathways, especially for students with significant barriers such as SEND or health needs. Severe absence cases are	Attendance | Trinity Academy Attendance Management Process 2024_2025 - .docx

	escalated to external agencies and assessed through safeguarding procedures. All actions are recorded and reviewed regularly with leaders held accountable through quality assurance processes. The strategy is underpinned by a strong culture of communication, accountability, and early intervention to ensure every student has the support needed to attend and succeed.	

Appendix 1: Attendance Codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment

J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available

Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		

Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays