



NONSUCH HIGH SCHOOL FOR GIRLS SCHOOL STUDENT ATTENDANCE PROCEDURE

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Parents/ carers will be referred to as parents throughout this document.

1. Aims of this procedure

Nonsuch High School for Girls provides a respectful, supportive and inclusive community that aims for 'excellence in girls' education.' We empower young people to want to achieve, to be part of Nonsuch school life and take full advantage of the educational opportunities available to them. Students actively seek to gain high levels of attendance and punctuality and we work together with all stakeholders in order to ensure this.

Excellent attendance and punctuality at school are vital for students in order to achieve their full educational potential. Students with excellent attendance records benefit in the following ways:

- continuity of learning which supports progress;
- enhanced performance in examinations;
- continuity of relationships and friendships;
- good references for further education or employment;
- good habits formed for later life;
- emotional wellbeing and health benefits.

It is expected that all students aim for at least 96% attendance each year:

- 96% - 100 % is defined as expected
- 95% - 96% is defined as satisfactory
- Below 95% is defined as cause for concern
- Below 90% is defined as a serious cause for concern
- Below 50% is defined as severe cause for concern

It is the legal responsibility of every parent to make sure that their child attends school on time every day that the school is open. The school understands that there may be exceptional circumstances when a leave of absence may be required for reasons beyond the parents' or student's control. However, these are very rare and should not cause a student's attendance to drop below 95%.

A student's progress is severely hampered if they do not regularly attend school. Where absence escalates and students miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year), this is classed as 'persistent absence' (PA) by the Department for Education (DfE). If this continues from Years 7 to 11, a total of six months' education will be lost.

An attendance record of 80% is equal to 1 day missed per week. If this continues from Year 7 to Year 11, a total of one year's education will be lost.

Students who are absent from school more than they are present (those missing 50% or more of school) are classed as 'severely absent' (SA).

Sixth form students in receipt of bursary should maintain a minimum attendance of 95%. Failure to do this could result in bursary payments or refunds being withheld until attendance meets the 95% expectation.

Students in Years 10 - 13 with attendance below 95% will not be granted study leave during mock examinations. In addition, students in Years 11 and 13 who fall below this threshold may be required to remain in school to study during the public examination period.

2. Roles and Responsibilities

2.1 The Governing Board

The governing board is responsible for:

Promoting the importance of school attendance across the school's policies and ethos
Making sure school leaders fulfil expectations and statutory duties
Regularly reviewing and challenging attendance data
Monitoring attendance figures for the whole school
Making sure staff receive adequate training on attendance
Holding the headteacher to account for the implementation of this policy

2.2 The Headteacher

The Headteacher is responsible for:

Implementation of this policy at the school
Monitoring school-level absence data and reporting it to governors
Supporting staff with monitoring the attendance of individual pupils
Monitoring the impact of any implemented attendance strategies
Deciding if they wish to issue a Fixed Penalty Notice fine for unauthorised absences from school and referring to the Local Authority to issue the Fixed Penalty Notice on their behalf.
The Designated Senior Leader Responsible for Attendance

2.3 The School Attendance Champion (SAC)

The Assistant Headteacher Safeguarding, Behaviour and Culture is the SAC and designated senior leader responsible for the strategic approach to attendance in school.

The SAC is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Overseeing daily and termly attendance patterns
- Analysing attendance data by group (e.g., SEND, FSM, EAL, year group, persistent absentees)
- Devising specific strategies to address areas of poor attendance identified through data
- Building relationships with parents to discuss and tackle attendance issues
- Creating intervention reintegration plans in partnership with pupils and their parents
- Delivering targeted intervention and support to pupils and families
- Organising termly support meetings with the Local Authority Educational Welfare Officer
- Producing termly reports to Governors

2.4 The Attendance Officer

The Attendance Officer can be contacted via attendance@nonsuchschool.org.

The Attendance Officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher

- Working with education welfare officers to tackle persistent absence
- Advising the headteacher (or other senior leader authorised by the headteacher) when it is appropriate to require the issue of fixed-penalty notices

2.5 Heads of Year

Heads of Year have access to Arbor - the school's Management Information System (MIS) and are required to collaborate with their respective Year Teams on a weekly and half termly basis to identify and monitor any student whose attendance falls below the expected threshold of 96%.

In fulfilling their responsibilities, Heads of Year are expected to:

- Proactively promote high standards of attendance and punctuality through year group assemblies, tutor time activities, and consistent messaging to staff.
- Implement and act upon the school's tiered intervention model (Appendix A) to address and reduce levels of student absence.
- Systematically monitor weekly and half-termly attendance and absence data for all students within their year group, including and especially disadvantaged students
- Record half-termly attendance data, along with any actions taken, using the designated Attendance Action Tracker.

In cases where attendance is a cause for concern, engage in timely and appropriate intervention by liaising with relevant staff (including the Assistant Headteacher, SENDCo, and pastoral staff), students, and parents/carers.

2.6 Form Tutors and Class Teachers

Form Tutors and Class Teachers play a critical role in the early identification of attendance concerns and are responsible for maintaining accurate, timely, and compliant attendance records.

All attendance must be recorded using the correct DfE attendance codes and submitted promptly via the school's MIS.

2.7 School and Its Staff

The school and its staff are responsible for:

- Setting expectations for students to attend school regularly and to arrive on time in a fit condition to learn
- Ensuring attendance is recorded on a daily basis using the correct code (Appendix G)
- Having a clear attendance process with robust systems that follow up absence
- Investigating all unexplained and unjustified absenteeism

2.8 Students

Students will ensure that they attend school regularly and on time. They will attend all lessons punctually and will not leave the school without permission. They will follow the procedures outlined in their planners for any requests for absence or appointments during the school day.

2.9 Parents and Carers

Parents are legally responsible for ensuring their child's regular and punctual attendance at school and informing school of the reason for any absence by 9 a.m. on the first morning of any absence. Parents can expect the school to keep them fully informed of their child's attendance and punctuality record.

3. Process of recording attendance

Registration is completed in each lesson using the school's MIS. Guidelines for marking the register in the MIS are in the Staff Handbook and all new staff are trained in the process.

The legally required morning and afternoon register is taken in registration period at 8:30 a.m. and in Period 4 at 1:10 p.m.

Sixth Form students with afternoon Exit Privileges will register in Period 4 at 1:10 p.m. before swiping out using their proximity cards.

For morning registration, the register will be opened and taken at 8.30 a.m. The register for morning registration will close at 8:50 a.m.

If a student arrives in registration after 8:30 a.m. but before 8:50 a.m. the student must see their Form Tutor to sign in. They will be marked as late (L) in the register and the number of minutes late recorded.

If they arrive after the registration period closes at 8:50 a.m. they will be marked as unauthorised absence (U) (or given a relevant code) for the morning session of the day even if they are present for Period 1. They will also be required to sign in at Reception and the parent will be required to provide an explanation for the lateness or absence.

For afternoon registration, the register will be taken in Period 4. It will be opened at 1:10 p.m. and close at 1:30 p.m. If a student arrives in class after 1:10 p.m. but before the register closes at 1:30 p.m. they will be marked as late (L) in the register and the number of minutes late recorded.

If they arrive after the register closes at 1:30 p.m. they will be marked as unauthorised absence (U) (or given a relevant code) for the afternoon session of the day even if they are present for Period 4 and 5.

Those students (except sixth formers with Exit Privileges) who leave the premises before the end of the day, must sign out at the Main School Reception.

Parents have access to their child's attendance record through the Arbor App and the Arbor Parent Portal. Reports to parents will include data on attendance.

The Attendance Officer records all absences in accordance with the Department for Education (DfE) national codes, and Working together to improve school attendance (August 2024) (publishing.service.gov.uk)

4. Process for recording student absence

Unplanned Student absence

Daily unplanned absences due to sickness or other exceptional unforeseen circumstances should be reported via the Arbor app or Arbor Parent Portal by 9:00 a.m. on the morning of each day of absence and every subsequent day.

If there is no communication from parents, then this absence will be automatically recorded as an unauthorised absence.

The School's Attendance Officer will contact parents of students with an unexplained absence by school comms by 11am on the first day of the absence.

Further attempts to contact the parent or carer by phone will be made. If no response is received by the end of the school day, the Head of Year will call or email home. If the school receives no response, we will use our safeguarding procedures to ensure the student is safe; this may include a home visit.

The Attendance Officer will keep a log of all contact attempts, outcomes, and any actions taken to locate the student or clarify the reason for absence.

If absence continues, after five days the Head of Year will contact parents once again to support a return to school.

5. Authorised and unauthorised absence

The decision over whether an absence is authorised rests with the school and the Headteacher. Valid reasons for authorised absence may include:

- Illness (including mental illness) under 3 days
- Medical or dental appointment (where Parents are unable to make appointments out of school hours, the student should only be out of school for a minimum amount of time necessary for the appointment.)
- 1-day religious observance (on a day that is exclusively set apart for religious observance by the parents' religious body (not the parents))
- Close family bereavement up to 5 days

Traveller pupils 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

Leave of absence authorised by the Headteacher under exceptional circumstances (including, for example, to take external exams)

In order to authorise absence in certain circumstances the school may request further information from parents. If this information is not supplied the absence will remain unauthorised and if it exceeds 5 days, or 10 registration sessions, in a 10-week period the school will usually refer to the local authority attendance service for consideration of the issue of a fixed penalty notice (see section 8).

The school may ask for further evidence in the following circumstances:

- Illness of 4 consecutive days or more (we may request medical evidence in the form of a doctor's appointment, prescription or medical letter)
- Sporadic illness of 4 days or more across one half term (we may request medical evidence in the form of a doctor's appointment, prescription or medical letter)
- Any number of days illness that directly precedes or follows a school holiday (we may request medical evidence in the form of a doctor's appointment, prescription or medical letter)
- Delayed return to school while traveling abroad (we will request evidence of the original return flight which would have ensured the student was back in school at start of term)

6. Process for leave of absence requests

Requests for leave of absence

To request an expected leave of absence, for example medical appointments, music or other external exam, interview, or other extra-ordinary leave, requests in writing should be made **at least two full school days in advance** of the event by emailing attendance@nonsuchschool.org.

Appointments (e.g., dental or medical appointments) during the school day should be avoided. Where unavoidable, students in Years 7-11 are required to be collected from school and will not usually be allowed to travel alone. To ensure the safeguarding of all our students we are unable to let a student leave school without parent consent in Years 7-11.

The only person who can authorise a leave of absence other than for illness or medical reasons is the Headteacher.

Only in exceptional circumstances will an expected leave of absence be granted by the Headteacher. Each request will be considered individually. If a leave of absence is granted, it is for the Headteacher to determine the length of time the student can be away from school.

We strongly encourage parents to contact school in advance of the requested dates if they are considering a leave of absence that is not for illness or medical reasons. As a school we have a legal safeguarding duty to know where students are if they do not attend school (we will request evidence of their whereabouts).

If there are very exceptional circumstances where parents must request a longer leave of absence (more than 1 day), they must do so by writing to the Headteacher and where possible include relevant evidence e.g., medical certificate, letter from employers or death certificate. It is expected that, where possible, such requests will be made **at least two weeks in advance**.

The Headteacher will then write to parents to inform them of the decision with regard to requests for leave of absence in term time. If the request is granted, the expected date of the student's return will be included in the letter and any action which will be taken if the student fails to return on the date expected.

It is unlikely a leave of absence will be granted for the purposes of a family holiday, weddings, anniversaries, special religious events (unless a day of religious observance under section 6.2), trips abroad or extended period of leave. This list is not exclusive.

If a student is absent and permission by the Headteacher has not been given, it will be recorded as unauthorised and the following action will be taken:

- You will receive a letter from the Headteacher
- You may be asked to attend a meeting or attendance clinic in school
- The matter will be referred to the local authority Attendance Service (Cognus) for consideration for a fixed penalty notice.

For any absence (whether expected or unexpected) the school reserves the right to request evidence. This could include but is not exclusive to medical evidence, an appointment card or letter, details of external exam entry, or details of original and new travel destination and arrangements. If permission is granted for an absence during term time, it is the responsibility of the student to obtain work before going and/or to copy up notes etc. on return. We will not supply access to notes or lessons during the absence.

If the absence is caused by prolonged illness, we will refer to our Supporting Students with Special Medical Health Needs policy. The Form Tutor and/or Head of Year will liaise with parents to provide work. In severe cases the Educational Welfare Service will provide further support.

If the student is in our 6th Form and their attendance is continuously below 90% without reasonable circumstances the parents will be required to pay for examination entry costs. The parents will be invited to a meeting and this will be confirmed in writing.

Statutory intervention (legal sanctions)

A penalty notice will be issued for single event absences of at least five school days or more (10 registration sessions), where these absences are unauthorised because they are not exceptional circumstances. For example, travel abroad.

Local authorities have the power to serve each parent with a Fixed Penalty Notice when instructed by the school, where there are 10 sessions of unauthorised absence in a rolling period of 10 school weeks – this is deemed as meeting the National Threshold. (A school week means any week in which there is at least one school session; these sessions can be consecutive or not. The period of 10 weeks can also span different terms or school years)

The penalty for each parent is £80 for each child if paid within 21 days of receipt of the notice, rising to £160 if paid after 21 days.

Penalty Notices apply to pupils of statutory school age, on roll at the school which finishes on the last Friday in June of Year 11. Further information regarding Penalty Notices can be found on the [London Borough of Sutton Website](#) (Penalty Notice CODE OF CONDUCT, Oct 2024)

A Penalty Notice is an out of court settlement which is intended to change behaviour without the need for criminal prosecution. In a rolling three-year period only two Penalty Notices can be issued. If a second Penalty Notice is issued, the fine will be charged at a flat rate of £160 and must be paid within 28 days.

A third Penalty Notice cannot be issued to the same parent in respect of the same child within three years of the date of issue of the first. In the case where the National Threshold is met for a third time, alternative action such as prosecution will be considered.

For circumstances where attendance is not a single event and the school has exhausted all avenues of support and it is not working or being engaged with, the Headteacher will refer to the Local Authority for consideration of intervention or prosecution to protect the student's right to an education.

7. Monitoring attendance and punctuality

School attendance and punctuality data is monitored:

- Daily and weekly by the Form Tutor and co tutor
- Half termly by Heads of Year and Assistant Headteacher/SAC or Assistant Headteacher (Director of 6th Form)
- Termly and Yearly by the Headteacher, Assistant Headteacher/ SAC and Governors
- Termly support meetings with the Local Authority Educational Welfare Officer

The Assistant Headteacher with responsibility for the Year Teams 7-11 will discuss attendance and punctuality matters with the Heads of Year. The Director of Sixth Form discusses attendance and punctuality with the Heads of Years 12-13.

Parents are able to monitor attendance data through the Arbor app or Arbor Parent Portal . The school will benchmark attendance data against local, regional and national levels to identify areas for improvement.

The Assistant Headteacher/ SAC will use the data to monitor the impact of school wide attendance strategies.

Attendance is reported to the Local and Trust Governing Bodies. The School sets annual targets for overall attendance figures in the Autumn Term each year. Attendance data are submitted to the DfE on a termly basis.

Good punctuality to both lessons and to school is expected of all students. We know that employers place great importance on punctuality and attendance and it is important for our students to understand the value of being on time.

We recognise that parents play a vital role and have a legal responsibility to ensure good punctuality and we aim to identify, investigate and work in partnership with parents, students and other agencies to resolve any punctuality problems.

8. Supporting attendance and punctuality

Good attendance is recognised by the awarding of certificates, through letters home and the Golden Ticket reward (please refer to the Behaviour for Learning Policy).

Supporting Attendance

When attendance data highlights issues with individual students' attendance immediate intervention is provided, targeted, monitored and evaluated by the form tutor and / or Head of Year.

The school will work closely in partnership with parents to build strong relationships to address any in or out of school barriers to attendance and or punctuality.

As attendance falls below 95% Tutors will contact home to build strong relationships to address any in or out of school barriers to attendance and or punctuality. A stage one letter will be sent home. The Heads of Year (7-11) and Tutors (6th Form) will contact parents when attendance falls below 90% and a stage two letter will be sent home. Heads of Year may ask parents to provide a medical certificate in cases where the student has persistent absence which is below 90%.

The school will work with parents to develop support for the student.

If attendance continues to decline, then a Letter will be sent home and parents will be invited to an attendance clinic at school and /or the Girls Learning Trust. A meeting with the Educational Welfare Officer may also be arranged. The school will work closely in partnership with parents and external agencies to build strong relationships to address any in or out of school barriers to attendance and or punctuality.

If this support has not been effective or has not been engaged with the school will work with the local authority to put formal support in place in the form of a parenting contract or education supervision order and /or a Fixed Penalty Notice will be issued.

If a student's attendance continues to be a cause for concern and all avenues of support have been exhausted, are not working or not being engaged with, the Headteacher will look to enforce attendance through statutory intervention or prosecution to protect the students right to an education.

If attendance in the 6th form drops below 90% the school can request that a student or their parent pays for their external exam entries.

Where analysis of half termly, termly or yearly data identifies patterns or trends with cohorts of students, specific strategies will be used to improve attendance. The school's Tiered Intervention Model can be found at the end of this document.

Supporting Punctuality

The school recognises that there are occasions where students may arrive late to school for reasons beyond their control because of external issues. However, these are rare events. The second time a student arrives late without a valid reason parents will receive a school comms informing them that their child has been late to school.

If a student arrives late without good cause twice in a half term, a 30-minute whole-school detention will be issued. If this occurs four times, a 60-minute detention will be issued. If a student is late six times, a 90-minute SLT whole-school detention will be issued. Students and parents will be informed of all detentions by email.

If a student's punctuality continues to be a cause for concern and all avenues for support have been exhausted, are not working or not been engaged with, the school will work with the Local Authority Educational Welfare Officer and if necessary, consider a Fixed Penalty Notice (see Appendix B - Punctuality Graduated Approach).

Parental engagement in support

Parents are urged to contact the Form Tutor or Head of Year if they have concerns that their child may be reluctant, or has started to refuse, to come to school. Early help and intervention is essential. Attendance and punctuality information is sent to parents regularly to assist them in monitoring their child's attendance.

Parents play a very important role in ensuring the good attendance records of their child. Below is a list of suggested strategies:

- encourage full attendance; talk to your child to try to ascertain if there are any problems or worries at school, on the journey to school or at home
- do not allow your child to have time off for minor complaints or illnesses: - if they are well enough to be up and about, they are generally well enough to attend school;

- monitor your child's attendance report carefully;
- book any medical or dental appointments out of school hours or make them for the very end of the day;
- do not take your child out of school for trips abroad in term time
- ensure your child is punctual for school;
- work with the school to remove any barriers to attendance.
- seek advice from the Borough Schools' Attendance Service (BSAS)

The following websites might be useful for parents:

Family Lives (formerly Parent line) – www.familylives.org.uk

Advisory Centre for Education - www.ace-ed.org.uk

Students with Medical or Special Educational Needs

Some students face greater barriers to attendance than their peers. These can include students who suffer from long term medical conditions or who have a special educational need or disability. The right to an education is the same for all students and therefore the attendance ambition for these students should be the same as for other students.

However, when working to improve attendance with these students the school should be mindful of the different barriers faced and put additional support in place where necessary to help them to access their full-time education.

This can include:

- Making reasonable adjustments and considering specific approaches with parents
- Putting in place a health care plan or Educational Health Care Plan (EHCP)
- Considering working with external partners
- Making referrals where appropriate
- Considering removal of barriers such as uniform or lunchtime arrangements
- Considering time limited phased return to school
- Ensuring data is monitored regularly and targeted meetings occur

We will ensure that students unable to attend school because of health needs can access suitable and flexible education appropriate to their needs. The nature of the provision is responsive to the demands of what may be a changing health status.

Each case will be based on a personalised approach but will always involve liaison between the school, student and parents. The lead person in each case will be the Head of Year but students with medical needs will also be monitored by the allocated SLT member and the SENDCo. Our Supporting Students with Special Medical Health Needs policy states how we will support students with medical health needs.

Guidance in the DfE document '[Supporting students at school with medical conditions](#)' - Statutory guidance for governing bodies of maintained schools and proprietors of academies in England December 2015, is followed for all students with medical needs.

The 'First Aid & Medical Room Procedures', available in the First Aid Room, details the school's medical procedures.

Students missing education for reasons other than medical

Missing education can be an indicator of other circumstances including students being at risk of harm or neglect so the school must investigate all unexplained absences.

Attendance is monitored through the daily registers. Monitoring of attendance occurs on a daily basis and is carried out by the Attendance Officer (Years 7-11) or Sixth Form Administrator (Sixth Form).

Further monitoring takes place on a weekly, monthly and half termly basis by the Heads of Year and Assistant Headteacher/ Senior Attendance Champion.

All unexplained absences are investigated. Following school action, which may include an attendance meeting with parents, poor attendance may be referred to the local authority Attendance Service (Cognus).

We will notify the London Borough of Sutton if a student is to be taken off the school roll or if a parent decides to home school their child.

We will arrange full-time education for excluded students from the sixth school day of a fixed period suspension.

If no explanation of unauthorised absence for an extended period occurs we will consult with the relevant borough safeguard hub.

Children Missing Education

'Children missing education' are children of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Under DfE guidance 'Children missing education: Statutory guidance for local authorities' September 2016, schools are obliged to investigate any student who fails to attend school. The London Borough of Sutton procedures will be followed where investigations fail to establish good reason for absence of more than 10 days.

Appendix A Tiered Intervention Model

Attendance percentage	Responsibility	Responses	Example of Actions or Interventions	Acknowledgement / Success
100% - 96% (Expected)	Tutors	<p>Tutors celebrate good attendance during tutorials including Golden Tickets</p> <p>Tutor acknowledgement given where students have 100% weeks of attendance</p> <p>Tutor tracks and monitors attendance weekly and addresses issues with students who begin to move towards the 96%. Barriers will be spoken about (both inside and outside school) and intervention agreed.</p> <p>Routines and expectations are regularly reinforced through assemblies (HoY) and through form time</p> <p>All staff are role models for expectations arriving at lessons and tutor time on time</p>	<p>Tutor monitors weekly attendance</p> <p>Tutor or cotutor has 1:1 meeting with tutees to discuss what might be the barriers to attendance.</p> <p>Peer mentoring</p> <p>Academic intervention</p> <p>Set targets with student and then monitor</p> <p>Pastoral support: ELSA, Mental Health Champion, CWP</p>	<p>100% attendance is celebrated at end of term assembly by awarding of certificate</p> <p>Congratulations in form for 100% attendance weeks</p> <p>Rewards for best attendance given out in year assemblies</p> <p>Golden Ticket</p>

Attendance percentage	Responsibility	Responses	Example Actions or interventions	Acknowledgement / Success
96 % – 95 % (Satisfactory)	Tutors and Head of Years	<p>Tutor makes the Head of Year aware of students who are beginning to fall towards 95%</p> <p>Regular monitoring and analysis of whole year group data by Head of Year</p> <p>Tutor to have mentoring conversation with student regarding reason for fall in attendance</p>	<p>Peer mentoring</p> <p>Academic intervention / Report cards</p> <p>Set Targets with student and then monitor</p>	<p>Improvement in attendance is celebrated by form tutor in form time.</p>

		Head of year and Tutor to meet or call parents to discuss interventions already in place and the increase in support that can be offered. If barriers are outside of school sign post to early help. Agree actions and interventions	Pastoral support: ELSA, Mental Health Champion, CWP	
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Attendance percentage	Responsibility	Responses	Example Actions or interventions	Acknowledgement / Success
Below 95% (cause for concern)	Head of Year and Assistant Headteacher/ Assistant Headteacher 6 th form	<p>Head of Year, Assistant Headteacher/ SAC and Assistant Headteacher 6th Form are aware of students below 95% through half termly monitoring of attendance data and conversations with Tutors</p> <p>Stage one attendance letter is sent home to make parents aware.</p> <p>More formal conversations take place between Head of year and Student Consequences of persistent and serve attendance explained and interventions discussed</p> <p>Tutors welcome and build confidence with student when they are in school</p> <p>Head of Year develops intervention strategies with Assistant Headteacher/ Assistant Headteacher 6th Form to improve attendance</p> <p>Begin to work with external organisations to support student such as CAHMS and EWO if appropriate</p> <p>Medical evidence sorts if appropriate.</p>	<p>Investigation to understand underlying causes of absence.</p> <p>Consideration of SEND / ECHP</p> <p>1:1 intervention with HoY and letter sent home</p> <p>Support given by external agencies EWO / Ed Psyc / CAMHS</p> <p>Set goals and action plans in conjunction with parents, assessed after 10 days for impact and make changes if necessary</p> <p>1-2-1 tutoring to support academic work</p> <p>Timeout / exit cards used</p> <p>School support services used to provide help for underlying issues; councillor, CWP, ELSA</p>	<p>Improvement in attendance is celebrated by Head of Year letter home (appendix F) and by speaking to student</p> <p>Improvement in attendance recognised by form tutor and Head of Year</p>

			Differentiated timetable considered for medical or SMEH	
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Attendance percentage	Responsibility	Responses	Example strategies that could be used	Acknowledgement / Success
Below 90% (Major cause for concern) Persistent absence	Head of Year and Assistant Headteacher / Assistant Headteacher 6 th form	<p>Ongoing / Persistent low-level attendance</p> <p>Stage 1: Stage two attendance letter sent when student drops below 90%</p> <p>Stage 2: If there is a further decline in attendance a formal meeting will take place between the Head of Year/ Assistant Headteacher or Assistant Headteacher 6th form the student and their parents to discuss support already in place and to set clear attendance targets with an expectation these will be met. Medical evidence is sought going forward for any absences if required</p> <p>Intervention strategies / work with external organisations continued</p> <p>Stage 3 If targets not met within timeframe another meeting involving the Education Welfare Service will take place and further strategies discussed. Clearly explain the consequences of persistent absence and potential need for legal intervention and explain help that is available</p> <p>Stage 4: If attendance continues to fall below 80% Headteacher, Assistant Headteacher/ Assistant Headteacher 6thform and EWO meet with the student and their parents. Consideration of Penalty Notice and legal intervention</p>	<p>Conversation with EWO to understand underlying causes and support given by school where necessary</p> <p>Attendance contract signed by parents and student</p> <p>Support services utilised where necessary</p> <p>Adapted timetable / disapplication from curriculum</p> <p>Voluntary early help sign posted to parents</p>	Improvement in attendance is celebrated by letter home and by speaking to student

		<p>Stage 5: If student's attendance drops to 70% then they will be invited to attend the Trust Attendance Clinic</p>		
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Attendance percentage	Responsibility	Responses	Example strategies that could be used	Acknowledgement / Success
50 % and Below	Head of Year and Assistant Headteacher / Assistant Headteacher 6 th form	<p>Put formal support in place in the form of a parenting contract or and education supervision order</p> <p>Referred to Local Authority for a Fixed Penalty Notice where support would not be appropriate, or has not been successful or engaged with.</p> <p>Intensify support through statutory children's social care involvement</p>	<p>Social care involvement</p> <p>Fixed Penalty Notice</p> <p>Prosecution of parents where all else fails</p>	

Other concerns		<p>Long absence due to trip abroad: letter home (appendix E) and meeting parents with Headteacher and Assistant Headteacher / Assistant Headteacher 6th form on return. Dates of tripped logged and will be referred to in the future. Referred to Local Authority for a Fixed Penalty Notice.</p> <p>SEMH / SEND long term absence: Work closely with SENDCo, parents and outside agencies to develop individualised strategies</p>	<p>Attendance strategy clearly communicated to parents with expectation that holidays, appointments, etc. are taken outside of term time</p> <p>Meetings with parents returning from trips abroad in term time.</p> <p>Meeting with parents and SENDco to discuss potential strategies.</p> <p>Adapted timetables</p>	Reduction in the number of students asking for absence for family trips abroad
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		<p>Attendance clinics set up to provide support to parents dealing with complex issues</p> <p>Fixed Penalty Notice</p>	
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Action to Implement Strategy		
Daily	Weekly	Half Term / Termly / Yearly
<p>Attendance Officer monitors missing registers, absences and punctuality</p> <p>Attendance Officer enters students who sign in late</p> <p>Any student who hasn't been reported absent will be contacted by the attendance officer. This will be followed up by the Head of Year if no response is given</p> <p>Tutor takes register daily both in morning and afternoon</p> <p>Signing of attendance / punctuality reports</p>	<p>Tutor monitors attendance data via data base on the MIS</p> <p>Meeting with students of concern to set or assess targets</p> <p>Record on CPOMS any actions they may have taken with regards to attendance</p> <p>Pastoral Administrator to log punctuality and Attendance Officer to log trips abroad</p>	<p>Head of Year to analyse data and produce a report for Assistant Headteacher</p> <p>Discuss attendance with Head of Year and decide intervention strategies where needed.</p> <p>Send letters home for 100% attendance. Rewards for best attendance given out in year assemblies</p> <p>Benchmark attendance data against local, regional, national levels to identify areas for development</p> <p>Monitor the impact of school wide attendance efforts including any strategies implemented</p> <p>Provide data and reports to support the work of the governing body</p>

Appendix B - Punctuality Graduated Approach

Below is the process the school employs to monitor students and their punctuality and how we sanction students who are late

Students must be in their tutor room and seated by 8:30 a.m. If they arrive after 8:30 a.m. but before 8:50 a.m., they must sign in at main reception and then go to their tutor room. Students arriving after 8:50 a.m. must also sign in at reception and proceed directly to their lesson.

Stage 1

- If a student is late on one occasion form tutors will speak to the pupil.

Stage 2

- If a student is late 2 times in a half term, they will receive a 30-minute after school detention.
- If a student continues to be late for a 4th time, an hour detention will be given after school
- Students will be informed of the detention by email to parents.

Stage 3

- If a student is late 6 or more times a term, then the Head of Year will speak with the student and home.
- An SLT Detention of 90 minutes will be given
- A punctuality report will be issued where students report every morning and afternoon to head of year
- Strategies will be logged by the pastoral administrator

Stage 4

- If a student is late 9 times in a term and continues to be late, a formal meeting will take place between the student, Head of Year and Deputy Head Pastoral or Assistant Head 6th Form
- A stage 3 pastoral support plan will be put in place with targets set. This could include students reporting to Deputy Head / Assistant Headteacher every morning and afternoon.
- The plan will be logged on the spreadsheet by the pastoral administrator
- If no improvement the Attendance Service may be contacted for support

Stage 5

- If there is no improvement in the number of lates, Cognus Attendance Service will be alerted

Appendix C - Sutton's Attendance Graduated Response (2024)

Sutton's Attendance Graduated Response (2024) – <https://www.cognus.org.uk/services/attendance-support-team/attendance-graduated-response>

Appendix D - Sutton's Supporting Students with Medical Needs Policy (2024)

<https://www.cognus.org.uk/services/school-inclusion/vulnerable-pupils-panel/supporting-pupils-at-school-with-medical-conditions/>