

Catch22 Independent Schools Policy

Attendance Policy

Include London

Contents

Education intent statement	2
1. What is the policy about?	4
2. Who does this policy apply to	4
3. Policy requirements	4
4. Definitions	9
5. Related policies	9
6. Appendices	10
Annex 1 – Equality Impact Assessment	15

This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher
Queries to:	Headteacher
Date created:	April 2018
Date of last review:	August 2025
Date of next review:	August 2026
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All Education staff

Catch 22 Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools and academies cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments - Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. - Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development	✓ 3.1.5 ✓ 3.1.9
Relationships beat structures Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	✓ 3.1.5; 3.1.9; 3.2

Things about you, built with you, are for you • Understand pupils' unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve.	✓ 3.1.5; 3.1.10 ✓ 3.1.5 ✓ 3.1.5; 3.1.10
Unleash Greatness • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment	✓ throughout ✓ 3.1.8; 3.1.9 3.2; 3.3
Let robots be robots and humans be human • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline.	✓ 3.1.5; 3.1.10 ✓ 3.1.1; 3.1.2; 3.1.9 ✓ 3.1.1
Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	✓ 3.1.5; 3.1.10; 3.2; 3.3

1. What is the policy about?

At Catch22, Include Schools, London we recognise that positive behaviour and good school attendance are essential in order for pupils to get the most of their school experience, including their attainment, wellbeing and wider life chances. Missing out on lessons leaves children vulnerable to falling behind and can put them at risk of wider harm. There is a [wide range of evidence](#) as to the health and wellbeing benefits of school-age education.

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 and on time. 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.

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called "[Working together to improve school attendance](#)" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance including the importance of understanding the potential vulnerabilities of children who are missing education or absent from school.

This policy is written with the above guidance in mind and underpins our school ethos to:

- Work with families to identify the reasons for poor attendance and try to resolve any difficulties at the earliest opportunity.
- Promote children's welfare and safeguarding.
- Ensure every pupil has access to the suitable, full-time education to which they are entitled.
- Ensure that pupils succeed whilst at school.
- Ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school.

Our policy outlines the school's commitment to attendance. Our policy aims to provide clear guidance to all staff, parents & carers, pupils and national SLT about the responsibilities and the procedures in place to promote and monitor pupil attendance.

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure, and valued.
- Raising and maintaining a whole school awareness of the importance of good attendance and punctuality.
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.

For our pupils to gain the greatest benefit from their education it is vital that they attend regularly and on time, every day the school is open unless the reason for the absence is unavoidable.

We recognise that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on safeguarding, prevention of bullying, behaviour, and inclusive learning. This policy also considers the Human Rights Act 1998, the Equality Act 2010, UN Convention on the Rights of the Child, and other relevant legislation.

We consider attendance and its recording and monitoring a Safeguarding issue and ensure accuracy and immediacy in its registration and administration.

This policy contains within it the procedures that the school will use to meet its attendance targets.

2. Who does this policy apply to?

All staff, parents, carers and governors.

3. Policy requirements

3.1 School Procedures

The academic day consists of two sessions - Morning and Afternoon. The whereabouts of all pupils during both sessions must be registered promptly (within the designated Registration window) and accurately (by the relevant registration code, see table 2).

Only the Headteacher or a member of staff acting on their behalf can authorise absence.

The designated member of staff for Registration and attendance calls are school site Advocates.

3.1.1 Lateness

The registers will remain open for the below times

. (Table 1)

Session	Open	Close
Morning	9.00am	10:00am
Afternoon	12.40pm	13.10pm

Pupils arriving after the start of the academic day but before the end of the registration period will be treated for statistical purposes, as present, but will be coded as late before registers close.

Pupils absent at the close of registration will be marked as absent using the correct code to represent the reason of their absence (table 2). If there is no known reason for the absence at registration, then the absence must be recorded in the first instance using the code 'N' which will be updated following pupils' absence procedures at the earliest opportunity

(Table 2)

#	School closed to all pupils	G	Family holiday (not agreed or days in excess)	R	Religious observance
-	No Attendance Mark	H	Family holiday (agreed)	S	Study leave
/	Present (AM) <i>Arrived within time</i>	I	Illness	T	Traveller absence
\	Present (PM)	J	Interview	U	Late (<i>after registers closed</i>)
B	Educated off site (not dual reg.)	L	Late (<i>before registers closed</i>)	V	Educational visit or trip
C	Other authorised circumstances <i>(predominantly used for those on PTT)</i>	M	Medical/dental appointments	W	Work experience
D	Dual registration (attending other establishment)	N	No reason provided for absence yet	X	Non-compulsory school age absence / COVID 19 related absence
E	Excluded (no alternative provision made) <i>We don't 'send home'</i>	O	Unauthorised absence (not covered by other code)	Y	Unable to attend due to exceptional circumstances
F	Extended family holiday (agreed)	P	Approved sporting activity	Z	Pupils not on roll yet

[DfE guidance hyperlink](#)

Poor punctuality is not acceptable and can lead to irregular school attendance patterns. Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher.

At Catch22, Include Schools London all pupils are expected to arrive on time for every day of the school year. The onsite school day begins at 9:00am. We advise all parents to ensure their child is on site prior to this. The school register will be taken between 09:00 and 09:15. If their arrival is between 09:15 and 09:30 it will be recorded as late - L code (Late before the close of register).

The school register will officially close at **09:30**. All pupils arriving on or after this time will be marked as having an unauthorised absence for the morning session - U code (Late after the close of register). This is categorised as an unauthorised absence for the session. Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent lateness record, you may be asked to meet with an Advocate or the school's Attendance Officer but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our pupils and, as a school, we celebrate good class and individual punctuality.

Cloud-22. The school day begins at 09:15. Register is taken between 9:15 and 9:30. Anyone who arrives between 09:30 and 09:45 is recorded as late (Late before the close of register)

The school register will officially close at **09:45**. All pupils arriving on or after this time will be marked as having an unauthorised absence for the morning session - U code (Late after the close of register). This is categorised as an unauthorised absence for the session.

Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent lateness record, you may be asked to meet with an Advocate or the school's Attendance Officer but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our pupils and, as a school, we celebrate good class and individual punctuality.

Please note: L or U codes will be used if a pupil arrives after the close of the afternoon register for the PM session. The afternoon register will be taken at 13:05.

3.1.2 First Day Absence

A parent has a legal responsibility to ensure that their child attends school regularly. If a child is unavoidably absent from school parents are expected to contact school by telephone call on the morning of the first day of absence and on each subsequent day, identifying the reason for absence and the expected date of return. If no contact is received, then absence protocols will be instigated.

If a child is absent from school the parent must follow these procedures:

- Contact the school on the first day of absence before 9:30am when our register closes.
- Parents should contact their local school Advocate by phone call, text message, WhatsApp or email by 9:30. You may receive a call back if the Advocate feels that they need more detail of the absence. This is a parental responsibility and should not be left to the student to do, regardless of other parental commitments.
- Contact the school on every further day of absence, again before 9:30am
- Ensure that your child returns to school as soon as possible.

Senior Attendance Champion – the senior leader responsible for the strategic approach to attendance in our school	Vontiana Geker	Vontiana.geker@catch-22.org.uk
School Assistant Headteacher	Freston – Sonia Alexander	Sonia.alexander@catch-22.org.uk
	Phoenix – Tamme Chapman	Tamme.chapman@catch-22.org.uk
Attendance Officer	Vacancy	

If your child is absent, the following actions will be initiated by the school:

- The first day calling procedures will be activated for all pupils who are not in school after close of register at 9:30am and where no reason for absence is known. We will telephone or text you on the first, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us;
- If we are unable to make contact with parents by telephone, we will telephone emergency contact numbers, send letters home and a home visit may be made, in the interests of safeguarding.
- On the third day of absence we are required to see the pupil via WhatsApp video call or during an emergency home visit.

We will also inform a pupil's social worker and/or youth offending team worker if there are unexplained absences from school in line with statutory requirements. We will also inform a pupil's social worker and/or youth offending team worker if their name is to be deleted from the school register.

3.1.3 Absence notes

Comments regarding pupils' absence received from parents/carers and/or made by staff regarding absence should be recorded as 'notes' on SIMS. These notes will be used in reviews, proceedings and investigation as evidence.

3.1.4 Continuing Absence

A pupil is defined by the Government as a '**persistent absentee**' (PA) when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Over a full academic year this would be 19 school days (38 sessions) missed. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this.

A pupil who has missed 50% or more schooling is defined by the Government as '**severely absent**' (SA). Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

The attendance of all pupils at our school is monitored to identify children who are PA, or are on track to becoming PA. Where emerging concerns are identified we will instigate appropriate and timely interventions as outlined in our policy. Referrals may also be made to external agencies for targeted support.

If parents fail to engage with support and their child continues to have unsatisfactory attendance/ punctuality, a request may be made to the Local Authority to pursue legal proceedings either through a penalty notice for parentally condoned absence, consideration of an Education Supervision Order or prosecution in the Magistrates' Court.

Parents found guilty in a Magistrates' Court of failing to secure their child's regular attendance at school under the provisions of the Education Act 1996, will receive a criminal record and a maximum penalty of a £1000 fine under a Section 444 (1) offence or a £2500 fine or up to a 3-month prison sentence, under a Section 444 (1a) offence.

3.1.5 Frequent Absence and refusal

It is the responsibility of the Headteacher and delegated staff (Assistant Headteacher/ Advocates) to identify patterns of absence.

We acknowledge that “all schools (including academies) must agree with the relevant local authority, the regular interval that the school will inform the local authority of any pupil who fails to attend regularly or has been absent without the school’s permission for a continuous period of 10 days or more” (DfE guidance, October 2014).

We recognise that some pupils are more likely to require additional support to attain good attendance, for example, those pupils with special educational needs, physical or mental health needs, and looked after children. When the absence cannot be authorised (e.g., a doctor’s note/medical certificate, photographic evidence of a doctor’s appointment) we will offer child centred support to families and implement a range of strategies to support improved attendance.

Strategies used will include (list is not exhaustive):

- Discussion with parents and pupils;
- Attendance panels;
- Parenting contracts;
- Attendance report cards;
- Referrals to support agencies;
- Learning mentors;
- Pupil Voice activities;
- Reward systems;
- Time limited part time timetables;
- Behaviour support;
- Reintegration support packages;
- Off-site tuition;
- Referral to external agencies.

3.1.6 Legal Sanctions

We will consider Penalty Notices and Prosecution as a legal consequence to persistent non-attendance, where parents/carers fail or refuse to engage with the support offered and further unauthorised absence occurs

. Legal sanctions will only be considered when other strategies to impact on attendance and continued non-engagement from parents and carers in this process have failed and/or when professional judgement suggests that non-attendance is a result of parental negligence rather than capacity.

3.1.7 Leave of Absence in Term-Time

We believe that children need to be in school for all sessions so that they can make the most progress possible. However, we do understand that there are times where a parent may legitimately request leave of absence for a child due to 'exceptional circumstances'. At Catch22, Include Schools, London leave of absence is only granted at the discretion of the Headteacher and shall not be granted unless there are 'exceptional circumstances'. Catch22, Include Schools, London will respond to all applications for leave of absence in writing.

Parents wishing to apply for leave of absence during term time must apply in writing to the Headteacher at least a month before the planned leave (see Appendix 2). Catch22, Include Schools London will treat each application individually and discuss with you the circumstances of the application before a decision is made. If a written request for leave of absence is not completed and the leave is taken without a request being submitted, it will be marked as unauthorised. Retrospective requests will not be considered and will also result in the absence being categorised as unauthorised. In such cases the school may make a referral to the Local Authority to request that a penalty notice fine is issued or consider prosecution.

When absence is granted by the Headteacher, the parents will need to agree a date of return. If a pupil fails to return on the expected date and contact is not received from, or made with the parents, school will seek advice from the Local Authority. This could result in possible children missing from education procedures being instigated.

3.1.8 High Needs

Identified pupils with specific medical, therapy or Special Educational Needs, who have a high level of absence, will be supported by the following strategies:

- Weekly monitoring of attendance and absence;
- Recording absence as authorised;
- Working with the Local Authority to record such absences in the context of the pupil's individual capacity to avoid penalty and enable a support programme;
- Provide home visits where purposeful;
- Recognise that some pupils are not 'available for learning' (e.g. acute CPTSD, Mental Health needs that can't be met at school and manifest in repetitive harmful behaviour and presentation of risk to others and/or self) and work with the LA and other agencies to allocate appropriate provision which may not be within our school.

3.1.9 Attendance Rewards & Interventions

DAYS ABSENT	Percentage of attendance	Staff	This column should list the support, rewards and interventions that will take place at this stage so that everyone understands what will happen
 0 – 2 DAYS OFF	99 – 100%	All staff	• Warm welcome • Breakfast club • Pastoral support • Attendance matter sessions • Praise texts, planner notes • Form tutor award for consistent weeks & 100% weeks • Amend attendance ladder each week and offer praise to movers • Request notes for unauthorised and update MIS • Talk with yellow to red to offer motivation • Daily communication with parents/carers.
 4 – 7.5 DAYS OFF	96 – 98%		
 9.5 – 17 DAYS OFF	92 – 95%	Assistant Head Teacher. Pastoral Leads. Advocates.	• 100% weeks note in planner • School, student, and family develop attendance plan • Weekly check ins with Advocate • Home visits • Monitor three weeks • Attendance support panel • Pupils and parents/carers signposted to support services.
 19 + DAYS OFF	Under 90%		• 100% weeks note in planner • School, Student, and family develop PA/at risk of PA plan • Three weeks monitoring of plan • Home visits, • Letter 3 intent to Fast Track • Involvement from LA and external agencies with consent from parents • Attendance support panel • No engagement from parent considers use of legal intervention

	Under 50%	Senior Attendance Champion Attendance Officer	• Formal support such as attendance contracts will be in place • Intensify support through statutory children's social care involvement • No engagement from parent considers use of legal intervention
---	------------------	--	---

At Catch22, Include Schools, London, we will investigate any pupils who are on track to be persistently absent (PA) and will not wait until attendance is below 90%.

3.1.10 Part Time Timetable

All schools have a statutory duty to provide full-time education for all pupils and we are committed to every child's right to a suitable, full-time education offer. In very exceptional circumstances, we may decide to implement a temporary, reduced timetable where a pupil's individual needs indicate they cannot currently access a full-time education and it would not be in their best interest to do so. We will not use a part-time timetable to manage a pupil's behaviour. A part-time timetable will not be treated as a long-term solution and will have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. We will never put a part-time timetable in place without written agreement from parent/carer and/or other professionals working with the family as appropriate. This intervention will only be used as part of a comprehensive package of support for the pupil where it is safe to do so; it will be reviewed regularly in partnership with the child, parent and any other relevant professionals working with the family.

In line with London County Council [guidance](#), we will notify the Attendance Team of all part-time timetables as soon as a plan has been agreed.

3.1.11 A Welcome Back

It is important that on return from an absence, all pupils are made to feel welcome. This should include ensuring that the pupil is helped to adjust to school's daily routine; catch up on missed work and brought up to date on any information that has been passed to the other pupils.

3.2 Promoting Attendance

We will use opportunities as they arise remind parents/carers that it is their responsibility to ensure that their children receive their education. The school has systems to celebrate/reward excellent attendance which include; weekly certificates, individual rewards and group rewards.

3.3 Support Systems

At Catch22, Include Schools London we recognise that poor attendance can be an indication of difficulties in a family's life. This may be related to problems at home and or in school. Parents are encouraged to inform school of any difficulties or changes in circumstances that

may affect their child's attendance and or behaviour in school, for example, bereavement, divorce/separation, emerging health concerns. This will help the school identify any additional support that may be required.

We also recognise that some pupils are more likely to require additional support to attain good attendance. The school will implement a range of strategies to support improved attendance based on the individual needs and circumstances of the child.

Strategies we may use to support you include:

- Write to you if your child's attendance is causing a concern and/or where punctuality is a concern;
- Arrange a meeting so that you may discuss the situation with Advocates, Attendance Officer and Our Senior Attendance Champion.
- Create a personalised action/support plan, such as an attendance contract, to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child.
- Offer signposting support to other agencies or services, if appropriate or undertake an Early Help Assessment & Plan with you.
- Liaise with GP.
- Refer the matter to an external agency for multi-agency support, or consult with the Children's Advice and Duty Service (CADS) or the police, where there are safeguarding concerns.
- Refer to the Local Authority for joint enquiries to be made to establish the whereabouts of the child through Children Missing Education procedures if no contact has been made with parents by the 10th day of absence (or sooner if deemed appropriate).
- Refer the matter to the Local Authority for relevant legal sanctions, if attendance deteriorates following the above actions

To plan the correct support, we will always invite parents and pupils to attend a meeting to discuss the concerns and devise a plan to support the child's regular attendance. Support offered to families will be child-centred and planned in discussion and agreement with both parents and pupils.

3.4 Working in Partnership with Parents and Carers

Our aim is to work in partnership with parents and carers to remove pupils' barriers to attendance. We strive to establish good working relationships with the families of our young people through good communication and regular meetings to address on-going attendance

concerns. If necessary, we signpost our families to specialist support services who can work with us in a multi-agency approach.

3.5 Attendance Targets - Recording and monitoring

The school will set attendance targets each year. A system for analysing performance towards the targets will be established and the Headteacher will be responsible for overseeing this work.

The school will use SIMS for keeping the attendance records and regular monitoring will be carried out by the Headteacher and designated staff. The Headteacher or designated staff member will provide regular updates to the executive Senior Leadership Team on a termly basis in the following areas:

- Punctuality;
- Attendance (including authorised & unauthorised absence);
- Vulnerable group attendance comparisons;
- Impacts of attendance and punctuality interventions undertaken by the school.

Once finalised, registration mark will be amended with the Education CEO confirmation only.

4. Definitions

SIMS (Information Management System) - SIMS is a pupil information system currently developed by Capita.

5. Related policies

DfE guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739764/Guidance_on_school_attendance_Sept_2018.pdf

Children Missing Education Policy

School SEF

School Improvement Plan

6. Appendices

Appendix 1 – The Law

6.1 School Attendance and the Law

The School Attendance (Pupil Registration) (England) Regulations 2024 introduced a National Framework in England. By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parents may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

6.2 National Framework for Penalty Notices

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10-school week period can span different terms, school years or education settings.

For further information see the London Code of Conduct for issuing fixed penalties regarding school attendance.

There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours. In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school."

We will work with parents and the Local Authority to ensure that parents are supported to secure education for children of compulsory school age. Where required, we will formalise support and where necessary, work with the LA to use legal measures.

Register and Admission Roll keeping.

The legal requirements are found in:

The Education (Pupil Registration) (England) (Amendment) Regulations 2013

Categorisation of Absence

Any pupil who is on roll but not present in the school must be recorded within one of these categories.

1. Unauthorised absence

This is for those pupils where no reason has been provided, or whose absence is deemed to be without valid reason.

2. Authorised absence

This is for those pupils who are away from school for a reason that is deemed to be valid under the Education Act 1996.

3. Approved Educational Activity

This covers types of supervised educational activity undertaken off site but with the approval of the school.

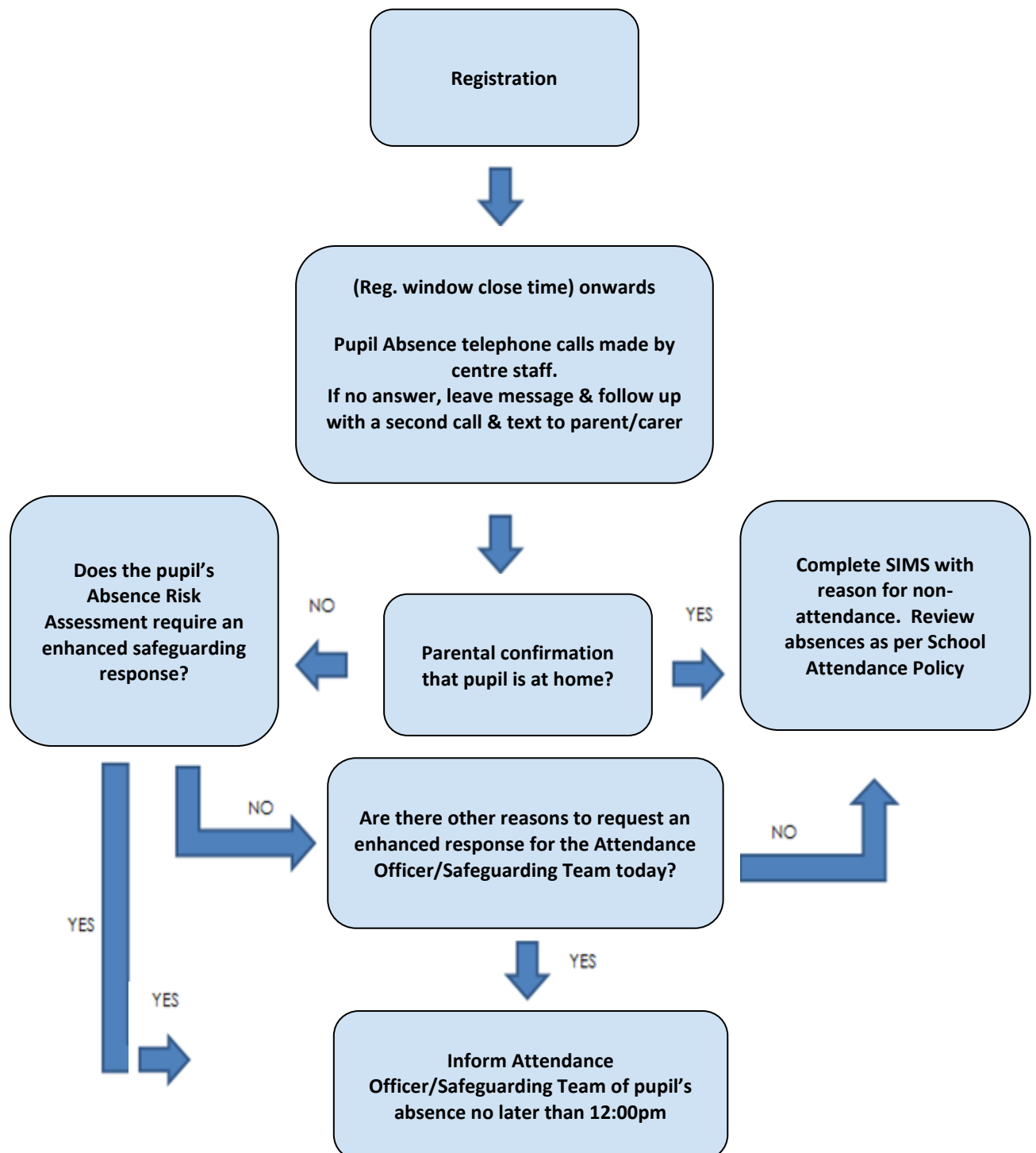
Pupils recorded in this category are deemed to be present for attendance returns purposes.

This would include:

- Work experience placements
- Field trips and educational visits
- Sporting activities
- Link courses or approved education off site
- Most types of dual registration

Appendix 2

2.1 Absence & Safeguarding Protocol



2.2 Absence Concern Assessment and Safety Plan

Pupil's Name	
Class/Year Group	
Date of Birth	
Address	
Medical conditions	
Agencies or professionals involved (incl. contact numbers)	

Name of Person with Parental Responsibility	
Parent/Carer's Home Tel. Number	
Parent/Carer's Mobile Tel. Number	

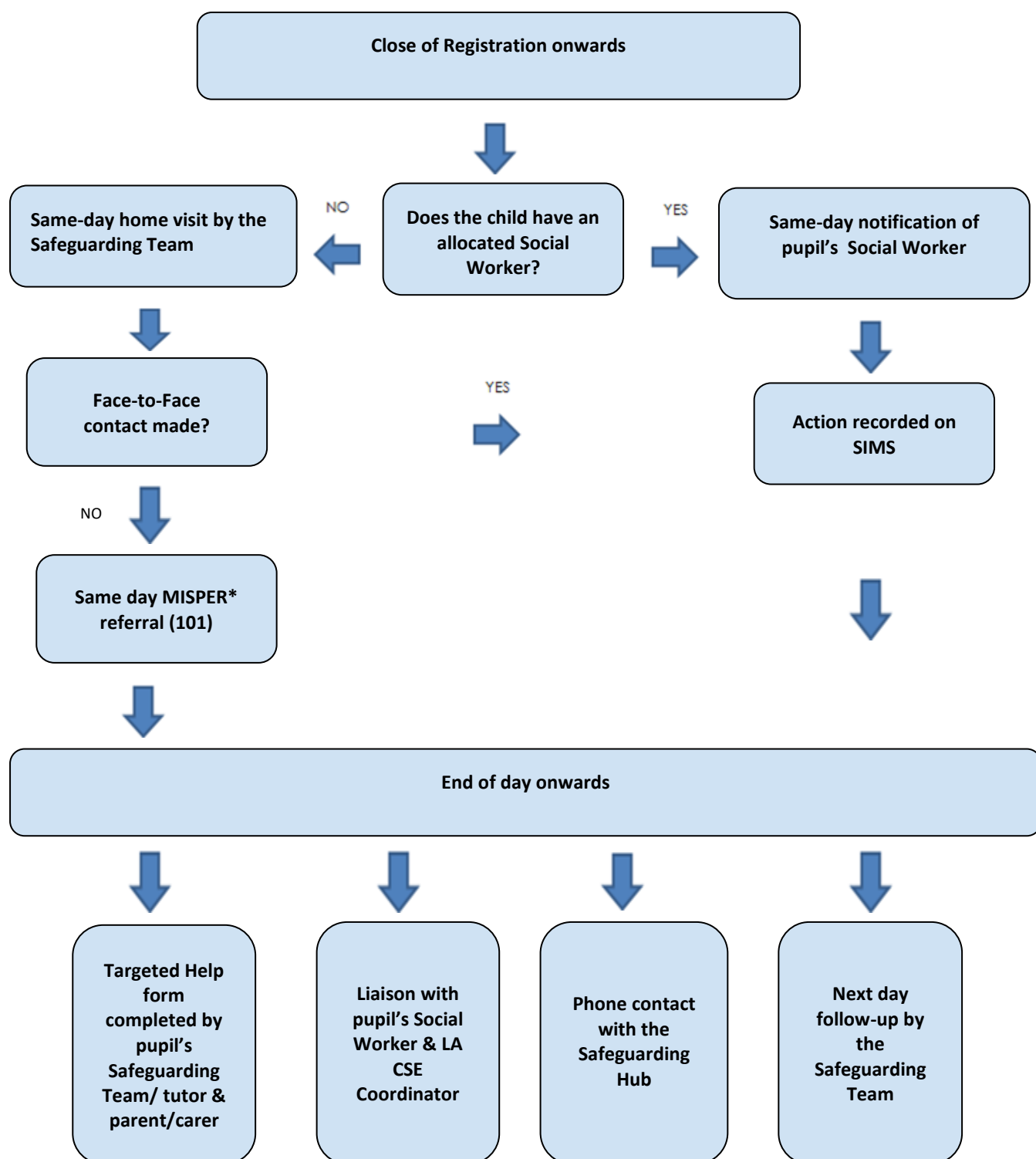
Is this child the subject of a Child Protection Plan ?	YES / NO
Is this a Child In Need ?	YES / NO
Is this child Looked-After ?	YES / NO
Does this child have learning difficulties or disabilities ?	YES / NO
Is this child at risk of self-harm or suicide ?	YES / NO
Is this child known to use drugs or alcohol ?	YES / NO
Is this child at risk of Child Sexual Exploitation ?	YES / NO
Are there any other factors which place this child at an increased risk of harm when absent from school?	YES / NO

Tutor's view of pupil's' safety	
Additional relevant factors known to school (DSL)	

Does this child require an enhanced* safeguarding response in the event of any absence from school?	YES / NO
*over and above the school's standard protocols for absence	
What is the priority for hand-over to the Attendance Support Officer?	H M

Which of the following are required in the event of an unexplained absence?	
Same-day notification of the child's social worker	
Same-day notification of all professionals/agencies working with the child (contact details above)	
Same-day notification of the LA's CSE Coordinator	
Home visit by School name staff	
Same-day reporting to police (Absent or MISPER) if face-to-face contact is not possible	

2.3 Enhanced Absence & Safeguarding Protocol



*The school can only report a child as a missing person (MISPER) if they attended and then left. If the child is not at home the parent must raise the report.

Appendix 3 – References

This policy meets the requirements of the [school attendance guidance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- [The Education Act 1996](#)
- [The Education Act 2002](#)
- [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2010](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2011](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2013](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2016](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the [school census](#), which explains the persistent absence threshold.

Appendix 4 – Attendance Policy Quick Guide for Parents

Attendance Policy Quick Guide for Parents

The name and contact details of the school staff member pupils and parents should contact about attendance on a day-to-day basis is:

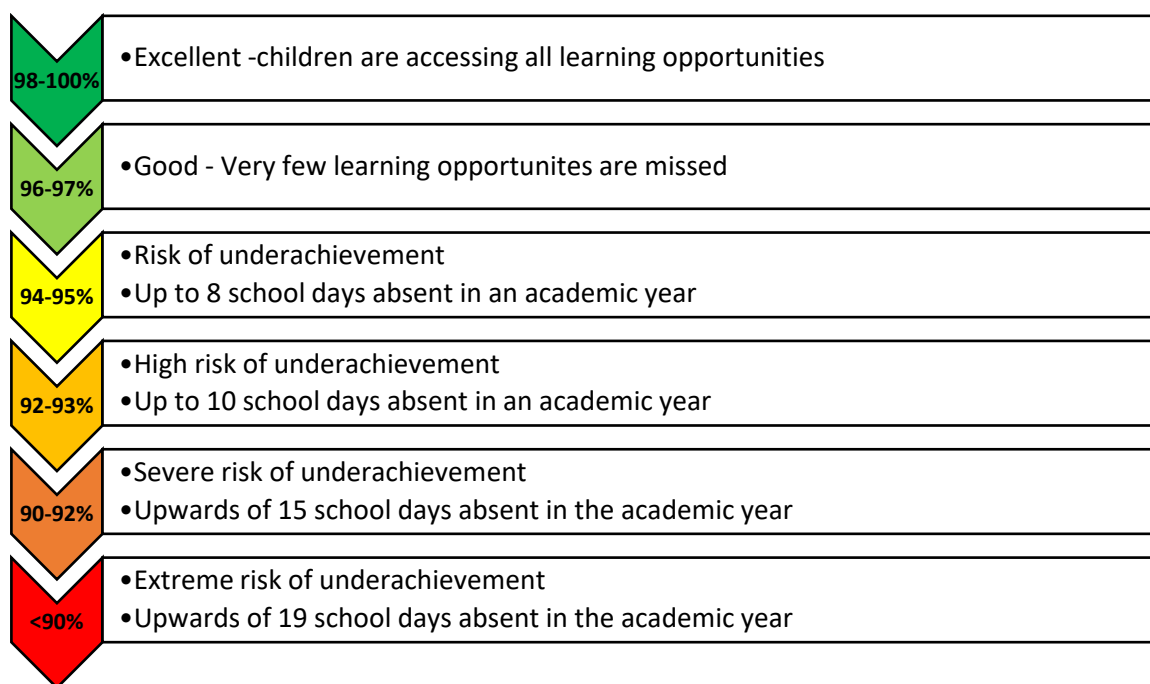
Name:

Email address and telephone number

We expect pupils to attend school for 100% of the academic year. You can support your child to have excellent attendance by taking these steps:

- Ensure your child arrives on time for school every day and is ready to learn. Arriving after registration is recorded as an unauthorised absence. Pupils must be in school by 09:00 or 09:15 for Cloud22 students
- Avoid taking holidays during term time.
- If your child appears to be only slightly ill, send them in to school. We have staff who will contact you if their condition deteriorates.
- Book any medical appointments outside of school hours. If this is unavoidable, please book for as late in the afternoon as possible and inform the school of appointments in advance.
- Supply a copy of the appointment card or hospital letter if your child has an appointment during school hours.

If your child becomes reluctant to go to school or you need help, please contact the school immediately; we are more likely to be able to work together to solve any problems if we act early.



‘On the day’ absences: what should I do if my child is not ‘fit’ to go into school?

On each day your child is unfit to come to school, please report this absence using the your local school Advocate to let us know. In the message you must leave your child’s full name, year and tutor group and give the specific reason for absence. The information you give will be recorded on our official register.

Leave of Absence

There may be exceptional circumstances where you need to request a leave of absence for your child. Please use our ‘Leave of absence request’ form to make these types of requests. The form should be submitted in advance of the leave of absence, via carrie.curtis@catch-22.org.uk You will receive a letter in response, to advise if the request has been granted or declined.

Punctuality

Pupils are expected to arrive on time for school in the morning and for every lesson during the day.

The Government remains very clear that no child should miss school apart from in exceptional circumstances and schools must continue to take steps to reduce absence to support children’s attainment. I hope we can count on your support in this matter. Please contact School Advocate if you require any support with ensuring your child’s regular school attendance.

Senior Attendance Champion – the senior leader responsible for the strategic approach to attendance in our school	Vontiana Geker	Vontiana.geker@catch-22.org.uk
School Assistant Headteacher	Freston – Sonia Alexander	Sonia.alexander@catch-22.org.uk
	Phoenix – Tamme Chapman	Tamme.chapman@catch-22.org.uk

Attendance Officer	Vacancy	
--------------------	---------	--

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Attendance Policy
EIA completed by:	Head of Personal Development, Behaviour and Attitudes
Date of assessment:	September 2021
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth)	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes

